

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
----------	----------	----------	----------	----------	----------

'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 What was life like during World War II?		Ancient Civilisation Who were the Mayans and what were their major achievements?		Ancient Egypt What can we find out about ancient Egypt from what has survived?
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

'Roots to Grow and Wings to Fly'

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?	
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 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

'Roots to Grow and Wings to Fly'

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 use more complex tables, scatter graphs and line graphs to record information
	To record and present data in a variety of ways to help in answering questions	To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables		
	To produce written, oral or presentations of findings	To report and present on findings explaining results and conclusions	To report and present findings from enquiries including conclusions, causal relationships and level of trust in results	
	To use results to draw simple conclusions	To use results to predict new values, suggest improvements and raise further questions	To use test results to make predictions to set up further comparative and fair tests	To use conclusions to make predictions new values within and beyond the data collected
	To use straightforward scientific evidence to answer questions or support findings	To identify differences, similarities or changes related to scientific ideas and processes	To use primary and secondary sources of information to support a scientific idea	To identify scientific evidence that has been used to support or refute ideas or arguments

	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 know that our personal identity is made of many factors (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
	To name the main parts of the body including external genitalia (vagina, labia, penis, foreskin, testicles, nipples, anus)		To identify and name the external genitalia and internal reproductive organs in males and females (vagina, major and minor labia, clitoris, ovary, oviduct, uterus, cervix; penis, testis, foreskin, scrotum; breast, nipple, anus)		
	To draw timelines to indicate stages of growth and developments of humans (including menstruation during puberty)		To know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)		
			To know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene		★
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		★	

'Roots to Grow and Wings to Fly'

	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 a 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
To identify how animals and plants are adapted to suit their environments in different ways				

'Roots to Grow and Wings to Fly'

	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 leavers	To recognise that some mechanisms, including pulleys and gears, allow for a smaller force to have a greater effect	To explain the impact of leavers, pulleys and gears on the force required for a task	

	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 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	

'Roots to Grow and Wings to Fly'

	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 know that some processes such as burning cannot be reversed		To describe how to recover a substance from a solution	To use knowledge of dissolving to make predictions about whether a substance is soluble or not	
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

'Roots to Grow and Wings to Fly'

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

National curriculum units as prescribed

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

'Roots to Grow and Wings to Fly'
KS2 GEOGRAPHY

	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	To use the eight points of a compass to build their knowledge of the United Kingdom	To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world	To use four -figure grid references and keys 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
	Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use maps to locate world countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example)	Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern hemisphere on both a world map and a globe	Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Make a model, using road strips and toy buildings that shows features in an area	Talk about the features in their local environment and compare it with another they know	Plan a journey within the UK, using a road map Make a model to show part of the local area,	Use graphs to record features such as temperature or rainfall across the world Use appropriate special language when giving directions	Be familiar with topographical maps and know about contours, etc
	To devise a simple map; and use and construct basic symbols in a key	Produce freehand map of a known place, e.g., * journey between home and school	To use the four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world	Recognise ordnance survey (OS) symbols and know what they stand for	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	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 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 use a range of sources to collect information about a location	Recognise most of the symbols used on a UK road map, including status of roads	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	Create a report after a fieldwork activity that focuses on geographical features observed	To make predictions about a locality by studying its geographical location and features	Carry out tests over time, evaluate changes and consolidate their understanding	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	Use systematic sampling and data collecting as part of fieldwork activity	To answer questions about how two locations are similar or different	Add annotations, such as label and captions to freehand maps	To show an awareness of some key geographical concepts such as: conflict, interdependence, change, inequality, sustainability, human impact, culture and diversity

'Roots to Grow and Wings to Fly'

	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Locational knowledge	<p>Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth</p> <p>Know and use the terminologies: left and right; below, next to</p>	<p>Understands that countries have defined borders and that each country has its own government or equivalent</p>	<p>Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.</p>	<p>Appreciate that most countries have capital cities from where their government operates but these can sometime change.</p>	<p>Appreciate how historically there have been changes to many countries across the world, including changes in names.</p>
UK Locational knowledge	<p>To name, locate and identify characteristics of the four countries of the United Kingdom</p> <p>To name and locate the four capital cities of the United Kingdom</p>	<p>To name and locate counties of the United Kingdom</p>	<p>To name and locate cities of the United Kingdom</p>	<p>To name and locate geographical regions of the United Kingdom.</p>	<p>To name and locate geographical regions of the United Kingdom and key topographical features (including hills, mountains, coasts and rivers)</p>
	<p>To name and locate the United Kingdom's surrounding seas</p>	<p>To identify human and physical characteristics of the United Kingdom in particular counties</p>	<p>To identify human and physical characteristics of the United Kingdom and land-use patterns</p>	<p>To begin to understand how the human and physical characteristics of the United Kingdom have changed over time</p>	<p>To understand how the human and physical characteristics of the United Kingdom have changed over time</p>
	<p>To identify seasonal and daily weather patterns in the United Kingdom</p>	<p>To know the difference between climate and weather</p>	<p>To be able to explain the UK climate and weather.</p>	<p>To understand what climate change is</p>	<p>To know that climate change can only be seen in patterns over time</p>
Alternate Locational knowledge	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
	<p>To name and locate the world's seven continents and five oceans</p>	<p>To name major world geographical features such as: The Nile, The Amazon Rainforest</p>	<p>To name major world geographical features such as: The Sahara Desert, The Himalayas</p>	<p>To name major environments (biomes) and their importance to the world such as: The Great Barrier Reef, The Amazon Rainforest,</p>	<p>To name major environments (biomes) and their importance to the world such as: The African Savannah, The Arctic Tundra, The North American Taiga</p>
	<p>To use world maps, atlases and globes to identify countries, continents and oceans studied</p>	<p>To use a map to locate the world's countries with a focus on Europe</p>	<p>To use a map to locate the world's Cites with a focus on Europe</p>	<p>To use a map to locate the world's countries with a focus on Asia, North and South America</p>	<p>To use maps and atlases to locate countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
	<p>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</p>	<p>To identify latitude and longitude</p>	<p>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p>	<p>To identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>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</p>
		<p>To describe and understand key aspects of human geography including: types of settlement and land use</p>	<p>To describe and understand key aspects of human geography including: economic activity</p>	<p>To describe and understand key aspects of human geography including trade links,</p>	<p>To describe and understand key aspects of human geography including the distribution of natural resources (e.g. energy, food, minerals and water)</p>

'Roots to Grow and Wings to Fly'

		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: 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	To describe and understand key aspects of physical geography including: climate zones, biomes, vegetation belts and the water cycle
--	--	---	---	---	---

	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Place knowledge	Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons	Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places	Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.	Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with

	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Human and Physical Geography	Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people	Recognise how human geographical features change over time Understand what is meant • by being environmentally friendly	Understand how ideal settlements may have changed over time Understand some of the arguments put forward in relation to green energy	Understand why their village/ town or city exists and what brought people to live there Understand the issues associated with Fair Trade	Reflect on the key changes that have occurred in buildings, trade and population Understand the consequence of ignoring climate change

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?
--	---	--

'Roots to Grow and Wings to Fly'

	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Skills	To discuss my era showing I have understood it's key features	To answer questions about similarity, difference and significance	To answer questions about change, cause, similarity, difference and significance	To regularly address and devise historically valid questions about 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 recognize a primary and secondary source of historical information and discuss which sources are more reliable	To use evidence to construct my own sentences to answer historical questions	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 that people in history might have different view of an event and the motivations behind these	To know how and why contrasting interpretations of the past have been constructed.	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 that some sources of information about history might not be reliable and give reasons why	To know how our knowledge of the past is constructed from a range of sources	To know and give examples of 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 evaluate the value of a range of sources to find out about an event, person or time	To begin to construct informed responses that involve thoughtful selection of relevant historical information	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 in sources	To understand bias and propaganda in sources	To study contrasting sources of information to identify the truth of an event or time	To study contrasting sources of information to identify the truth of an event, person or time

'Roots to Grow and Wings to Fly'

	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	To recognise features of different eras and use this to place people, transport, technology and other features studied	To know some concurrent periods and events in British and world history	To know and understand concurrent periods and events in British and world history	To begin to develop a chronologically secure knowledge and understanding of British and world history	To secure 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 periods studied within a coherent timeline	To place events, periods and people studied within a coherent timeline	To place events, periods, people on a large scale time-line adding correct dates	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 leading up to the period I am studying	To know time periods/events that took place before and after the period I am studying	To draw links between different eras using common themes (such as government, monarchy, progress, invention, religion) tracking similarity and difference	To draw links between different eras using common themes (such as government, monarchy, progress, invention, religion) tracking change, cause, similarity and difference

	Year 2	Year 3	Year 4	Year 5	Year 6
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 know and give examples of the legacy of a time period, its benefits and deficits in shaping our society	To note contrasts over time	To note connections, contrasts and trends over time
		To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance)	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 connections and 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 know how Britain has influenced and been influenced by the wider world, when these influences began and how they have developed throughout history	To understand the connections between national and international history	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, artefact, source, chronology, century)	To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)	To gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry)	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)				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
----------------	---------	----------	-----------	------------------

	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment invent and create and evaluate	Try out different activities and make sensible choices about what to do next.	Gather and review information, references and resources related to their ideas and intentions.	Select and use relevant resources and references to develop their ideas.	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.	Independently develop a range of ideas which show curiosity, imagination and originality.
	Use drawing to record ideas and experiences.	Use a sketch book for different purposes, including recording observations, planning and shaping ideas.	Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.	Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.
	Deliberately choose to use particular techniques for a given purpose.	Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	Investigate the nature and qualities of different materials and processes systematically.	Confidently investigate and exploit the potential of new and unfamiliar materials.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
	Develop and exercise some care and control over the range of materials they use.	Select and use appropriately, a variety of materials and techniques in order to create their own work.	Apply the technical skills they are learning to improve the quality of their work.	Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Independently select and effectively use relevant processes in order to create successful and finished work.
	When looking at creative work express clear preferences and give some reasons for these.	Take the time to reflect upon what they like and dislike about their work in order to improve it.	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of both their own and professionals work which takes account of the starting points, intentions and context behind the work.

	Year 2	Year 3	Year 4	Year 5	Year 6
The legacy of art and artists	That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.	Know about and be able to describe the work of some artists, craftpeople, architects and designers.	To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.	How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, culture and social contexts in which they worked.
	Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	Be able to explain how to use some of the tools and techniques they have chosen to work with.	To know about and be able to demonstrate how the tools they have chosen to work with, should be used effectively and with safety.	How to describe the processes they are using and how they hope to achieve high quality outcomes.	To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

'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	Year 3	Year 4	Year 5	Year 6
Design	Can they think of ideas and plan what to do next?	Can they show that their design meets a range of requirements?	Can they come up with at least one idea about how to create their product?	Can they come up with a range of ideas after they have collected information?	Can they use a range of information to inform their design?
	Can they choose the best tools and materials? Can they give a reason why these are best?	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?	Do they take account of the ideas of others when designing?	Do they take a user's view into account when designing?	Can they use market research to inform plans?
	Can they describe their design by using pictures, diagrams, models and words?	Can they describe their design using accurately labelled sketch and words?	Can they produce a plan and explain it to others?	Can they produce a detailed step-by-step plan?	Can they work within constraints?
		How realistic is their plan?	Can they suggest some improvements and say what was good and not so good about their original design?	Can they suggest some alternative plans and say what the good points and drawbacks are about each?	Can they follow and refine their plan if necessary?
					Can they justify their plan to someone else?
					Do they consider culture and society in their designs?

	Year 2	Year 3	Year 4	Year 5	Year 6
Make	Can they join things (materials/components) together in different ways?	Can they use equipment and tools accurately?	Can they tell if their finished product is going to be good quality?	Can they explain why their finished product is going to be of good quality?	Can they use tools and materials precisely?
			Are they conscience of the need to produce something that will be liked by others?	Can they explain how their product will appeal to the audience?	Do they change the way they are working if needed?
			Can they show a good level of expertise when using a range of tools and equipment?	Can they use a range of tools and equipment expertly?	

'Roots to Grow and Wings to Fly'

Evaluate	Year 2	Year 3	Year 4	Year 5	Year 6
	What went well with their work?	What did they change which made their design even better?	Have they thought of how they will check if their design is successful?	Do they keep checking that their design is the best it can be?	How well do they test and evaluate their final product?
	If they did it again, what would they want to improve?		Can they begin to explain how they can improve their original design?	Do they check whether anything could be improved?	Is it fit for purpose?
			Can they evaluate their product, thinking of both appearance and the way it works?	Can they evaluate appearance and function against the original criteria?	What would improve it?
					Would different resources have improved their product?
					Would they need more or different information to make it even better?

Cooking and Nutrition	Year 2	Lower KS2	Upper KS2
	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 understand 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	Invasion games / striking and fielding	Gymnastics	Dance	Swimming	Activities to develop flexibility, strength, control and balance
----------------	--	------------	-------	----------	--

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

Health and fitness

Year 3	Year 4	Year 5	Year 6
Keep up an activity over a period of time and know what they need to warm up and cool down for dance.	Learn some of the main muscles groups during warm up and cool down	Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.	Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear
Recognise and describe what their bodies feel like during different types of activity	Start to take their pulse before, during and after exercise and explain the effect.	Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises	Know how to check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school.
Describe what happens to their heart, breathing and temperature during different types of athletic activity	Know a warm routine involving dynamic stretches , led by an adult or child.	Understand why exercise is good for their fitness, health and wellbeing	Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body
			Value of exercise outside of school day.

Dance

Year 3	Year 4	Year 5	Year 6
Respond to stimuli. Develop character dance into a motif or develop thematic dance. Extend sequences with a partner in character. Develop sequences with a partner in character that show relationships. Extend dance skills in choreography. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps. Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships.	Responding to stimuli, working together. Develop sequences with a partner in character that show relationships and interlinking dance moves. Extend sequences with a partner in character. Explore two contrasting relationships and interlinking dance moves. Combine sequences, relationships, choreography in performance.	Extend sequences with a partner using compositional principles linked to a subject area. Create movement using improvisation, where movement is reactive. Develop sequences showing interlinking dance moves. Explore and experiment imaginatively with a stimulus for a given audience. Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Can remember and perform a dance routine to any audience with 20+ steps.	Perform with technical control and rhythm in a group. Create rhythmic patterns using the body. Extend choreography through controlled movements, character emotion and expression. Explore the relationships between characters, applying emotion and expression. Experience dance from a different culture. Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships Can remember and perform a dance routine to any audience with 20+ steps.

'Roots to Grow and Wings to Fly'

Swimming

Year 3	Year 4	Year 5	Year 6
Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. Use floats to swim longer distances with a more controlled leg kick. Join in all swimming activities confidently. Put face under the water and blow bubbles (begin to do this whilst swimming). Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Understand water can be dangerous and repeat what to do when in difficulty.	Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep safe whilst in water and what dangers should be identified.	Swim 25m unaided in water using one basic method to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water. Explain how to remain safe in water and what do if you or someone nearby gets into difficulty	N/A

Gymnastics

Year 3	Year 4	Year 5	Year 6
Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another. Use actions on floor and over, through, across and along apparatus.	Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. Work with a partner and small groups to create sequences. Adapt their sequences to include apparatus and to suit partner or small group. Compare and contrast similar performances.	Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve.	Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Know how gymnastics promotes strength, power and suppleness.

'Roots to Grow and Wings to Fly'

Invasion Games / Striking and fielding

Year 3	Year 4	Year 5	Year 6
<p>Introduce moving with the ball, passing and receiving. Introduce tagging. Create space when attacking. Develop passing and moving. Combine passing and moving to create space/ attacking opportunities. Introduce dribbling, keeping control. Develop dribbling, keeping control. Introduce shooting. Combine passing and shooting.</p>	<p>Develop passing, receiving, moving and creating space. Refine dribbling, turning and footwork. Develop shooting; combine passing and dribbling to create shooting opportunities. Develop passing and dribbling, creating space for attacking opportunities.</p> <p>Develop defending - marking, blocking and tackling. Develop defending in game situations.</p> <p>Apply learning to small sided games.</p>	<p>Refine passing, dribbling and moving to create attacking opportunities. Explore different passes that can be used to outwit defenders. Refine shooting. Develop defending - using marking, blocking and tackling. Create tactics for defending as a team. Apply defending tactics, developing transition from defence to attack . Develop officiating. Apply skills to game situations.</p>	<p>Consolidate passing, receiving, moving and dribbling to maintain possession. Consolidate defending and defensive tactics. Create, understand and apply attacking tactics in game situations. Create, understand and apply defending tactics in game situations. Consolidate attacking and defending in games. Develop officiating. Organise formations decide tactics, manage teams and officiate games.</p>
<p>Understand the concept of batting and fielding. Introduce throwing overarm. Develop throwing underarm. Introduce catching. Explore striking with intent. Apply overarm and underarm throwing. Introduce stopping the ball. Application of stopping the ball in simple game situations.</p>	<p>Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angles and speeds - how, where and why? Introduce and apply basic fielding tactics</p>	<p>Refine batting, understanding and developing tactics. Refine bowling, developing tactics. Refine fielding - stooping, catching and throwing. Develop and refine fielding tactics, considering which players to use in which positions. Combine bowling and fielding, creating and applying tactics. Introduce umpiring and scoring in order to play full games</p>	<p>Consolidate batting Consolidate fielding Consolidate bowling Create, understand and apply attacking tactics in game situations Create, understand and apply defensive tactics in game situations</p>

'Roots to Grow and Wings to Fly'

KS2 RSHE

Year 3	Me and my relationships: <ul style="list-style-type: none"> *Rules and their purpose *Cooperation *Friendship (including respectful relationships) *Coping with loss 	Valuing difference: <ul style="list-style-type: none"> *Recognising and respecting diversity *Being respectful and tolerant *My community 	Keeping myself safe: <ul style="list-style-type: none"> *Managing risk *Decision-making skills *Drugs and their risks *Staying safe online 	Right and responsibilities: <ul style="list-style-type: none"> *Skills we need to develop as we grow up *Helping and being helped *Looking after the environment *Managing money 	Being my best: <ul style="list-style-type: none"> *Keeping myself healthy and well *Celebrating and developing my skills *Developing empathy 	Growing and changing: <ul style="list-style-type: none"> *Relationships *Changing bodies *Keeping safe *Safe and unsafe secrets
Year 4	Me and my relationships: <ul style="list-style-type: none"> *Healthy relationships *Listening to feelings *Bullying *Assertive skills 	Valuing difference: <ul style="list-style-type: none"> *Recognising and celebrating difference (including religions and cultural difference) *Understanding and challenging stereotypes 	Keeping myself safe: <ul style="list-style-type: none"> *Managing risk *Influences *Online safety 	Right and responsibilities: <ul style="list-style-type: none"> *Making a difference (different ways of helping others or the environment) *Media influence *Decisions about spending money 	Being my best: <ul style="list-style-type: none"> *Having choices and making decisions about my health *Taking care of my environment *My skills and interests 	Growing and changing: <ul style="list-style-type: none"> *Managing difficult feelings *Family Relationships
Year 5	Being my best: <ul style="list-style-type: none"> *Growing independence and taking responsibility *Keeping myself healthy *Media awareness and safety *My community 	Valuing difference: <ul style="list-style-type: none"> *Recognising and celebrating difference, including religions and cultural *Influence and pressure of social media 	Me and my relationships: <ul style="list-style-type: none"> *Feelings *Friendship skills, Inc. compromise *Assertive skills *Cooperation *Recognising emotional needs 	Right and responsibilities: <ul style="list-style-type: none"> *Rights and responsibilities relating to my health *Making a difference *Decisions about lending, borrowing and spending 	Keeping myself safe: <ul style="list-style-type: none"> *Managing risk, including online safety *Norms around use of legal drugs (tobacco, alcohol) *Decision-making skills 	Growing and changing: <ul style="list-style-type: none"> *Managing difficult feelings *Managing change *How my feelings help keeping safe *Getting help
Year 6	Me and my relationships: <ul style="list-style-type: none"> *Assertiveness *Cooperation *Safe/unsafe touches *Positive relationships 	Valuing difference: <ul style="list-style-type: none"> *Recognising and celebrating difference *Recognising and reflecting on prejudice-based bullying *Understanding bystander behaviour *Gender stereotyping 	Keeping myself safe: <ul style="list-style-type: none"> *Understanding emotional needs *Staying safe online *Drugs: norms and risks (including the law) 	Being my best: <ul style="list-style-type: none"> *Aspirations and goal setting *Managing risk *Looking after my mental health 	Right and responsibilities: <ul style="list-style-type: none"> *Media bias, inc. social media *Caring: communities and the environment *Earning/saving money *Understanding democracy 	Growing and changing: <ul style="list-style-type: none"> *Coping with changes *Keeping safe *Body Image *Sex education *Self-esteem

'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	

'Roots to Grow and Wings to Fly'

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
--	--	--

	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

'Roots to Grow and Wings to Fly'

	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
--	--	--	---

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

'Roots to Grow and Wings to Fly'

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 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 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 support my friends in evaluating their use of games and devices and make good choices for myself
			To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them			
E-Safety - Conduct	Year 3	Year 4	Year 5	Year 6		
	To contribute to shared rules and use them to make good choices when I use technology		To contribute to shared rules and use them to make good choices when I use technology		To contribute to shared rules and use them to support myself and others when we use technology	
	To use the safety features of websites as well as reporting concerns to a trusted adult		To use appropriate strategies to deal with comments online		To 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 use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult		To support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult	
	To describe the ways that people get bullied when they use different technologies and consider what I post		To make safe choices when using technology to communicate responsibly with others		To know the impact of positive and negative content online on their own and others' mental and physical wellbeing	
					To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online	
	To use a secure password and explain why they are important				To use a secure password and safe screen name when I am using an online tool	
	To protect my personal information when I do different things online				To explain the risks of sharing too much about myself online.	
					To consider terms and conditions and adjust privacy settings to maintain control of my personal information	
	To know that anything I share online will stay there to be seen and used by others				To check the information about me online and know that some of it can be uploaded by others	
					To know how information and data is shared and used online	
	To make good choices about when and why I use devices				To know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices	
	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 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 critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		
				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 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 have strategies for recognising and managing peer influence and a desire for peer approval in friendships		

'Roots to Grow and Wings to Fly'

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

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Connecting computers Stop-frame animation Sequencing sounds Branching data bases Desktop publishing Events and actions in programs	The internet Audio production Repetition in shapes Data logging Photo editing Repetition in games	Systems and searching Video production Selection in physical computing Flat-file databases Vector graphics Selection in quizzes	Communication and collaboration Webpage creation Variables in games Introduction to spreadsheets 3D modelling Sensing movement Using a microbit

'Roots to Grow and Wings to Fly'

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

<u>Stage</u>	<u>Courage</u>	<u>Hope</u>	<u>Compassion</u>	<u>Forgiveness</u>	<u>Trust</u>	<u>Respect</u>
<u>LKS2</u>	<u>Autumn Harvest and Christmas</u>		<u>Spring 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?	

'Roots to Grow and Wings to Fly'

<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?	

'Roots to Grow and Wings to Fly'

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