

Year C Autumn 1-Unique Somerset

		Year 3	Year 4	Year 5	Year 6	
Science	Working Scientifically (taught within all each half term)	To ask relevant questions and suggest a test that could answer them	To ask testable questions, using different types of scientific enquiry to answer them	To plan different types of scientific enquiries to answer questions including recognizing and controlling variables where necessary	To select the most appropriate form of scientific enquiries to answer questions, recognizing and controlling variables where necessary	
		To set up simple practical enquiries	To set up comparative and fair test	To know which variables are being controlled and why		
		To make careful observations, taking accurate measurements	To make systematic observations, taking accurate measurements using a range of equipment (including digital)	To take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where necessary	To understand what measurements should be taken, for how long and whether they should be repeated	
		To gather data in a systematic and useful way	To choose an appropriate way to gather data to answer a question	To recording data and results of increasing complexity using scientific diagram and labels, classification keys, tables and bar graphs	To use more complex tables, scatter graphs and line graphs to record information	
		To record and present data in a variety of ways to help in answering questions	To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables			
		To produce written, oral or presentations of findings	To report and present on findings explaining results and conclusions	To report and present findings from enquiries including conclusions, causal relationships and level of trust in results		
		To use results to draw simple conclusions	To use results to predict new values, suggest improvements and raise further questions	To use test results to make predictions to set up further comparative and fair tests	To use conclusions to make predictions new values within and beyond the data collected	
		To use straightforward scientific evidence to answer questions or support findings	To identify differences, similarities or changes related to scientific ideas and processes	To use primary and secondary sources of information to support a scientific idea	To identify scientific evidence that has been used to support or refute ideas or arguments	
	Materials and Matter	compare and group materials together, according to whether they are solids, liquids or gases				
		observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)				
Animal Kingdoms					To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	
					To study and raise questions about their local environment throughout the year.	
					To find out about the work of some naturalists and animal behaviourists	
Geography	Geographical skills & fieldwork	To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world		To use the eight points of a compass, four and six-figure grid references and keys to build their knowledge of the United Kingdom and the wider world		
		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied				
		To use the four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world		To use Ordnance Survey maps to build my knowledge of the United Kingdom		
		To use fieldwork to observe, measure, record and present the human and physical features in the local area		To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
	Locational knowledge	To identify human and physical characteristics of the United Kingdom and land-use patterns		To use maps and atlases to locate countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		
		To name and locate counties and cities of the United Kingdom		To name and locate geographical regions of the United Kingdom and key geographical features (including hills, mountains, coasts and rivers)		
Place Knowledge	To understand the geographical significance of our local area					
Human & physical	To describe and understand key aspects of physical geography of rivers and flood plains and the types of settlements in our local area		To describe and understand key aspects of physical and human geography including vegetation belts, rivers and flood plains and the distribution of water			

Art	Painting	To sketch and paint a landscape with attention to shape and detail.	To design and create a landscape painting that shows mood, weather, or time of day.
		To use tints, tones, and shades to show light and shadow in my painting.	To use a range of brushstrokes and colour mixing techniques for texture and atmosphere.
		To use layering and blending techniques to improve the background and foreground	To apply perspective by changing the size and colour of objects to show distance.
		To use a horizon line and overlapping to create depth in my landscape.	To use their sketchbook to experiment with layout, colour, and composition before painting.
		To describe how an artist has created a landscape and try to use similar techniques.	To explain the techniques and choices used in their painting
		To evaluate my own landscape and suggest how they could improve it.	To compare different styles of landscape art (e.g., impressionist, abstract) and describe how they influence their work.
RSHE	Relationships - TEAMS	To talk about changes people may go through and what feelings or emotions these changes may bring;	To understand what successful teamwork skills are; • express opinions respectfully;
		To list some helpful behaviours that support teamwork;	To explain what collaborative working is;
		To understand how different behaviours affect the whole team	To discuss what a compromise is;
		To talk about different emotions our teammates may experience	To discuss different types of unkind behaviour;
		To discuss ways, we can resolve disputes within a team	To identify ways of showing care to others in their team;
		To talk about how fulfilling our responsibilities benefits our team	To list shared responsibilities within the class team.
RE	Understanding Christianity People of God	To make clear links between the story of Noah and the idea of covenant.	To explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
		To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	To make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
		To make links between the story of Noah and how we live in school and the wider world.	To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
			To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.
PE	Tag Rugby	To play competitive games and apply basic principles suitable for attacking and defending	To enjoy communicating, collaborating and competing with each other
			To show good attitude and sportsmanship
	Netball	To follow the rules of the game and play fairly	
	Swimming		To swim competently, confidently and proficiently over a distance of at least 25 metres
			To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
			To perform safe self-rescue in different water-based situations
MFL	Getting to know you/Pleased to meet you	To say hello and goodbye	To say a simple future sentence
			To give an intention for the immediate future
		To introduce themselves	To use body language or gesture to help understand
		To say if they are feeling good/bad/so-so	To say how they are feeling

		To count to 10;	To follow a simple story and recognise key vocabulary
		To say how old they are.	To present information about themselves with support
Computing	Using a computer/ Website design	To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
		To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
		To 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	To 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.
		To use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.

EYFS	Subject	Specific areas	Year 1	Year 2	
<p>UTW – The Natural World</p> <p>Understanding the World – Natural World, how animals grow and change, different animals eat different things, animals found in the local area, how we can care for animals, observe and draw animals.</p>	<p>Science- understandin g the world</p>	<p>Working Scientifically</p>	To ask questions about the world around me	To ask simple questions and recognise that they can be answered in different ways	
			To explore the world around me	To perform simple tests	
			To use simple measuring equipment	To observe closely using simple equipment	
			To record simple data	To gather and record data to help in answering questions	
			To compare objects and materials and sort and group them	To use the skills of identifying and classifying	
			To talk about what I have found out		
			To begin noticing patterns and relationships with help	To use their observations and ideas to suggest answers to questions	
			To access secondary sources with help	To use secondary sources to find answers	
		<p>Animals</p>	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals		
			identify and name a variety of common animals that are carnivores, herbivores and omnivores	To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify different sources of food	
			describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)		
		<p>Earth and Space</p>	observe changes across the four seasons		To know how the four seasons affect the behaviour of plants and animals
			observe and describe weather associated with the seasons and how day length varies.		To identify seasonal and daily weather patterns in the United Kingdom
		<p>UTW –Draw information from a simple map. Explore the natural world around them</p>	<p>Geograph y understandin g the world</p>	<p>Geographical skills & fieldwork</p>	To use location and directional language [for example, near and far; left and right] to describe the location of features and routes on a map
To recognise features of my town or school on an aerial photograph	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features				
To construct simple maps of my classroom or school	To devise a simple map; and use and construct basic symbols in a key				
To use simple fieldwork and observational skills to study the geography of my school and its grounds	To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment.				
Locational knowledge	To find my town on a map of the United Kingdom			To name and locate the four capital cities of the United Kingdom	

		Place knowledge	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Butleigh and the surrounding area)	
		Human and physical geography	To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and weather relating to our local area	To use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather relating to our local area
			To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office and shop relating to our local area.	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office and shop relating to our local area.
Expressive arts- Explore, use and refine a variety of artistic effects to express their ideas and feelings	Art	Painting	To name and paint the main parts of a landscape, such as the sky, land, trees, and water	
			To mix colours to create new ones, including secondary colours.	
			To use different brush sizes and techniques to create textures.	
			To include a simple horizon line in their landscape paintings.	
			To describe the choices made in their artwork.	
			To look at landscape paintings by artists and say how they are similar or different to theirs.	
UTW – Name and describe people who are familiar to them	PSHE	Relationships -TEAMS	To talk about the different teams, they belong to	name the teams they are part of and talk about how it feels to be part of these teams
PSED – Self-regulation Express their feelings and consider the feelings of others			To describe how we can listen to others	explain why listening to each other is important
PSED – Self-regulation Think about the perspectives of others.			To list some ways, we can show kindness to others;	explain the importance and benefits of showing kindness
PSED – Self-regulation Build constructive and respectful relationships.			To discuss examples of friendly joking, teasing and bullying behaviours;	talk about what we can do if we are being bullied or see this happening to others
			To identify helpful and not-so-helpful thoughts;	To identify helpful thoughts that we can use to create a positive mindset
			To talk about different choices, we can make within our team.	To explain the effect our choices can have.
Understanding the World: Understand that some places are special to members of their community	RE	Understanding Christianity: God	To identify what a parable is.	
Understanding the World: Recognise that people have different beliefs and celebrate special times in different ways.			To Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving Father.	
			To give clear, simple accounts of what the story means to Christians	
			To give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	
			To give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.	
			To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	
PD: Gross motor to describe how the body feels when still and when exercising.	PE	Invasion games and the fundamentals of PE	To listen, help, praise and encourage others in their learning	
PD: Gross motor Develop overall body-strength, balance, co-ordination and agility.				

<p>PD: Gross motor Start taking part in some group activities which they make up for themselves, or in teams.</p>			<p>To be physically active for sustained periods of time</p>	
<p>Expressive arts Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Music</p>	<p>Study of music</p>	<p>To invent rhythm and pitch patterns and perform these for others, taking turns</p>	<p>To work with a partner to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.</p>
			<p>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</p>	<p>To play tuned and untuned instruments musically</p>