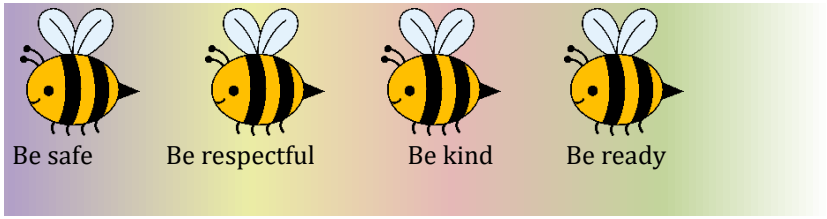
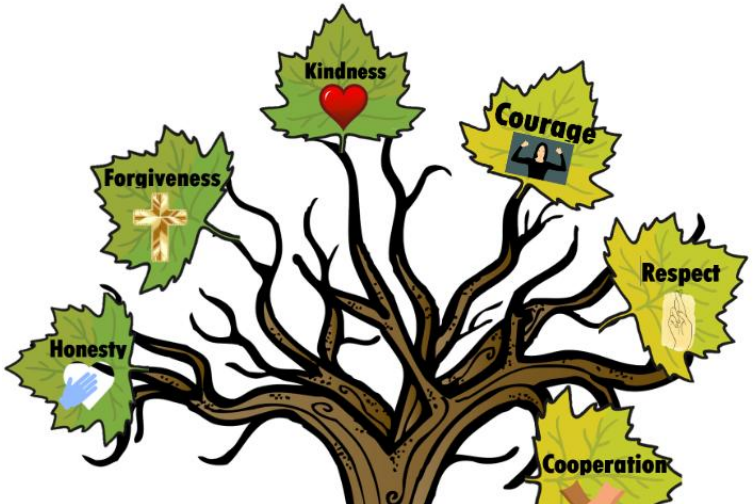
Key for links across curriculums	
Highlighted yellow	From NC
Highlight pink	From PSHE association
Red writing	Science curriculum
Green writing	PE curriculum
Purple writing	Geography curriculum
Orange writing	DT Curriculum
Brown writing	Computing curriculum
	Non National Curriculum sex education - parents can elect to withdraw from this



Butleigh Complete KS2 Curriculum

March 2026

The skills are predominantly the same for Year 3 and Year 4, and Year 5 and Year 6 – However, in order to be judged as meeting the skill in Year 4 or Year 6 children should be displaying a greater level of independence and more ability to transfer and create links between different areas.



Aspire to be your best self by **living, learning** and **growing together** in God's love

KS2 Coverage Overview

KS2 Coverage grid		Year A	Year B	Year C	Year D
Science	Practical Science				
	Living things and their habitats				
	Animals including humans				
	Evolution and inheritance				
	Plants				
	Rocks and fossils				
	Forces and magnets				
	Electricity				
	Sound				
	Light				
	States and changing materials				
	Earth and space				
Geography	The UK				
	Europe				
	North America				
	South America				
	Skills and fieldwork				
	Location knowledge				
	Place				
	Human and physical				
History	Stone age to Iron age				
	Roman Empire				
	Anglo-Saxons and Scots				
	Vikings and Anglo Saxons				
	Local History – Glastonbury and Butleigh				
	A theme through history – Colonisation / Farming / Transport				
	Ancient Egypt				
	Ancient Greece				
	Mayans				
	Historical skills				
	Chronology				
	Historical themes				
Art	Drawing				
	Painting				
	Sculpture				
	Craft and design				
	Experiment and create				
	The legacy of art and artists				
Music	Music from historical periods				
	Different genres and styles				
	Different cultures and traditions				
	Work of composers and musicians				
	Study				
	Composing				
	Performing				
DT	Construction				
	Mechanisms				
	Food				
	Electrical Systems				
	Computers				
	Design				
	Make				
	Evaluate				
	Cooking and nutrition				
PE	Skills: running jumping throwing catching				
	Dance				
	Competitive games				

	Gymnastics				
	OAA				
	Swimming				
Computing	Using a Computer				
	Programming				
	Digital Literacy				
	E-Safety: Content				
	E-Safety: Conduct				
	E-Safety: Contact				

KS2 Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Beautiful Butleigh	**Celebrations: A moment in time**	**North American**	**Rivers**	**History of Street /Bristol**	**The Olympics**
Science	**Materials and matter:** Evaporation and condensation	**Energy and forces**: sound, electricity and friction	**Earth and space**: water cycle	**Plants**: plant structure, growth and types	**Animals**, producers, prey and predators	**The human body**: teeth, digestion and nutrition
	Animals Kingdom: Life cycle and reproduction	**Energy and forces:** Gravity, Air resistance	**Earth and space:** The Solar System and beyond	**Materials and matter:** Properties of materials – reversible and irreversible changes	**Plant Kingdoms:** Life cycles	**The human body**: The circulatory system and staying healthy
History		**British and local history:** Remembrance/WWII			**Local history:** Clarks	**World history;** Ancient Greece
Geography	**Local geography-Butleigh**		**Place knowledge:** San Francisco	**Human and physical:** Rivers		
DT		Construction Design, Make, Evaluate			Mechanisms Design, Make, Evaluate	
Art	Drawing The legacy of art and artists		Painting Experiment and create	Craft and design Experiment and create		Sculpture The legacy of art and artists
RE	People of God (Understanding Christianity)	Incarnation (Understanding Christianity)	Islam	Salvation (Understanding Christianity)	Gospel (Understanding Christianity)	Hinduism
RSHE	TEAM (relationships)	Think positive (Health and wellbeing)	Diverse Britain (Living in the wider World)	Be yourself (Relationships)	It's your body (Health and wellbeing)	Aiming high (Living in the Wider World)
Music	Percussion, Local Folk Songs and Shanties		Space Music – Classical & Movies	River Music – Ma Vlast, Strauss		Composing Electronic Music and Singing Showcase
PE	Tag Rugby and Netball (Y3 and 4) Tag Ruby and Swimming (Y5 and Y6)	Dance and swimming (Y3 and 4) Dance and Netball (Y5 and Y6)	Gymnastics & Badminton (Year 3 & 4) Gymnastics & swimming (Y5 & Y6)	Tennis and Swimming (Y3 & Y4) Tennis and Badminton (Y5 & Y6)	Outdoor Adventurous activities Athletics	Rounders Cricket
Computing	Website Design	Scratch Animations	Microbilt Coding – Space-themed	Multimedia – River music videos	Spreadsheets + Flowcharts	

KS2 Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Egyptians	**Landscapes**	**Kenya**	**Everyday life**	**Europe: Italy**	**Romans**
Science	**Animals :** Vertebrates, skeletons in the animal kingdom	**Energy and forces**: light, electricity and magnetism	**Materials and matter**: solids, liquids and gases	**Human body**: The Musculo skeletal	**Plants**: plant structure, growth and types	**Earth and space**: rocks, soil and fossils
	Animals: Life cycles	**Energy and Forces**: Light and electricity	**Earth and Space:** The solar system and beyond	**Materials and Matter-**electrical and thermal conductivity	**Human life cycles**	**Plant Kingdoms:** Life cycles and reproduction
History	**World history:** Egyptians			**World history**: Ancient Maya		**British and world history**: Romans
Geography		**Human and physical/UK:** Mountains in the UK	**Place knowledge**: Kenya (Biomes)		**Human and physical:** Earthquakes and volcanos	
DT	Mechanisms Design, Make, Evaluate Cookery 3/4	Cookery (Yr 4/5)	Computers-programming	Cookery (Year 6)		Construction Design, Make, Evaluate
Art		Craft and design: printmaking	Drawing	Painting: self portraits	Sculpture: natural	
RE	Creation/Fall (Understanding Christianity)	Incarnation (Understanding Christianity)	God (Understanding Christianity)	Kingdom of God (Understanding Christianity)	Judaism	
RSHE	VIPS (Relationships)	Safety first (Health and wellbeing)	One World (Living in the wider World)	Digital wellbeing (Relationships)	Money Matters (Living in the wider world)	Growing up (Health and wellbeing)
Music	Middle Eastern Music	Learning Music Notation + British Composers	African Music – Percussion and Songs		Composing – Ostinatos	Keyboard skills & Singing Showcase
PE	Football	Dance/Hockey	Gymnastics	Volleyball/Fitness	Handball/ Athletics	Rounders/ Dodgeball
Computing	3D Modelling – Tinkercad. Pyramid complex reconstructions + Tic Tac Chec games		E-Safety Posters Programming using Microbits.	Y4 - repetition in shape - Using LOGO Y6 Scratch – Variables in games	Multimedia: Holiday destination posters	Computing systems and networks

KS2 Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unique Somerset		**Castles**	**Jungle**	**Farming**	**Fossil Hunting**
Science	**Materials and matter:** Evaporation and condensation	**Energy and forces**: sound, electricity and friction	**Earth and space**: water cycle	**Plants**: plant structure, growth and types	**Animals**, producers, prey and predators	**The human body**: teeth, digestion and nutrition
	Animals Kingdom: Life cycle and reproduction	**Energy and forces:** Gravity, Air resistance	**Earth and space:** The Solar System and beyond	**Materials and matter:** Properties of materials – reversible and irreversible changes	**Plant Kingdoms:** Life cycles	**The human body**: The circulatory system and staying healthy
History		**Local history:** Glastonbury Abbey	**British history**: Anglo-Saxons and Scots			**British history**: Stone age to Iron age
Geography	**Local geography:** Human and physical and Local geography			**International place knowledge:** Amazon rainforest Biomes	**Farming**: trade and land use.	
DT		Construction:			Mechanisms	Drawing
Art	Painting		Sculpture: recycled art	Craft and Design: Collage		
RE	People of God (Understanding Christianity)	Incarnation (Understanding Christianity)	Islam	Salvation (Understanding Christianity)	Gospel (Understanding Christianity)	Hinduism
RSHE	TEAM (relationships)	Think positive (Health and wellbeing)	Diverse Britain (Living in the wider World)	Be yourself (Relationships)	It's your body (Health and wellbeing)	Aiming high (Living in the Wider World)
Music	Percussion & Local Folk Songs and Shanties	Code.org music lab + Music inspired by birds - Einojuhani Rautavaara - Cantus Arcticus	Space Music – Classical & Movies	Percussion: Traditional music of Africa & Brazil		Composing Electronic Music & Singing Showcase
PE	Tag Rugby and Netball (Y3 and 4) Tag Ruby and Swimming (Y5 and Y6)	Dance and swimming (Y3 and 4) Dance and Netball (Y5 and Y6)	Gymnastics & Badminton (Year 3 & 4) Gymnastics & swimming (Y5 & Y6)	Tennis and Swimming (Y3 & Y4) Tennis and Badminton (Y5 & Y6)	Outdoor Adventurous activities Athletics	Rounders Cricket
Computing	Website Design	Scratch Animations + Audio Editing	Microbilt Coding – Space-themed		Data handling – Flowcharts and spreadsheets – Making bread	

KS2 Year D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Two cities	**All at Sea**	**Explorers**	**Our coast**	**Are all deserts hot?**	**Transport**
Science	**Animals :** Vertebrates, skeletons in the animal kingdom	**Energy and forces**: light, electricity and magnetism	**Materials and matter**: solids, liquids and gases	**Human body**: The Musculo skeletal	**Plants**: plant structure, growth and types	**Earth and space**: rocks, soil and fossils
	Animals: Life cycles	**Energy and Forces**: Light and electricity	**Earth and Space:** The solar system and beyond	**Materials and Matter-**electrical and thermal conductivity	**Human life cycles**	**Plant Kingdoms:** Life cycles and reproduction
History		**World history**: Vikings	**British history:** explorers			**Theme through history:** transport
Geography	**Place knowledge**: Wells vs London			**Human and physical:** coastlines	**Biomes**: Deserts- Alaska and Sahara.	
DT	Electrical systems		**Mechanisms** Design, Make, Evaluate			**Construction** Design, Make, Evaluate
Art	Painting	Craft and Design- printing		Drawing and Painting	Sculpture: clay	Experiment and create Drawing
RE	Creation/Fall (Understanding Christianity)	Incarnation (Understanding Christianity)	God (Understanding Christianity)	Kingdom of God (Understanding Christianity)	Judaism	
RSHE	VIPS (Relationships)	Safety first (Health and wellbeing)	One World (Living in the wider World)	Digital wellbeing (Relationships)	Money Matters (Living in the wider world)	Growing up (Health and wellbeing)
Music	CIty Music: Gershwin, Holst and Reich.	Learning Music Notation + Scandinavian music	African Music – Percussion and Songs	Sea Music – Debussy, Mendelssohn, Britten		Keyboard skills & Singing Showcase
PE	Football	Dance/Hockey	Gymnastics	Volleyball/Fitness	Handball/ Athletics	Rounders/ Dodgeball
Computing	Scratch Coding – Games	Multimedia – Viking raid posters using Canva	Data handling – Space Calculations	Computer science – How the internet works	Coding with Python	Multimedia – Photo and Video Editing

RE – AMV Baths and Wells for non-Christian topics and Understanding Christianity

A+ C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS/1	God	Incarnation	Bible stories	Salvation	Bible stories	Judaism Unit 5: What do Jewish people believe about God and the Covenant?
Y2/3/4	People of God	Incarnation	Islam Unit 2: What do Moslem people believe about Islam and Iman?	Salvation	Gospel / Bible stories	Hinduism Unit 3: What do Hindu people believe about Dharma, Deity and Atman?
Y5/6	People of God	Incarnation	Unit 8: What do Moslem people believe about Islam and Iman?	Salvation	Gospel	Hinduism Unit 9: What do Hindu people believe about Dharma, Deity and Atman?

B+ D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS/1	Creation	Incarnation	Gospel	Salvation	Judaism Unit 6: What do Jewish people believe about Torah?	
Y2/3/4	Creation/Fall	Incarnation	God	Kingdom of God	Judaism Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	
Yr 5/6	Creation/Fall	Incarnation	God	Kingdom of God	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	

Music

Musical contexts	To study music from a range of historical periods	To study music from a range of genres and styles	To study music from a range of cultures and traditions	To study the work of great composers and musicians
Musical experience	To have the opportunity to learn a musical instrument	To use technology appropriately to compose and refine musical pieces	To learn to sing	

	Year 1	Year 2	Lower KS2	Upper KS2
Study of music	To listen with concentration and understanding to a range of high-quality live and recorded music		To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
			To listen with attention to detail	
	To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing	To experiment with, create, select and combine sounds using the inter-related dimensions of music	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

	Year 1	Year 2	Lower KS2	Upper KS2
Composing music	To combine sounds to make a story, choosing and playing instruments or sound-makers	To create music in response to a non-musical stimulus	To explore knowledge of musical components by composing music to create a specific mood	To create musical pieces that contain at least two parts and fulfils a given brief
	To improvise simple vocal chants, using question and answer phrases	To work with a partner to improvise simple question and answer phrases, to be sung creating a musical conversation	To use their voice to improvise on a familiar song or melody	To use their voice to create and compose music on their own and with others
	To invent rhythm and pitch patterns and perform these for others, taking turns	To work with a partner to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation	To develop an understanding of musical composition	To organise and manipulate ideas within musical structures
	To follow pictures and symbols to guide singing and playing	To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces	To capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology	To use and understand staff and other musical notations

	Year 1	Year 2	Lower KS2	Upper KS2
Performing music	To sing collectively and at the same pitch, responding to simple visual directions	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 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	To play tuned and untuned instruments musically	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 sing simple songs, chants and rhymes from memory		To recall sounds with increasing aural memory	To reproduce sounds from aural memory

The inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Science

Each area to be covered once every 2 years

Working Scientifically	Year 3	Year 4	Year 5	Year 6
	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

Biology – Animals Including humans	Year 3	Year 4	Year 5	Year 6
	To know that animals, including humans, need the right types and amount of nutrition	To know about the need for food for activity and growth and about the importance of an adequate and varied diet for health	To research different food groups and how they keep us healthy	To recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions
	To know that animals, including humans, cannot make their own food; they get nutrition from what they eat.		To compare and contrast the diets of different animals	
	To identify that humans, and some other animals, have skeletons for support and protection		To identify and group vertebrates and invertebrates and compare their movement	
	To identify that humans, and some other animals, have muscles for support and movement		To name some of the major bones and muscles in the human body	
	To know the main body parts associated with the skeleton and muscles.		To know the skeleton and muscular system work together for movement	
	To know that different parts of the body have special functions	To recognise and name the major organs in the human body	To recognise, name and give the importance of the major organs in the human body	To understand the roles of the major organs, bones and muscles in the human body
	To know some of the organs involved in the digestive system A1	To describe the simple functions of the basic parts if the digestive system in humans A1 (4)		To describe the ways in which nutrients and water are transported within animals, including humans
	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health A1	To investigate what can damage teeth and how to look after them A1	To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	
	To identify the different types of teeth in humans and their simple functions A1	To compare the teeth of carnivores and herbivores	To suggest reasons for the differences in the teeth of carnivores and herbivores	To make predictions about what an animal eats based upon its teeth
			To identify and name the main parts of the human circulatory system	To describe the functions of the heart, blood vessels and blood
	To recognise the ways in which we are all unique		To recognise their individuality and personal qualities	To know that our personal identity is made of many factors (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
	To name the main parts of the body including external genitalia (vagina, labia, penis, foreskin, testicles, nipples, anus)		To identify and name the external genitalia and internal reproductive organs in males and females (vagina, major and minor labia, clitoris, ovary, oviduct, uterus, cervix: penis, testis, foreskin, scrotum: breast, nipple, anus)	
	To draw timelines to indicate stages of growth and developments of humans (including menstruation during puberty)		To know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	
			To know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	

			To understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for
			To know that there are ways to prevent a baby being conceived and protect from STDs ★
			To understand the role of breastfeeding as a natural and normal part of child care and that it may not be possible for every family ★

Science

	Year 3	Year 4	Year 5	Year 6
Biology – Living things and their habitats	To understand that plants and animals are alive and that they feed, grow and reproduce		To reason whether something is or is not alive using the full range of characteristics (Mrs Gren)	
	To recognise that living things can be grouped in a variety of ways	To group animals using the categories: vertebrate: amphibian, reptile, mammal, fish and bird, invertebrate: Slugs, worms insects spiders	To describe how living things are classified into broad groups according to common observable characteristics including microorganisms, plants and animals	
			To give reasons for classifying plants and animals based on specific characteristics	
	To use classification keys to assign living things to groups	To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	To understand that broad classifications can be subdivided	
			To apply classification keys to animals from their local environment and those which are unfamiliar	
	To recognize how animals in an environment can be hurt by damage to that environment	To recognise that environments can change and that this can sometimes pose dangers to living things		
		To look at the positive and negative impact of humans on environments		
	To recognise how animals and plants are adapted to the environments in which they live and how they depend upon one another			
	To explore how local habitats can change throughout the year.		To study and raise questions about their local environment throughout the year.	
	To describe reproduction in some animals		To describe the differences in the life cycles of mammals, amphibians, insects and birds	To explain differences in life cycles from animals and plants in different areas or contexts
	To construct simple food chains for familiar habitats	To construct and variety of food chains, identifying producers, predators and prey. A1	To use terms such as primary, secondary or tertiary consumer and top carnivore when describing animals	
			To find out about the work of some naturalists and animal behaviourists	

	Year 3	Year 4	Year 5	Year 6*
Biology - Evolution and inheritance			To recognise that living things have changed over time	To understand how and why living things have changed over time
			To understand that some characteristics can be passed from one generation to the other.	To recognise that living things produce offspring of the same kind, but that offspring vary and are not identical to their parents
				To recognise that adaptations may make offspring more likely to survive.
			To identify some ways in which animals from different environments are adapted for the places in which they live	To recognise that adaptations may lead to evolution
				To identify how animals and plants are adapted to suit their environments in different ways

	Year 3	Year 4	Year 5	Year 6
Biology - Plants	To identify and describe the functions of different parts of flowering plants (flowers, leaf, stem, root)		To identify and describe the functions of a number of parts of flowering plants	
	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	To investigate different methods of seed dispersal in a plant	To name the male and female parts of the flower (stamen, stigma, carpel, anther, filament, ovule, ovaries and stile) and know their role	To describe the life processes of reproduction in some plants
			To find out about different types of reproduction in plants (including sexual and asexual)	
	To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room)		To investigate how changing the living conditions of a plant will affect it	To know that plants have different needs to be healthy at different stages in their life cycles

	To know how the requirements of plants to live and grow vary from plant to plant		To observe and compare the life cycles of plants in my local environment and others around the world	
	To group plants into categories based upon characteristics		To classify and sort plants based upon complex characteristics giving reasons for decisions	To reason where unfamiliar plants belong in a classification system
	To investigate the way in which water is transported within plants		To be able to describe how water is transported in plants	

Rocks - fossils	Year 3	Year 4	Year 5	Year 6*
	To compare and group together different kinds of rock based on their appearance and simple physical properties	To understand that the properties of different types of rock are related to the way in which they were formed	To classify igneous, sedimentary and metamorphic rock based upon their characteristics	
	To recognise that soils are made from rocks and organic matter	To explore similarities and differences between different types of soil	To describe rocks and spoils based on their own characteristics including physical appearance, texture, permeability	
	To describe in simple terms how fossils are formed when things that have lived are trapped in rock	To discuss the different kinds of living things whose fossils have been found in sedimentary rock e.g. plants, dinosaurs, sea creatures – ammonites, belemnites and trilobites	To explain how fossils are formed	To recognise that fossils provide information about living things that inhabited the Earth millions of years ago
			To look at the work of palaeontologists such as Mary Anning.	

Physics – forces and magnets	Year 3	Year 4	Year 5	Year 6
	To compare how things move on different surfaces B2	To understand that forces can make things begin to move, get faster or slow down	To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	To compare and give reasons based on testing for how gravity affects the movement of a variety of objects
	To notice that some forces need contact between two objects, but magnetic forces can act at a distance B2	To know that friction is a force between surfaces	To identify the effects of air resistance, water resistance and friction, that act between moving surfaces	To explain how drag forces tend to slow things down including air resistant, water resistant and surface friction
	To observe how magnets attract and repel each other B2	To explore how free moving magnets will point to the Earth's poles		
	To observe that magnets attract some materials and not others	To make predictions about whether an object will be attracted to a magnet		
	To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet B2			
	To be able to identify some magnetic materials			
	To identify magnets as having two poles B2	To use the term magnetic field		
	To predict whether two magnets will attract or repel each other, depending on which poles are facing B2			
		To have investigated pulleys and leavers	To recognise that some mechanisms, including pulleys and gears, allow for a smaller force to have a greater effect	To explain the impact of leavers, pulleys and gears on the force required for a task

Physics – Electricity	Year 3	Year 4	Year 5	Year 6
	To identify common appliances that run on electricity			
	To construct a simple series circuit	To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs switches and buzzers		To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
		To identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery		
		To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	To know the effect of placing a switch anywhere in a circuit	
	To understand that some materials put in a circuit will prevent the circuit from working	To recognise some common conductors and insulators, and associate metals with being good conductors	To know a range of conductors and insulators of electricity	To understand that some metals are better conductors than others
	To create circuits from simple drawings	To create understandable pictorial representations of circuits	To begin to recognise standard electrical symbols	To use recognised symbols when representing simple circuits in a diagram
	To know how to work safely with electricity			

	To know the names for some common components	To observe what variables will affect the brightness of a bulb		To associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in a circuit

Physics - Sound	Year 3	Year 4	Year 5	Year 6
	To observe and name a variety of sources of sound	To identify how sounds are made, associating some of them to something vibrating	To identify what is vibrating to make a sound even when that component is not visible	
	To understand that for us to hear something the sound must reach our ears	To recognise that vibrations from sounds travel through a medium to the ear	To explain the journey of sound through different mediums to reach the ear	
	To compare and describe the pitch of sounds from a variety of different sources	To find patterns between the pitch of a sound and features of the object that produced it	To explain why a sound may be changing in pitch by talking about vibrations	
	To compare and describe the volume of sounds from a variety of different sources	To find patterns between the volume of a sound and the strength of the vibrations that produced it	To explain why a sound may be changing in volume by talking about vibrations	
	To know that sound travels from a source	To recognise that sounds get fainter as the distance from the source increases	To experiment with materials that insulate sound	
	To experiment with altering the pitch and volume of a sound	To systematically create sounds varying pitch and volume	To explain how to alter the playing of an instrument in order to change the pitch or volume in a required way	

Physics - Light	Year 3	Year 4	Year 5	Year 6
	To know that we need light to see things and that darkness is the absence of light	To investigate materials that are transparent, translucent, opaque and reflective	To explore phenomena involving light including prisms, refraction, filters etc.	
	To notice that light is reflected from surfaces	To explain that light travels in a straight line from a source and when reflected	To explain that we see things because light travels from light sources to our eyes or from light sources to objects and the to our eyes	
	To know that light travels in straight lines		To use the idea that light travels in straight lines to explain how objects are seen because they give out light or reflect light into our eyes	
	To recognise that light from the sun can be dangerous and there are ways to protect the eyes			
	To recognise that shadows are formed when the light from a light source is blocked by an opaque object		To use the idea that light travels in straight lines to explain why shadows has the same shape as the object that cast them	
	To find patterns in the way that the size of shadows change		To investigate how shadows can be altered by changing different variables	

Chemistry - States of matter and properties and changes of materials	Year 3	Year 4	Year 5	Year 6
	To be able group solids, liquids and gases	To compare and group materials together, according to whether they are solids, liquids or gases	To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	To suggest ways to separate unfamiliar mixtures using scientific knowledge and available equipment
		To know some features of solids, liquids and gases		
	To explore how some materials change when they are heated or cooled	To observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens	To demonstrate that dissolving, mixing and changes of state are reversible changes (physical changes)	To be able to classify a range of unfamiliar changes as reversible or irreversible (physical or chemical)
		To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		
	To understand that everyday objects can be made by combining the properties of different materials (e.g. spoon with a metal head and plastic handle)	To make observations about what happens when simple substances are mixed with water	To compare and group together everyday materials on the basis of their properties (hardness, solubility, transparency, conductivity, magnetism)	To make predictions and carry out comparative tests on unfamiliar materials in terms of a variety of features
		To understand the difference between mixing and dissolving	To know that some materials will dissolve in liquid to form a solution	To use knowledge of dissolving to make predictions about whether a substance is soluble or not
			To describe how to recover a substance from a solution	
		To know that some processes such as burning cannot be reversed	To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible (chemical change)	I can explain that chemical changes result in the formation of new materials and can give some examples of this
	To carry out tests and explore differences between materials		To give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials	To evaluate the appropriateness of a material for a task based upon a range of evidence, including investigative and research

Science

	Year 3	Year 4	Year 5	Year 6
Physics – Earth and space	To explain that the Earth moves around the Sun taking one year to do so		To describe the movement of the Earth, and other planets, relative to the Sun in the solar system	To understand how understanding of the structure of the solar system has changed over time, the geocentric model of the solar system giving way to the heliocentric model
	To know a moon is a celestial body that orbits a planet		To describe the movement of the moon relative to the Earth	To investigate how the moon effects the earth geographically
	To know that the Sun is a star at the centre of our solar system		To describe the Sun, Earth and Moon as approximately spherical bodies	To know the names of some of the constellations as observed by Earth
	To measure shadows and find out what causes them to change		To use the idea of the Earth's rotation to explain day and night in the apparent movement of the Sun across the sky.	To understand how seasons are formed by the angle of the Earth
	To know that the Sun is a star and that it has eight planets		To know that the Sun is a star and to know the planets that orbit it	To explain that there are other planets around distant stars

National curriculum units as prescribed					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically
Plants	Plants	Plants			
Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans
	Living things and their habitats		Living things and their habitats	Living things and their habitats	Living things and their habitats
Seasonal changes					
		Rocks			Evolution and inheritance
		Light			Light
			Sound		
		Forces and magnets		Forces	
			Electricity		Electricity
				Earth and space	
Everyday materials	Uses of everyday materials		States of matter	Properties & changes of materials	

Geography

Areas of study	The UK (all four countries)	Europe	North America	South America	Other
	The UK (A) Holidays (B) Fossil hunting (C) Living on the levels (D)	Olympics- Greece (A) Romans- Italy (B)	Alaska (A) America Adventure (D)	Amazon (B)	Kenya (C)

	Year 2	Lower KS2	Upper KS2
Geographical skills & fieldwork	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
	To devise a simple map; and use and construct basic symbols in a key	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 simple fieldwork and observational skills to study the key human and physical features my surrounding environment.	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.
	To research locations	To use a range of sources to collect information about a location	To present information about a location using information from a range of sources

	Year 2	Lower KS2	Upper KS2
Locational Knowledge	To name and locate the world's seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas	To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas
	To name, locate and identify characteristics of the four countries of the United Kingdom	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)
	To name and locate the four capital cities of the United Kingdom		
	To name and locate the United Kingdom's surrounding seas	To identify human and physical characteristics of the United Kingdom and land-use patterns A1	To understand how the human and physical characteristics of the United Kingdom have changed over time A1
	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world's countries with a focus on Europe	To use maps and atlases to locate countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	To compare weather in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To identify latitude and longitude	To identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian, and time zones (including day and night)
		To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle

	Year 2	Lower KS2	Upper KS2
Place Knowledge	To understand geographical similarities and differences through studying the human and physical geography of a: • small area of the United Kingdom • small area in a contrasting non-European country A2	To understand geographical similarities and differences through the study of human and physical geography of a: • region of the United Kingdom • a region in a European country • a region within North or South America	
		To answer questions about how two locations are similar or different	

	Year 2	Lower KS2	Upper KS2
Human & physical	To use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop (Year A-Butleigh Butleigh, Coast to Coast)	To describe and understand key aspects of human geography including types of settlement • land use (Year A farming) • economic activity (Year A farming)	To describe and understand key aspects of human geography including: • trade links (Year A farming) • distribution of natural resources (e.g. energy, food, minerals, and water) (Year C Climate changers)
	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	To describe and understand key aspects of physical geography including: • Volcanoes mountains (Year B landscapes) • Earthquakes (Year B landscapes) • rivers and flood plains (Year A-coast to coast, Year C Living on the levels)	To describe and understand key aspects of physical geography including: • Climate zones (Year B Holidays/Year D out of this world) • Biomes (Year A, Alaska, Year B, rainforest, Year C Desert, Year D wetlands) • water cycle and vegetation belts (Year A coast to coast)
	To identify seasonal and daily weather patterns and the United Kingdom the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To make predictions about a locality by studying its geographical location and features	To show an awareness of some key geographical concepts such as: conflict, interdependence, change, inequality, sustainability, human impact, culture and diversity

History

British History topics

Changes in Britain from the Stone Age to the Iron Age Neolithic BC6000-BC800 to Iron age BC800-AD43 • How does this time period fit chronologically with others I have studied? • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	**Roman Empire and its impact on Britain** AD 42 • How does this time period fit chronologically with others I have studied? • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	**Britain's settlement by Anglo-Saxons and Scots** AD 410 • How does this time period fit chronologically with others I have studied? • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne
Viking and Anglo-Saxon struggle for the Kingdom of England AD 793 – 1066 • How does this time period fit chronologically with others I have studied? • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066	**Local History Study – Life in Rural England Glastonbury and Butleigh 63CE – 1900CE** • Separating myth from fact – Who was King Arthur? How do we know where he is buried? • The history of the Abbey Site – what was happening in Glastonbury through other eras we have studied? • How has life changed for people in this area?	**A theme through British History that extends knowledge beyond 1066** • **Transport** • **Farming**

World history topics

The achievements of the earliest civilisations: Ancient Egypt 3100BC – 332BC • How does this time period fit chronologically with others I have studied? • When and where did the earliest civilisations appear? • What were the achievements of the Ancient Egyptians? • Why do we remember the Ancient Egyptians? • How does this period contrast with what was happening in Britain at this time? • Who were some important people of this civilisation? • What were some important events of this civilisation?	**Ancient Greece** 776 BC – 338 BC • How does this time period fit chronologically with others I have studied? • What were the achievements of the Ancient Greeks? • Why do we remember the Ancient Greeks? • How does this period contrast with what was happening in Britain at this time? • Who were some important people of this civilisation? • What were some important events of this civilisation?	**A non-European society: Mayan civilisation** 2500BC – 1524 AD • How does this time period fit chronologically with others I have studied? • What were the achievements of the Maya? • Why do we remember the Maya? • How does this period contrast with what was happening in Britain at this time? • Who were some important people of this civilisation? • What were some important events of this civilisation?

	Year 2	Lower KS2	Upper KS2
Historical skills	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 identify which artefact is the most useful to me	To recognize a primary and secondary source of historical information	To use evidence to construct my own structured accounts to answer historical questions
	To use sources to find information about a person or event I am studying	To know that people in history might have different view of an event	To know how and why contrasting arguments and interpretations of the past have been constructed.
		To know that some sources of information about history might not be reliable	To know how our knowledge of the past is constructed from a range of sources
	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
	To know not everything written about history is true	To understand bias and propaganda in sources	To study contrasting sources of information to identify the truth of an event, person or time

History

	Year 2	Lower KS2	Upper KS2
Chronology	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 develop a chronologically secure knowledge and understanding of British and world history
	To order pictures, names artefacts and events into past and present on a timeline	To place events, periods and people studied within a coherent timeline	To place events, periods, people and artefacts on a large scale time-line adding correct dates

	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 draw links between different eras using common themes (such as government, monarchy, progress, invention, religion) tracking change, cause, similarity and difference

	Year 2	Lower KS2	Upper KS2
Historical themes	To know why my era is significant	To know the legacy of a time period, its benefits and deficits in shaping our society	To note connections, contrasts and trends over time
		To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts	To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to analyse trends
	To know that Britain has been shaped by its history	To know how Britain has influenced and been influenced by the wider world	To understand the connections between local, regional, national and international history
	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 gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry)
			To understand historical terms (bias, significance, pre-historic, conquest, invasion, immigrant, emigrant, migration)

Art

Areas of study	Drawing	Painting	Sculpture	Craft and design

	Year 2	Lower KS2	Upper KS2
Experiment invent and create	To use a range of materials creatively to design and make products	To develop my control and use of materials	To use a range of materials with precision and proficiency
	To use different techniques to develop and share my ideas, experiences and imagination	To develop my creativity and experimentation	To produce creative work through exploring ideas and recording my experiences
	To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)	To explore different techniques and the effects they have on my work	To use a range of art and design techniques with precision, proficiency and control
	To develop my ideas for my art work over several pieces	To create sketch books to record my observations	To use my sketch book to review and evaluate my work
	To make links between the work and techniques of artists and my own	To explain how my work reflects a particular practice or discipline	To evaluate and analyse creative works using the language of art, craft and design
	To use pieces as inspiration for my own work	To create work which shows the influence of pieces I have studied	To create original pieces that show a range of influences combined in a harmonious way

	Year 2	Lower KS2	Upper KS2
The legacy of art and artists	To know the work of a range of artists, craft makers and designers	To have studied artists and looked for themes across their work	To know about great artists, craft makers and designers
	To compare the work of artists and describe the differences and similarities	To learn about great artists, architects and designers in history	To know and understand the historical and cultural development of different art forms
	To describe the differences and similarities between different practices and disciplines	To have studied a range of techniques from different times and cultures	To show an increasing awareness of different kinds of art craft and design

DT

Areas of study	**Construction**	**Mechanisms**	**Food**	**Electrical systems**	**Computers**
	To apply their understanding of how to strengthen, stiffen and reinforce more complex structures	To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	To understand and apply the principles of nutrition and learn how to cook	To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	To apply their understanding of computing to program, monitor and control their products

	Year 2	Lower KS2	Upper KS2
Design	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 design products with an awareness of purpose	To use research and develop design criteria to inform the design of products aimed at particular individuals or groups	To design and make high-quality prototypes and products for a wide range of users
	To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	To generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and, information and communication technology	To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

	Year 2	Lower KS2	Upper KS2
Make	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 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	To use a range of factors to evaluate the usefulness of a material	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 refine my design as my work progresses, discussing how I have improved it	To refine work and techniques as work progresses, continually evaluating the product design	To develop the creative, technical and practical expertise needed to perform everyday tasks confidently

	Year 2	Lower KS2	Upper KS2
Evaluate	To explore and evaluate a range of existing products	To evaluate positive and negative features of existing products	To investigate and analyse a range of existing products
	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
		To understand how key events and individuals in design and technology have helped shape the world	To evaluate past and present design and technology, developing a critical understanding of its impact on daily life and the wider world
		To draw on disciplines such as mathematics, science, engineering, computing and art	To explain what skills and disciplines I have used in completing a DT project

	Year 2	Lower KS2	Upper KS2
Cooking and Nutrition	To use the basic principles of a healthy and varied diet to prepare dishes	To design meals that represent a healthy, balanced diet	To understand what constitutes a healthy diet (including understanding calories and other nutritional content).
	To assemble and cook healthy ingredients	To assemble or cook healthy ingredients, adapting recipes to meet my needs	To prepare and cook a range of healthy meals using a range of cooking techniques
	To understand where food comes from.	To understands foods that are grown in this country and those that come from different regions and climates around the world	To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
		To plan recipes thinking about the cost of different ingredients	To consider affordability during the planning of a meal
	To prepare ingredients hygienically using appropriate utensils.	To consider safety and hygiene when working with food	To understand the importance of correct storage and handling of ingredients

E-Safety - RSHE/Computing

	Year 3	Year 4	Year 5	Year 6
E-Safety - Content	To know the role of the internet in everyday life		To know that for most people the internet is an integral part of life and has many benefits	
	To think about whether I can use images that I find online in my own work	To explain how to check who owns photos, text and clipart		To acknowledge the sources of information that I find online
	To explain how digitally altered images in the media make me feel		To know the reasons why images are altered	To explain how images in the media affect how we feel about ourselves
	To show awareness of the harm that can be caused by terrorism and extremism (Including online)		To learn the difference between terrorist actions and the right to peaceful protest (including online)	

	To use search tools to find appropriate information and decide whether I can trust it	To identify key words to use when searching safely online and think about the reliability of information I find	To use a search engine to find and evaluate different types of information	To understand terms such as fake news, bots, trolling, catfish, social media algorithm, phishing, spam
	To use age appropriate apps, games and websites from a list I have agreed with others	To choose apps, games and websites that are appropriate for my age and explain my reasons to friends	To select age-appropriate apps, games and websites and encourage my friends to do the same	To know why social media, some computer games and online gaming, for example, are age restricted.
	To identify adverts online, including those within Google searches	To ignore or close adverts and pop-ups that appear on my device and explain my reasons	To identify the intended audience for an advert	To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
	To identify some possible risks to devices	To explain why I need to protect my computer or device from harm		To protect my computer or device from harm on the internet
	To ask a trusted adult before downloading files and games from the Internet	To explain why I need to ask a trusted adult before downloading files and games from the internet	To know which online resources I can download and use	
			To identify positive and negative influences of games and devices and make sure this influences the way I use them	To support my friends in evaluating their use of games and devices and make good choices for myself
	To know where and how to report concerns and get support with issues online		To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	

E-Safety - Conduct	Year 3	Year 4	Year 5	Year 6
	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to support myself and others when we use technology	
	To use the safety features of websites as well as reporting concerns to a trusted adult	To use appropriate strategies to deal with comments online To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult	To explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult	To support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult
	To describe the ways that people get bullied when they use different technologies and consider what I post	To make safe choices when using technology to communicate responsibly with others	To know the impact of positive and negative content online on their own and others' mental and physical wellbeing	
			To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online	
	To use a secure password and explain why they are important		To use a secure password and safe screen name when I am using an online tool	
	To protect my personal information when I do different things online		To explain the risks of sharing too much about myself online.	To consider terms and conditions and adjust privacy settings to maintain control of my personal information
	To know that anything I share online will stay there to be seen and used by others		To check the information about me online and know that some of it can be uploaded by others	To know how information and data is shared and used online
	To make good choices about when and why I use devices		To know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices	

E-Safety - Contact	Year 3	Year 4	Year 5	Year 6
	To know what is appropriate in friendships and wider relationships (including online)		To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	
	To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour		To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	To know the internet can be a negative place where online abuse, trolling, bullying and harassment and other activities can take place, which can have a negative impact on mental health
	To always communicate kindly and respectfully and can describe the impact where this does not happen		To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	
	To understand the need to seek and give permission (consent) in different situations		To know importance of permission seeking and giving (consent) in relationships with friends, peers and adults	
	To explain how I feel when someone responds to something I have shared online		To compare my online and face-to-face relationships.	To know the same principles, apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
	To identify similarities and differences between people I know and people I see in the media/online	To recognise that online friendships affect my feelings	To explain how online friendships affect our feelings	To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary		To know people sometimes behave differently online, including by pretending to be someone they are not	To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict
	To know how to manage difficult friendship situations and seek help or advice from others, if needed		To have strategies for recognising and managing peer influence and a desire for peer approval in friendships	

With reference to the ELIM E Safety statements. Although taught as a unit, this should be revisited at least every term

Computing

	Year 2	Lower KS2	Upper KS2
Using a computer	To turn on a computer, log on to it, log off it and shut it down.	To open multiple windows, applications or program and move between them	To select, use and combine the appropriate technology tools to create effect
	To can use the spacebar, back space, enter, shift and arrow keys.	To find a range of file types in different locations and copy and paste them into a different location	To save, retrieve and evaluate their work, making amendments and organising files
	To name and save a document in a specified location	To save and organise a range of file types in specific places (e.g. create new folders)	To use keyboard shortcuts and functions to input data and create formulas for spreadsheets
	To use technology purposefully to organise, store, and retrieve digital content	To access websites and retrieve information from them	To use strategies to check the reliability of information (cross-check with another source such as books)

	Year 2	Lower KS2	Upper KS2
Programming	To understand what algorithms are; how they are implemented as programs on digital devices (using programmable toys or coding apps)	To use shorthand phrases in my programs that I can reuse	To use sequence, selection, and repetition in programs
	To create simple programs to solve problems	To create and debug a program that performs a task and suggest ways that it could be improved	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
		To use logical thinking to solve an open-ended problem by breaking it up into smaller parts	To decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;
	To debug simple programs	To detect and correct errors in algorithms and programs (debug)	To keep testing a program and recognise when it needs to be debugged
	To use logical reasoning to predict the behaviour of simple programs	To use reasoning skills to predict the behaviour of more complex programs	To use logical reasoning to explain how some simple algorithms work
	To understand programs execute by following precise and unambiguous instructions (using programmable toys or coding apps)	To work with variables and various forms of input and output	To use external triggers and infinite loops to demonstrate control

	Year 2	Lower KS2	Upper KS2
Digital literacy	To use technology purposefully to create and manipulate digital content	To use a range of graphics and text formatting from a range of software confidently when presenting data and information for a range of audiences	To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content
	To use applications and devices in order to communicate ideas, work, and messages	To use applications and devices in order to communicate ideas, work, messages and demonstrate control	To create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information
	To recognise common uses of information technology beyond school	To understand how computers can monitor and control physical systems	To understand computer networks including the internet; how they can provide multiple services, such as the world wide web
	To know that the internet is a collection of different pages that can be made by anyone	To describe the world wide web as the part of the internet that contains websites	To understand the opportunities offered by computer networks such as the world wide web
	To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, settings, undo, redo, text, image, launch, application, software, window, minimise, restore, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, filter, Google, search engine, image, email, internet, subject, address, sender, safe, secure, algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, sequence, repeat, repeat forever, invisible, grow, shrink, safe, reliable, online, trusted, information, safety, personal, safe, share, stranger, internet	To use key vocabulary to demonstrate knowledge and understanding: draw, object, shape, line, line colour, fill colour, group, ungroup, font, text, box, format, image, wrap text, link, object, hyperlink, minimise, restore, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck, audio, sound, video, movie, embed, link, file format, animate, animation, still image, loop, record, stop, play, stop motion, stop frame, Google Docs, insert, Google, search engine, image, subject, address, sender, secure, world wide web, social media, decompose, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable, accept, reliable, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public	To use key vocabulary to demonstrate knowledge and understanding: window, layout, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide, audio, record, edit, input, output, record, podcast, digital content, downloadable, backing track, voiceover, mute, screening, upload, Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending, advanced search, terms of use, bias, authority, citation, plagiarism, source, https, domain, address bar, flowchart, algorithm, control, output, symbol, delay, loop, backdrop, script, block, repeat, sequence, consequence, palette, smooth, flatten, spam, link, privacy, virus, scam, phishing, inbox, junk, account, private, social media, adverts, cyberbullying, reporting, anonymous, fraud/fraudulent, policy, private/personal

PE

Areas of study	To play competitive games and apply basic principles suitable for attacking and defending	To master basic movements including running, jumping, throwing and catching	To perform dances using a range of movement patterns	To take part in outdoor and adventurous activity challenges both individually and within a team	To participate in activities to develop flexibility, agility, strength, control and balance
Core themes	To develop competence to excel in a broad range of physical activities	To be physically active for sustained periods of time	To engage in competitive sports and activities	To lead healthy, active lives	

Physical skills include: running, jumping, throwing, catching (separately or in context)

	KS1	Lower KS2	Upper KS2
Health and fitness	To explain how my body feels before, during and after exercise	To describe how my body changes before and after exercise	To evaluate an activity in terms of its physical benefits to me
	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 recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions
	To know it is important to warm up before exercise	To explain why we need to warm up and cool down	To self-select and perform appropriate warm up and cool down activities.
	To use equipment appropriately and move and land safely.	To identify possible dangers when planning an activity	To manage risks in my activity and environment

	KS1	Lower KS2	Upper KS2
Cognitive skills	To engage in competitive (both against self and against others) and co-operative physical activities	To positively engage with others in collaborative and competitive situations	To enjoy communicating, collaborating and competing with each other
	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
	To follow simple rules to a game	To follow the rules of the game and play fairly	To show good attitude and sportsmanship
	To try several times if at first I don't succeed and ask for help when appropriate	To react positively when things become difficult and persevere with a task and improve my performance	To compare their performances with previous ones and demonstrate improvement to achieve their personal best
	To refine performances using advice from others	To accept critical feedback and make changes	To develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

	KS1	Lower KS2	Upper KS2
Social skills	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 cooperate well with others and give helpful feedback	To give receive sensitive and balanced feedback to improve others
	To pick a group to work with based upon how well we work together	To help organise roles and responsibilities and guide a small group through a task	To involve others and motivate those around me to perform better

	KS1	**Lower KS2**	**Upper KS2**
Swimming	To show water confidence by fully submerging in water	To swim effectively over a distance of at least 10 metres	To swim competently, confidently and proficiently over a distance of at least 25 metres
	To propel 5m through water without touching the side or floor	To use an effective front and back stroke	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
	To show safety awareness around the pool	To enter and exit the pool safely without the use of the steps	To perform safe self-rescue in different water-based situations

MFL

Twinkl Plan it

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Greetings Hello, Goodbye	How are you? Greetings and basic phrases	Days and months	Getting to know you (Year A/C)	All around town B/D	Pleased to meet you A/C	Let's visit a French town B/D
Autumn 2				All about me	On the move	All about ourselves	Let's go shopping
Spring 1	Animals	Colours and numbers	Parts of the body	Food glorious food	Going shopping	That's tasty	This is France
Spring 2				Family and Friends	Where in the world	Family and friends	All in a day
Summer 1	Songs and rhymes	Songs and rhymes	Songs and rhymes	Our School	What's the time?	School life	
Summer 2				Time	Holidays and hobbies	Time travelling	Precious planet

PlanIt Primary French Lessons - Primary French Planning (twinkl.co.uk) – Links to topics

RSHE

Twinkl Plan it

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	KS1 TEAM (Relationships)	KS1 VIPs (Relationships)	LKS2 TEAM (Relationships)	LKS2 VIPs (Relationships)	UKS2 TEAM (Relationships)	UKS2 VIPs (Relationships)
Autumn 2	KS1 Think Positive (Health and Wellbeing)	KS1 Safety First (Health and Wellbeing)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Safety First (Health and Wellbeing)	UKS2 Think Positive (Health and Wellbeing	UKS2 Safety First (Health and Wellbeing)
Spring 1	KS1 Diverse Britain (Living in the Wider World)	KS1 One World (Living in the Wider World)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 One World (Living in the Wider World)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 One World (Living in the Wider World)
Spring 2	KS1 Be Yourself (Relationships)	KS1 Digital Wellbeing (Relationships)	LKS2 Be Yourself (Relationships)	LKS2 Digital Wellbeing (Relationships)	UKS2 Be Yourself (Relationships)	UKS2 Digital Wellbeing (Relationships)
Summer 1	KS1 It's My Body (Health and Wellbeing)	KS1 Money Matters (Living in the Wider World)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Money Matters (Living in the Wider World)	UKS2 It's My Body (Health and Wellbeing)	UKS2 Money Matters (Living in the Wider World)
Summer 2	KS1 Aiming High (Living in the Wider World)	KS1 Growing Up (Health and Wellbeing)	LKS2 Aiming High (Living in the Wider World)	LKS2 Growing Up (Health and Wellbeing)	UKS2 Aiming High (Living in the Wider World)	UKS2 Growing Up (Health and Wellbeing)

Link to KS1 Schemes of Work

Link to LKS2 Schemes of Work

Link to UKS2 Schemes of Work

Progression Map.pdf

KS1 - Health and Wellbeing.pdf

KS1 - Living in the Wider World.pdf

KS1 - Relationships.pdf

LKS2 - Health and Wellbeing.pdf

LKS2 - Living in the Wider World.pdf

LKS2 - Relationships.pdf

UKS2 - Health and Wellbeing.pdf

UKS2 - Living in the Wider World.pdf

UKS2 - Relationships.pdf