

St Bartholomew's Primary School Curriculum – KS2

		Year A	Year B	Year C	Year D
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	UK Locational Knowledge				
	Alternate Locational Knowledge				
	UK Place Knowledge				
	Europe Place Knowledge				
	N & S America Place Knowledge				
	Physical Geography				
	Human Geography				
	Geographical Skills				
	Fieldwork				
HISTORY	Stone Age to Iron Age				
	Roman Empire				
	Anglo-Saxons and Scots				
	Vikings and Anglo Saxons				
	Local History				
	Ancient Egypt				
	Ancient Greece				
	Mayans				
	Chronological knowledge beyond 1066				
	Historical Skills				
	Chronology				
	Historical Theme – Civilisation				
	Historical Theme – Empire				
	Historical Theme – Invasion and Conflict				
Historical Theme – Legacy and Achievements					
ART	Drawing				
	Painting				
	Sculpture				
	Collage				
	Experiment and create				
	The legacy of art and artists				
DT	Construction				
	Structures				
	Mechanisms				
	Food				
	Electrical Systems				
	Textiles				
	Design, make evaluate				

'Roots to Grow and Wings to Fly'

		Year A		Year B		Year C		Year D	
PE	Specific Sports	2x	6	Week	Block	In	Year		
	Dance	1x	6	Week	Block	In	Year		
	Gymnastics	1x	6	Week	Block	In	Year		
	Yoga	1x	6	Week	Block	In	Year		
	Outdoor Adventurous Activities								
	Swimming Skills	1x	6	Week	Block	In	Year		
	Balance, Agility and Co-ordination	Within	Every	Unit	Each	Term			
	Physical Skills								
	Creative Skills								
	Health and Fitness								
	Cognitive Skills								
	Social Skills								
Personal Skills									
MUSIC	Play and perform	FOCUS	EVERY	HALF	TERM	EVERY	YEAR		
	Improvise and compose music								
	Listen to detail and recall sounds	FOCUS	EVERY	HALF	TERM	EVERY	YEAR		
	Musical Notation	FOCUS	EVERY	HALF	TERM	EVERY	YEAR		
	Diversity of music and composers	FOCUS	EVERY	HALF	TERM	EVERY	YEAR		
	History of music	FOCUS	EVERY	HALF	TERM	EVERY	YEAR		
COMP	Technology in our lives								
	Programming								
	Multimedia								
	Data presentation								
	Online Safety	FOCUS	EVERY	HALF	TERM	EVERY	YEAR		
RSHE	H&W: Physical Health and fitness								
	H&W: Mental wellbeing								
	H&W: Healthy eating								
	H&W: Managing risks & harm prevention								
	H&W: Ourselves, growing and changing								
	Relationships: Families								
	Relationships: Caring Friendships								
	Relationships: Respectful relationships								
	Relationships: Being Safe								
	LITWW: being a good citizen								
E-Safety: Content, Conduct, Contact	FOCUS	EVERY	HALF	TERM	EVERY	YEAR			

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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'Roots to Grow and Wings to Fly'

KS2 YEAR C (2022-23)		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME		Over the hills and far away	Lest we forget	From Crewkerne to the rainforest	Sweet like Chocolate	Reduce, Reuse, Recycle	Pyramids, Mummies and Tombs
SCIENCE		Electricity	States of Matter	Living Things and Their Habitats	Light	Plants	Sound
HISTORY			WW2 <i>What was life like during World War II?</i>		Ancient Civilisation <i>Who were the Mayans and what were their major achievements?</i>		Ancient Egypt <i>What can we find out about ancient Egypt from what has survived?</i>
GEOGRAPHY		How are mountains formed?		What do we know about life in Brazil?		Is our planet sustainable? (Field work)	
DT			Textiles Design, make, Evaluate		Food Cooking and Nutrition		Mechanical Structures Design, make, Evaluate
ART		Drawing Experiment and create The legacy of art and artists		Painting and Printing Experiment and create The legacy of art and artists		Sculpture Experiment and create The legacy of art and artists	
RSHE		Health & Wellbeing		Relationships		Living In The Wider World	
COMPUTING		Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
RE	LKS2	Unit 2.5: What do Christians believe about God and incarnation? (link with Christmas) UC 2a.2 God/Incarnation: What is it like to follow God? UC 2a.3 What is the Trinity?		UC 2a.1 Creation: What do Christians learn from the creation story?	Unit 2.1: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	Unit 2.2: What do Muslim people believe about Islam and Iman?	
	UKS2	Unit 2.5: What do Christians believe about God and incarnation? (link with Christmas)		Unit 2.7: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)		Unit 2.2: What do Muslim people believe about Islam and Iman?	
MUSIC		UKS2: Livin' On a Prayer	UKS2: Classroom Jazz 1	UKS2: Make You Feel MyLove	UKS2: The Fresh Prince ofBel-Air	UKS2: Dancing in the Street	UKS2: Reflect, Rewind& Replay
PE		REAL PE: Coordination and static balance Competitive Sports	REAL PE: Dynamic balance to agility and static balance Competitive Sports	REAL PE: Dynamic balance and coordination Competitive Sports	REAL PE: coordination and counter balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports

'Roots to Grow and Wings to Fly'

KS2 YEAR D (2023-24)		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME		Maps and beyond	Invaders and Raiders	Feeling hot, hot, hot	Crewkerne through the ages	Water, Water Everywhere	Going for gold
SCIENCE		Earth and Space	Rocks and Fossils	Forces and Magnets	Evolution inheritance	Living Things and Their Habitats	Animals including Humans
HISTORY			Vikings and Saxons <i>Were the Vikings vicious or victorious?</i>		How has Crewkerne changed in the last 200 years?		Ancient Greece <i>Who were the Ancient Greeks and what is their legacy today?</i>
GEOGRAPHY		How to use maps to find out about the UK?		How does the climate affect life on earth?		Why are rivers important? (Field work)	
DT			Structures Design, make, Evaluate		Food Cooking and Nutrition		Electrical Systems Design, make, Evaluate
ART		Drawing Experiment and create The legacy of art and artists		Painting and Printing Experiment and create The legacy of art and artists		Collage and Textiles Experiment and create The legacy of art and artists	
RSHE		Health & Wellbeing		Relationships		Living In The Wider World	
COMPUTING		Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
RE	LKS2	Unit 2.3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 2.4: What do Christians believe about Salvation? (link with Easter) UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday?		Unit 2.6: What do Christians believe about Agape? UC 2a.4 Gospel: What kind of world did Jesus want? UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?	
	UKS2	Unit 2.9 What do Hindu people believe about Dharma, Deity and Atman?		Unit 2.10: What do Christians believe about Salvation? (link with Easter)		Unit 2.12: What do Christians believe about Agape?	
MUSIC		UKS2: Happy	UKS2: Classroom Jazz 2	UKS2: A New Year Carol	UKS2: You've Got A Friend	UKS2: Music & Me	UKS2: Reflect, Rewind & Replay
PE		REAL PE: Coordination and static balance Competitive Sports	REAL PE: Dynamic balance to agility and static balance Competitive Sports	REAL PE: Dynamic balance and coordination Competitive Sports	REAL PE: coordination and counter balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports

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KS2 YEAR A (2024-25)		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME		Everyone Needs Good Neighbours	Battle, Blitz and Victory	We Are United	Heroes and Heroines	Our extreme wild world	On the March!
SCIENCE		Electricity	States of Matter	Living Things and Their Habitats	Light	Plants	Sound
HISTORY			WW2 How significant were The Battle of Britain and The Blitz during the Second World War?		British History Heroes Who is the greatest British History Hero?		The Roman Empire and its impact on Britain <i>What did the Romans ever do for us?</i>
GEOGRAPHY		What do we know about our European neighbours?		Where can maps take us? (Global) (Field work)		Can the Earth shake rattle and roll?	
DT			Textiles Design, make, Evaluate		Food Cooking and Nutrition		Mechanical Structures Design, make, Evaluate
ART		Drawing Experiment and create The legacy of art and artists		Painting and Printing Experiment and create The legacy of art and artists		Sculpture Experiment and create The legacy of art and artists	
RSHE		Health & Wellbeing		Relationships		Living In The Wider World	
COMPUTING		Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
RE	LKS2	Unit 2.5: What do Christians believe about God and incarnation? (link with Christmas) UC 2a.2 God/Incarnation: What is it like to follow God? UC 2a.3 What is the Trinity?		UC 2a.1 Creation: What do Christians learn from the creation story?	Unit 2.1: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	Unit 2.2: What do Muslim people believe about Islam and Iman?	
	UKS2	Unit 2.5: What do Christians believe about God and incarnation? (link with Christmas)			Unit 2.7: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	Unit 2.2: What do Muslim people believe about Islam and Iman?	
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PE		REAL PE: Coordination and static balance Competitive Sports	REAL PE: Dynamic balance to agility and static balance Competitive Sports	REAL PE: Dynamic balance and coordination Competitive Sports	REAL PE: coordination and counter balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports

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KS2 YEAR B (2025-26)		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME		Oh the places you'll go!	Intrepid Explorers	All At Sea	Fossil Hunting	The Americas	Local History Topic
SCIENCE		Earth and Space	Rocks and Fossils	Forces and Magnets	Evolution inheritance	Living Things and Their Habitats	Animals including Humans
HISTORY			Who do you think is the most famous polar explorers? (Ernest Shackleton, Edmund Hillary, Robert Falcon Scott)		Changes in Britain from Stone Age to Iron Age <i>What was life like in Prehistoric Britain?</i>		
GEOGRAPHY		Why do people visit Somerset?		What do you know about our local coastline? <i>(Field work)</i>		What are the geographical similarities and differences between North and South America?	
DT			Structures Design, make, Evaluate		Food Cooking and Nutrition		Electrical Systems Design, make, Evaluate
ART		Drawing Experiment and create The legacy of art and artists		Painting and Printing Experiment and create The legacy of art and artists		Collage and Textiles Experiment and create The legacy of art and artists	
RSHE		Health & Wellbeing		Relationships		Living In The Wider World	
COMPUTING		Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
RE	LKS2	Unit 2.3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 2.4: What do Christians believe about Salvation? (link with Easter) UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday?		Unit 2.6: What do Christians believe about Agape? UC 2a.4 Gospel: What kind of world did Jesus want? UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?	
	UKS2	Unit 2.9 What do Hindu people believe about Dharma, Deity and Atman?		Unit 2.10: What do Christians believe about Salvation? (link with Easter)		Unit 2.12: What do Christians believe about Agape?	
MUSIC		UKS2: Happy	UKS2: Classroom Jazz 2	UKS2: A New Year Carol	UKS2: You've Got A Friend	UKS2: Music & Me	UKS2: Reflect, Rewind& Replay
PE		REAL PE: Coordination and static balance Competitive Sports	REAL PE: Dynamic balance to agility and static balance Competitive Sports	REAL PE: Dynamic balance and coordination Competitive Sports	REAL PE: coordination and counter balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports	REAL PE: Agility and static balance Competitive Sports

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KS2 SCIENCE

Each area to be covered at least once every 2 years

	Year 3	Year 4	Year 5	Year 6
Working Scientifically	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 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

	Year 3	Year 4	Year 5	Year 6
Biology – Animals Including humans	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 (RSHE)
	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	To describe the simple functions of the basic parts if the digestive system in humans		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	To investigate what can damage teeth and how to look after them		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	To compare 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 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 ★		
		Y6 To understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for		
		Y6 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 ★		

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	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	

	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.		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

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	Year 3	Year 4	Year 5	Year 6*	
Rocks - fossils	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.	

	Year 3	Year 4	Year 5	Year 6
Physics – forces and magnets	To compare how things move on different surfaces	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	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	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			
	To be able to identify some magnetic materials			
	To identify magnets as having two poles	To use the term magnetic field		
	To predict whether two magnets will attract or repel each other, depending on which poles are facing			
	To have investigated pulleys and levers	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	

	Year 3	Year 4	Year 5	Year 6	
Physics – Electricity	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	

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	Year 3	Year 4	Year 5	Year 6
Physics - Sound	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	

	Year 3	Year 4	Year 5	Year 6	
Physics - Light	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	

	Year 3	Year 4	Year 5	Year 6
States of matter and properties and changes of materials	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 know that some processes such as burning cannot be reversed		To describe how to recover a substance from a solution		
To carry out tests and explore differences between materials			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 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

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Physics – Earth and space	Year 3	Year 4	Year 5	Year 6
		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	

'Roots to Grow and Wings to Fly'
KS2 GEOGRAPHY

Areas of study	The UK (all four countries)	Europe	North & South America
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Geographical skills and fieldwork	Year 2	Lower KS2	Upper KS2	
	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	
	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 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	
	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	To answer questions about how two locations are similar or different		

Alternate locational knowledge and skills	Year 2	Lower KS2	Upper KS2	
	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	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, and a region within North or South America		
	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 environments (biomes) and their importance to the world such as: The Great Barrier Reef, The Amazon Rainforest, The African Savannah, The Arctic Tundra, The North American Taiga	
	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	
		To describe and understand key aspects of human geography including: types of settlement and land use and economic activity	To describe and understand key aspects of human geography including trade links, and the distribution of natural resources (e.g. energy, food, minerals and water)	
	To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains	To describe and understand key aspects of physical geography including: climate zones, biomes, vegetation belts and the water cycle		

'Roots to Grow and Wings to Fly'

	Year 2	Lower KS2	Upper KS2
UK Locational knowledge	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 topographical 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	To understand how the human and physical characteristics of the United Kingdom have changed over time
	To identify seasonal and daily weather patterns in the United Kingdom	To know the difference between climate and weather	To know that climate change can only be seen in patterns over time

KS2 HISTORY

British History Topics

<p>Changes in Britain from the Stone Age to the Iron Age <i>Neolithic BC6000-BC800 to Iron age BC800-AD43</i></p>	<p>The Roman Empire and its impact on Britain <i>AD 42</i></p>	<p>Britain's settlement by Anglo-Saxons and Scots <i>AD 410</i></p>
<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>AD 793 – 1066</i></p>	<p>Local history study How has Crewkerne changed in the last 200 years? ????</p>	<p>Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>What was life like during World War II?</i> How significant were The Battle of Britain and The Blitz during the Second World War? Who is the greatest British History Hero?</p>

World History Topics

<p>The achievements of the earliest civilisations: Ancient Egypt <i>3100BC – 332BC</i></p> <ul style="list-style-type: none"> • 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? 	<p>Ancient Greece <i>776 BC – 338 BC</i></p> <ul style="list-style-type: none"> • 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? 	<p>A non-European society: Mayan civilisation <i>2500BC – 1524 AD</i></p> <ul style="list-style-type: none"> • 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?
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'Roots to Grow and Wings to Fly'

	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

	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)			

'Roots to Grow and Wings to Fly'

KS2 ART

Areas of study	Drawing	Painting	Sculpture	Craft and design
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Experiment invent and create	Year 2	Lower KS2	Upper KS2
	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

The legacy of art and artists	Year 2	Lower KS2	Upper KS2
	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

'Roots to Grow and Wings to Fly'
KS2 Design and Technology

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

'Roots to Grow and Wings to Fly'

	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

'Roots to Grow and Wings to Fly'

KS2 PE

Areas of study	Competitive sports	Physical skills	Dance	Outdoor adventurous activities	Activities to develop flexibility, strength, control and balance
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Physical skills include: running, jumping, throwing, catching (separately or in context)

	Year 2	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 (RSHE)	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 (RSHE)
	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

	Year 2	Lower KS2	Upper KS2
Physical skills	To perform a range of skills with some control and consistency	To perform a variety of movements and skills with control and good body tension	To perform in a skilled and controlled way with good tension in familiar and new activities
	To perform a sequence of movements with some changes in level, direction or speed	To perform and repeat longer sequences with clear shapes and controlled movement	To innovate and create sequences of movement that show skill and control
	To begin to order instructions, movements and skills	To link actions together so that they flow in running, jumping and throwing activities	To use combinations of skills confidently and effectively in sport specific contexts
	To copy skills I have been shown with some accuracy	To use the range of skills I have been shown for the correct context	To effectively transfer skills and movements across a range of activities and sports
	To express an idea through my performance	To link actions and develop sequences of movements that express my own ideas	To use variety and creativity to engage an audience
Swimming skills	Lower KS2		Upper KS2
	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 use an effective front and back stroke		To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
	To enter and exit the pool safely without the use of the steps		To perform safe self-rescue in different water-based situations

'Roots to Grow and Wings to Fly'

	Year 2	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

	Year 2	Lower KS2	Upper KS2
Cognitive skills	To know some tactics that apply to an activity	To understand the simple tactics of attacking and defending	To recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents
		To use my awareness of space and others to make good decisions	To read and react to different game situations as they develop
	To recognise similarities and differences in performance and explain why someone is working or performing well	To explain what I am doing well and begin to identify areas for improvement	To recognise my strengths and weaknesses and set myself appropriate targets
		To give my opinions on a performance	To compare different performances saying why they are successful and how the can be improved
	To begin to compare my movements and skills with those of others	To refine performances using advice from others	To accept critical feedback and make changes
	To copy skills and actions I have been shown	To use models to improve my own performance	To independently models and advice from different sources to improve my performance
	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 know when to keep trying and when to alter my approach in order to achieve my goal
	To follow simple rules to a game	To follow the rules of the game and play fairly	To show good attitude and sportsmanship

'Roots to Grow and Wings to Fly'

KS2 RSHE

	Year 2	Lower KS2	Upper KS2
Health and wellbeing: Physical Health and fitness	To know what keeping healthy means; different ways to keep healthy	To know about the elements of a balanced, healthy lifestyle	To know the characteristics and mental and physical benefits of an active lifestyle
			To know the risks associated with an inactive lifestyle (including obesity)
	To describe the importance for humans of exercise and eating the right amounts of different food (PE)	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 (PE)
	To know physical activity helps us to stay healthy; and ways to be physically active everyday	To know regular (daily/weekly) exercise benefits mental and physical health and how to achieve this	To recognise the importance of building regular exercise into daily and weekly routines and how to achieve this (for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise)
	To know adults they can talk to if they are worried about their health	To know how and when to seek support including which adults to speak to in school if they are worried about their health.	To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

	Year 2	Lower KS2	Upper KS2
Health and wellbeing: Mental wellbeing	To know what it means to be mentally healthy	To understand that mental wellbeing is a normal part of daily life, in the same way as physical health	To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
	To understand what it may feel like if you are not mentally healthy	To understand it is common for people to experience mental ill health	To know that for many who experience mental ill health the problems can be resolved if the right support is made available
	To know and understand a range of different feelings that humans can experience (Mood Monsters)	To recognise that feelings can change over time and range in intensity (Mood Monsters)	To understand there is a normal range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that all humans experience in relation to different experiences and situations (Mood Monsters)
	To know how to recognise what others might be feeling	To know that everyday things can affect feelings and the importance of expressing feelings	To be able to recognise and talk about their own and other's emotions and feelings using a varied vocabulary of words
	To know how feelings can affect people's bodies and how they behave	To recognise how I am emotionally by understanding how it affects me physically	To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate
	To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (healthy mind platter)	To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and Interests (healthy mind platter)	To recognise the benefits of the healthy mind platter activities and self-care techniques on mental wellbeing and happiness
	To know a range of things that help them feel calm, positive or happy (healthy mind platter)	To know strategies to help calm themselves if they are angry or upset (healthy mind platter and mood monsters)	To have a range of problem-solving strategies for dealing with emotions, challenges and change (healthy mind platter and mood monsters)
	To know how to recognise when they or someone else feels lonely and what to do	To know the importance of seeking support if feeling lonely or excluded	To know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
	To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	To know where and how to seek support for mental ill health	To recognise the signs in themselves and others that mean they may need to seek support for controlling their emotions or mental ill health
	To know that people respond differently to changes and challenges	To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	To know about change and loss, including death, and how these can affect feelings developing ways of expressing and managing grief and bereavement

'Roots to Grow and Wings to Fly'

	Year 2	Lower KS2	Upper KS2
Health and wellbeing: Healthy eating	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 know about foods that support good health and the risks of eating too much of any one food group	To know the risks associated with unhealthy eating (sugar, lack of nutrients, saturated fat, salt etc.)	To know the characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

	Year 2	Lower KS2	Upper KS2	
Health and wellbeing: Managing risks and harm prevention	To recognise times when I haven't felt well and describe my symptoms to an adult	To know how to recognise early signs of physical illness	To know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	
	To know how to keep safe in the sun and protect skin from sun damage	To understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer		
	To know why sleep is important and different ways to rest and relax	To know some of the factors that can negatively impact sleep and how to minimize these	To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	
	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health	To investigate what can damage teeth and how to look after them	To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	
	To know and practice simple hygiene routines that can stop germs from spreading	To consider safety and hygiene when working with food	To understand personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	
	To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	To know the facts and science relating to allergies, immunisation and vaccination		
	To know that medicines can help us to feel better and that that they should always be controlled by an adult	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		To know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
		To know that medicines are drugs which can be beneficial to us if used properly, and that some drugs are harmful		To know the risks and effects of illegal drugs common to everyday life) and their impact on health; recognise that drug use can become a habit which can be difficult to break
	To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	To have strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	To know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	
	To know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	To know how to predict, assess and manage risk in different situations		
To know how to get help in an emergency (how to dial 999 and what to say)	To recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what I can do reduce risks and keep safe	To know how to make a clear and efficient call to emergency services if necessary	To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	
To know what to do if there is an accident and someone is hurt	To know what is meant by first aid; basic techniques for dealing with common injuries		To know basic first-aid, for example dealing with common injuries, including head injuries	

'Roots to Grow and Wings to Fly'

	Year 2	Lower KS2	Upper KS2	
Health and wellbeing: Ourselves, growing and changing	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, penis, testicles, nipples, anus)	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 understand growing and changing from young to old and how people's needs change	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 (and that there are ways to prevent a baby being made); how babies need to be cared for	
	To know who they can ask for help if they have worries about changes in their body	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		
		To know where to get more information, help and advice about growing and changing, especially about puberty		
Relationships: Families	Year 2	Lower KS2	Upper KS2	
	To know families are important for children growing up because they can give love, security and stability	To identify common features of family life	To know the characteristics of healthy family life (commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives)	
	To know others' families, either in school or in the wider world, sometimes look different from their family	To respect different types of families and know that other children's families are also characterised by love and care	To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	
	To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	To know that people who love and care for each other can be in a committed consensual relationship (e.g. marriage), living together, but may also live apart	To have explored a range of family structures and types of committed relationships	
	To know it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried		To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	
Relationships: Caring Friendships	Year 2	Lower KS2	Upper KS2	
	To know how people make friends and what makes a good friendship	To know how important friendships are in making us feel happy and secure, and how people choose and make friends	To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	
	To know the roles different people (e.g. acquaintances, friends and relatives) play in our lives	To recognise that everyone has different levels of closeness and trust with the different people in their lives	To know characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	
	To know that healthy friendships should make them feel happy	To know that healthy friendships should not make them feel sad or left out	To know healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	
	To use simple strategies to resolve arguments between friends positively	To know friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	
	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
To know how to ask for help if a friendship is making them feel unhappy	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 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	

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	To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	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
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	Year 2	Lower KS2	Upper KS2
Relationships: Being Safe	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	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 importance of not keeping secrets that makes someone feel uncomfortable or unsafe (only happy surprises)	To know when to keep something confidential (only when it is for privacy or as a happy surprise) and when it is right to break a confidence or share a secret (if it makes someone feel uncomfortable or unsafe)	To understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
	To know how to respond if physical contact makes them feel uncomfortable or unsafe	To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	To know how to respond safely to adults they don't know	To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
		To know how to recognise and report feelings of being unsafe or feeling bad about any adult	To know how to ask for advice or help for themselves or others, and to keep trying until they are heard
	To know where to get advice e.g. family, school and/or other sources	To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	To know how to report concerns or abuse, and the vocabulary and confidence needed to do so

	Year 2	Lower KS2	Upper KS2
Relationships: Respectful relationships	To recognise what constitutes a positive, healthy relationship	To develop the skills to form and maintain positive and healthy relationships	To know that some relationships are positive and some are not
	To recognise the ways they are the same as, and different to, other people	To know the importance of respecting others who are different from them (for example, physically, in character, personality, abilities or backgrounds), or make different choices or have different preferences or beliefs.	To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	To know that having a belief does not give anyone the right to break the law or hurt others	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 know that groups of people are sometimes treated unfairly by others	To know about discrimination: what it means and how to challenge it (disability, religion, gender, nation of origin, skin colour)	To know about prejudice; how to recognise behaviours /actions which discriminate against others; ways of responding to it if witnessed or experienced (age disability, sexual orientation, religion, nation of origin, gender, skin colour)
	To know what a stereotype is, and how stereotypes can be unfair, negative or destructive	To understand that a person's aspirations should not be limited by stereotypes	To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	To practice the conventions of courtesy and manners		To know practical steps they can take in a range of different contexts to improve or support respectful relationships
	To understand that there shouldn't be any difference in the way that boys and girls are treated	To know that someone's identity (including gender) should not be defined by their likes, dislikes or appearance	To know that for some people gender identity does not correspond with their biological sex
	To identify what they are good at, what they like and dislike	To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	To know the importance of self-respect and how this links to their own happiness
	To comment positively and respectfully	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 know what bullying is and that people can be hurt by words and actions; that people can say hurtful things online	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

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	To know there are situations when they should ask for permission and also when their permission should be sought	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
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Living in the wider world: being a good citizen	Year 2	Lower KS2	Upper KS2
	To know what money is; forms that money comes in; that money comes from different sources	To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	To know that money needs to be looked after; different ways of doing this	To know about the difference between needs and wants; that sometimes people may not always be able to have the things they want	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
	To know different jobs that people they know or people who work in the community do	To identify the kind of job that they might like to do when they are older	To know there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
	To know some of the strengths and interests someone might need to do different jobs	To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	To know some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	To know things they can do to help look after their environment	To know how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	To understand the shared responsibilities for protecting the environment in school and at home
	To know what rules are, why they are needed, and why different rules are needed for different situations	To recognise reasons for rules and laws; consequences of not adhering to rules and laws	To understand there are different types of rules including moral, ethical, religious and legal ones and they serve different purposes

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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 know where and how to report concerns and get support with issues online			To identify positive and negative influences of games and devices and make sure this influences the way I use them	
				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 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 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 use a range of strategies to protect myself and my friends from harm 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 - Content		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 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 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 critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		

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	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

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KS2 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 short hand 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
D	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

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	<p>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</p>	<p>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</p>	<p>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</p>
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KS2 MFL

	Year 2	Lower KS2	Upper KS2
Listening and responding	I can say: Hi = Salut Good day/good morning = Bonjour Good evening = Bonsoir Goodbye = Au revoir Thank you = Merci Please = S'il vous plait Yes = Oui No = Non Mrs = Madame Mr = Monsieur Miss = Mademoiselle	To join in conversations answering questions when asked	To listen attentively to spoken language and show understanding by joining in and responding
		To listen to simple rhymes and songs in another language	To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
		To develop a simple vocabulary that allows me to greet people politely	To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
		To repeat repetitive phrases showing understanding of what I am saying	To speak in sentences, using familiar vocabulary, phrases and basic language structures
		To pronounce familiar words and phrases so that they can be easily understood	To develop accurate pronunciation and intonation so that others understand familiar words and phrases
		To be able to answer simple questions about myself	To present ideas and information orally to a range of audiences
		To answer questions involving colours, numbers, days or months	To describe people, places, things and actions orally
		To begin to use my knowledge of grammar to adapt and substitute single words and phrases	To understand basic grammar, key features and patterns of the language (including feminine, masculine and neuter forms and the conjugation of high-frequency verbs)

	Year 2	Lower KS2	Upper KS2
Reading	I can respond to the question : How are you? (to a friend) = Comment allez-vous? By saying : Good = Bien or Bad = Mal	To read familiar words aloud	To read carefully and show understanding of words, phrases and simple writing
		To read simple, familiar stories in the language looking at picture clues to help my understanding	To appreciate stories, songs, poems and rhymes in the language
		To use my knowledge of English to help me work out the meaning of words or phrases in another language	To broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material (including through using a dictionary)
		To use my phonics to sound out how unfamiliar words might be said	To develop accurate pronunciation and intonation so that others understand when I am reading aloud

	Year 2	Lower KS2	Upper KS2
Writing	I can join in with counting to 10 1 – un 2 – deux 3 – trois 4 – quatre 5 – cinq 6 – six 7 – sept 8 – huit 9 – neuf 10 – dix	To write everyday words correctly	To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
		To label pictures using a word bank	To describe people, places, things and actions in writing
		To use a word bank to help me make my own sentence	To understand how to apply grammar features to build sentences; and how these differ from, or are similar to, English

KS2 RE

Stage	Courage	Hope	Compassion	Forgiveness	Trust	Respect
LKS2	<u>Autumn</u> <u>Harvest and Christmas</u>		<u>Spring</u> <u>Easter</u>		<u>Summer</u>	
<u>Year A</u>	Unit 5: What do Christians believe about God and incarnation? (link with Christmas) UC 2a.2 God/Incarnation: What is it like to follow God? UC 2a.3 What is the Trinity?		UC 2a.1 Creation: What do Christians learn from the creation story?	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	Unit 2: What do Muslim people believe about Islam and Iman?	
<u>Year B</u>	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 4: What do Christians believe about Salvation? (link with Easter) UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday?		Unit 6: What do Christians believe about Agape? UC 2a.4 Gospel: What kind of world did Jesus want? UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?	
<u>Year C</u>	Unit 5: What do Christians believe about God and incarnation? (link with Christmas) UC 2a.2 God/Incarnation: What is it like to follow God? UC 2a.3 What is the Trinity?		UC 2a.1 Creation: What do Christians learn from the creation story?	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	Unit 2: What do Muslim people believe about Islam and Iman?	
<u>Year D</u>	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 4: What do Christians believe about Salvation? (link with Easter) UC 2a.5 Salvation: Why do Christians call the day Jesus died Good Friday?		Unit 6: What do Christians believe about Agape? UC 2a.4 Gospel: What kind of world did Jesus want? UC 2a.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?	

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<u>Stage</u>	<u>Courage</u>	<u>Hope</u>	<u>Compassion</u>	<u>Forgiveness</u>	<u>Trust</u>	<u>Respect</u>
UKS2	<u>Autumn</u> <u>Harvest and Christmas</u>		<u>Spring</u> <u>Easter</u>		<u>Summer</u>	
<u>Year A</u>	Unit 11: What do Christians believe about God and incarnation? (link with Christmas) UC 2b.4 Incarnation: Was Jesus the Messiah?	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	UC 2b.6 Salvation: What did Jesus do to save human beings?		Unit 8: What do Muslim people believe about Islam and Iman?	
<u>Year B</u>	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	UC 2b.2 Creation and Science: Conflicting or complementary?	Unit 10: What do Christians believe about Salvation? UC 2b.7 Salvation: What difference does the Resurrection make for Christians?		Unit 12: What do Christians believe about Agape? UC 2b.5 Gospel: What would Jesus do?	
<u>Year C</u>	Unit 11: What do Christians believe about God and incarnation? (link with Christmas) UC 2b.4 Incarnation: Was Jesus the Messiah?	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Passover)	UC 2b.6 Salvation: What did Jesus do to save human beings?		Unit 8: What do Muslim people believe about Islam and Iman?	
<u>Year D</u>	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	UC 2b.2 Creation and Science: Conflicting or complementary?	Unit 10: What do Christians believe about Salvation? UC 2b.7 Salvation: What difference does the Resurrection make for Christians?		Unit 12: What do Christians believe about Agape? UC 2b.5 Gospel: What would Jesus do?	

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RE SKILLS PROGRESSION

Skill	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Investigate	With encouragement, to ask their own questions about stories from the Bible and other faiths	To enquire into stories and ask their own questions.	To ask questions about things that may be important themselves and to others	To answer questions about, similarity, difference and significance	To regularly address and devise questions about change, cause, similarity, difference and significance
Interpret	To recognise simple religious symbols and artefacts	To retell parts of religious stories and identify and describe symbols	To draw meaning from religious symbols.	To draw meaning from symbols, prayer, poetry, works of art	To suggest meanings from religious texts To interpret religious language
Reflect	To talk about their preferences and feelings and to say why	To say what is interesting or puzzling	To think and speak carefully about religious and spiritual topics.	To reflect on attitudes, beliefs and values of others	Using 'big picture' knowledge, to begin to ponder on feelings, ultimate questions, beliefs and practices
Empathise	To enjoy and respond to what has been read	To think about: wonder, joy, love, forgiveness, sorrow	I can think and express my ideas about: wonder, joy, love, forgiveness, sorrow	To know and accept that people may have different attitudes, beliefs and values	To see the world through the eyes of others and identify points of view
Analyse	To know about similarities and differences between themselves, others, families, communities and beliefs.	To notice features of different religions. To identify key beliefs.		Use knowledge of key beliefs to draw out essential facts	To distinguish between opinion, belief and fact
Synthesise	Begin to link religious learning, Christian values and their own experiences	To see links between religious learning, Christian values and their own experiences		To link significant features of different religions	To find similarities and differences within and between faiths
Express	Respond to religious ideas through a range of media			Respond to religious ideas through a range of media. To articulate own ideas in a range of ways	
Apply			Apply religious learning to a new situation	To apply what has been learnt about a religion to a new situation	
Evaluate				To draw conclusions from religious learning. To sort and rank ideas	To debate issues of religious significance with reference to experience, evidence and argument