

## Romans Topic Key Skills and disciplinary knowledge

		Y2	Y3	Y4	Y5	Y6	
<b>Science</b>	<b>Working Scientifically</b>	asking simple questions and recognising that they can be answered in different ways	asking relevant questions and using different types of scientific enquiries to answer them		planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary		
		observing closely, using simple equipment	setting up simple practical enquiries, comparative and fair tests		taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate		
		performing simple tests	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers		recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs		
		Identifying and classifying	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions		using test results to make predictions to set up further comparative and fair tests		
		gathering and recording data to help in answering questions	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations		
	<b>Greatly green growers</b>  <b>The human species</b>		identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers		describe the changes as humans develop to old age	
		identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ii.	explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant		identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	
		identify and describe the basic structure of a variety of common flowering plants, including trees	investigate the way in which water is transported within plants	investigate the way in which water is transported within plants		recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function	
						describe the ways in which nutrients and water are transported within animals, including humans	
<b>History</b>	<b>Historical skills</b>	To discuss my era showing I have understood it's key features	To answer questions about change, cause, similarity, difference and significance		To regularly address and devise historically valid questions about change, cause, similarity, difference and significance		
		To know different types of sources give me different information	To evaluate how useful a source is to find out about an event, person or time		To construct informed responses that involve thoughtful selection and organisation of relevant historical information		
	<b>Chronology</b>	To identify similarities and differences between the time of my event or person and the present	To know time periods/events that took place before and after the period I am studying	To know time periods/events that took place before and after the period I am studying		To draw links between different eras using common themes (such as government, monarchy, progress, invention, religion) tracking change, cause, similarity and difference	
		To recognise features of different eras and use this to place people, transport, technology and other features studied	To know and understand concurrent periods and events in British and world history	To know and understand concurrent periods and events in British and world history		To develop a chronologically secure knowledge and understanding of British and world history	
	<b>Historical themes</b>	To understand historical terms (century, war, peace, monarch, local history, national history, world history)	To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)	To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)		To gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry)	
<b>DT</b>	<b>Construction/textiles</b>	To design purposeful, functional, appealing products for themselves and other users based on design criteria	To solve real and relevant problems within a variety of contexts		To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose		
		To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	To use a range of tools with accuracy and precision	To use a range of tools with accuracy and precision		To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	

		To evaluate their ideas and products against design criteria	To critique, evaluate and test their ideas and products and the work of others	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<b>RSHE</b>		talk about their own likes and dislikes.	name the main male and female body parts needed for reproduction	name physical changes young people will experience during puberty.
		understand that different people like different things	describe some of the changes boys go through during puberty	describe emotional changes young people might experience during puberty
		understand that girls and boys can like different things, or the same things	describe some of the changes girls go through during puberty	appreciate that there is no such thing as a perfect body
		describe how they have changed since they were a baby	describe some feelings young people might experience as they grow up	list things that all loving relationships have in common
		understand that peoples' needs change as they grow older	talk about their own family and the relationships within it	explain what a sexual relationship is
			understand that there are many different types of family;	understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this
		discuss some changes that people might go through in life	identify similarities and differences in different loving relationships	explain how babies are conceived and how they are born
		talk about their family and ask others questions about their family	explain in simple terms how babies are made and how they are born	explain how babies are conceived and how they are born
		talk about things they would like to do when they are older	identify someone they could talk to about their changing body should they need to	identify someone they could talk to about their changing body, should they need to
		☑ I know that the Torah means 'teaching' and is the most special part of Jewish holy books	I can name the three parts of the Jewish scriptures (the Tenakh): the Torah, Nevi'im, and Ketuvim.	I can explain the structure of the Tenakh and how the word 'Tenakh' is made from Torah, Nevi'im, and Ketuvim
		I can say that the Torah tells Jewish people what God is like and how they should live.	I can explain why the Torah is the most important part of the Tenakh and what it teaches Jews about God and how to live.	I can describe how the Talmud helps Jews understand and live by the rules in the Torah
		☑ I can talk about what Jewish families do on the Sabbath and why it is important to them.	I know what the Shema is and where it is found in a Jewish home	I can explain the meaning of Simchat Torah and what it shows about Jewish beliefs.
I can ask and answer questions about why the Torah is special and say what I think about it.	I can describe what happens during Simchat Torah and why it is important for Jewish people.	I can ask and answer questions about what it means to live by the Torah, and give reasons for my ideas.		
<b>PE</b>	<b>Striking and fielding games</b>	To listen, help, praise and encourage others in their learning	To show patience and support others, listening to them about our work	To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
		To follow simple rules to a game	To follow the rules of the game and play fairly	To show good attitude and sportsmanship
		To participate in team games, developing simple tactics for attacking and defending	To read and react to different game situations as they develop	To recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents
	<b>Fitness</b>	To describe the importance for humans of exercise and eating the right amounts of different food	To describe the fitness components and explain how often and how long I should exercise to be healthy	To self-select and perform appropriate warm up and cool down activities.
				To manage risks in my activity and environment
<b>Music</b>		To use their voices expressively and creatively by singing songs and speaking chants and rhymes	To sing musically with increasing confidence and control	To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

			To play instruments musically with increasing confidence and control	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
		To recall sounds with increasing aural memory To play tuned and untuned instruments musically		To reproduce sounds from aural memory
<b>MFL</b>	<b>Holidays and hobbies/Our precious planet</b>		listen and respond to topic vocabulary;	identify some key environmental challenges in their local area; •
				use 'il y a' to say what challenges there are;
				say what environmental actions they are going to take
			answer questions orally using the topic vocabulary	make simple statements about what environmental actions some groups of people are going to do;
			write an answer in a sentence using the topic vocabulary	link their sentences with 'et';
	<b>listen and respond to topic vocabulary</b>	present ideas and information orally to a range of audiences.	write and read aloud a short paragraph.	
<b>Computing</b>		Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output		
		Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
		Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	

EYFS	Subject	Specific areas	Y1
<b>UTW – The Natural World</b>  Explore the natural world around them- Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things	<b>Science- understanding the world</b>	<b>Working Scientifically</b>	asking simple questions and recognising that they can be answered in different ways
			observing closely, using simple equipment
			performing simple tests iv. identifying and classifying
			using their observations and ideas to suggest answers to questions
		gathering and recording data to help in answering questions	
<b>UTW – Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.</b>	<b>History</b>	<b>Historical skills</b> To study historical artefacts and think about what they tell me about the past	
		<b>Chronology</b> To know what time period the people I am studying come from	
		<b>Historical themes</b> To use words like older, newer, before, after, past and present when describing the people I have studied	
<b>Expressive arts-</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills <b>PD:</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<b>DT</b>	<b>Design</b> To plan out my product before I start making	
		<b>Make</b> To select tools and techniques needed to shape, assemble and join materials	
		<b>Evaluate</b> To give likes and dislikes of my own design	
<b>UTW – Name and describe people who are familiar to them</b>	<b>PSHE</b>	<b>Growing up</b>	talk about their own likes and dislikes.
<b>PSED – Self-regulation</b> Express their feelings and consider the feelings of others			understand that different people like different things
			understand that girls and boys can like different things, or the same things
<b>PSED – Self-regulation</b> Think about the perspectives of others.			describe how they have changed since they were a baby
<b>PSED – Self-regulation</b> Build constructive and respectful relationships.			understand that peoples’ needs change as they grow older
			discuss some changes that people might go through in life
			talk about their family and ask others questions about their family
<b>Understanding the World:</b> Understand that some places are special to members of their community	<b>RE</b>	<b>Judaism</b>	☑ I know that the Torah means ‘teaching’ and is the most special part of Jewish holy books
<b>Understanding the World:</b> Recognise that people have different beliefs and celebrate special times in different ways.			I can say that the Torah tells Jewish people what God is like and how they should live. ☑ I can talk about what Jewish families do on the Sabbath and why it is important to them.
			I can ask and answer questions about why the Torah is special and say what I think about it.
<b>PD: Gross motor</b> to describe how the body feels when still and when exercising.	<b>PE</b>	<b>Striking and fielding games</b>	To use equipment appropriately and move and land safely.
<b>PD: Gross motor</b> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball			To engage in competitive (both against self and against others) and co-operative physical activities
<b>PD: Gross motor</b> Start taking part in some group activities which they make up for themselves, or in teams.			To participate in team games, developing simple tactics for attacking and defending
			To pick a group to work with based upon how well we work together
<b>Expressive arts</b>			

<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<b>Music</b>	<b>Study of music</b>	To use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat
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