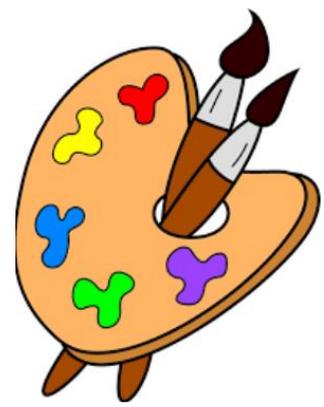
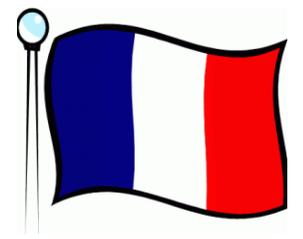




Leen Mills Primary School Progression within the Curriculum 2022 - 2023



Science

FS2

Early Learning Goal

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Working scientifically	Biology	Chemistry	Physics
<p>Know how to ask simple scientific questions.</p> <p>Know how to use simple equipment to make observations.</p> <p>Know how to carry out simple tests.</p> <p>Know how to identify and classify things</p> <p>Be able to explain to others what has been found out.</p> <p>Know how to use simple data to answer questions.</p>	<p><u>Plants</u></p> <p>Know and name a variety of common, wild and garden plants.</p> <p>Know and name the petals, stem, leaves and root of a plant.</p> <p>Know and name the roots, trunk, branches and leaves of a tree.</p> <p><u>Animals including humans</u></p> <p>Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Know how to classify and know animals by what they eat (carnivores, herbivore and omnivore)</p> <p>Know how to sort animals into categories (including fish, amphibians, reptiles, birds and animals)</p> <p>Know how to sort living and non-living things.</p> <p>Know how to name the parts of a human body that they can see.</p> <p>Know how to link the correct part of the human body to each sense.</p>	<p><u>Everyday materials</u></p> <p>Know how to distinguish between an object and the material it is made from.</p> <p>Know the material that an object is made from.</p> <p>Know the difference between wood, plastic, glass, metal, water and rock.</p> <p>Know about the properties of everyday materials.</p> <p>Be able to group objects based on the materials they are made from.</p>	<p><u>Seasonal changes</u></p> <p>Know about and observe the changes in the seasons.</p> <p>Know the names of the seasons and know about the type of weather in each season.</p>

Year 1

Year 2

Working scientifically	Biology	Chemistry	Physics
<p>Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Identify and classify things Explain to others what I have found out. Use simple data to answer questions.</p>	<p><u>Living things and their habitats</u> Be able to identify things that are living, dead and never lived. Know how a specific habitat provides the basic needs of living there (plants and animals) Identify and name plants and animals in a range of habitats Match living things to their habitat Understand how animals find their food. Name some different sources of food for animals. Know and explain a simple food chain.</p> <p><u>Plants</u> Know how seeds and bulbs grow into plants Know what plants need in order to grow and stay healthy.</p> <p><u>Animals, including humans</u> Know the basic stages in a life cycle for animals, including humans Know what animals and humans need to survive. Know why exercise, a balanced diet and good hygiene are important for humans.</p>	<p><u>Uses of everyday materials</u> Be able to identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Know why a material might or might not be used for a specific job. Understand that materials can be changed by squashing, bending, twisting and stretching.</p>	<p>No content</p>

Working scientifically	Biology	Chemistry	Physics
<p>Know how to ask relevant scientific questions.</p> <p>Know how to use observations and knowledge to answer scientific questions.</p> <p>Know how to set up a simple enquiry to explore a scientific question.</p> <p>know how to set up a test to compare two things</p> <p>Know how to set up a fair test and explain why it is fair.</p> <p>Know how to make careful and accurate observations, including the use of standard units.</p> <p>Know how to use equipment, including thermometers and data loggers to make measurements.</p> <p>Know how to gather, record, classify and present data in different ways to answer scientific questions</p> <p>Know how to use diagrams, keys, bar charts and tables; using scientific language.</p> <p>Know how to use findings to report in different ways, including oral and written explanations, presentations.</p> <p>Know how to draw conclusions and suggest improvements.</p> <p>Know how to make a prediction with a reason. Know how to identify differences, similarities and changes related to an enquiry.</p>	<p><u>Plants</u></p> <p>Know the function of different parts of flowering plants.</p> <p>Know what different plants need to help them survive.</p> <p>Know how water is transported within plants.</p> <p>Know the plant life cycle, especially the importance of flowers</p> <p><u>Animals including humans</u></p> <p>Know about the importance of a nutritious balanced diet.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans.</p> <p>Know key features the muscular system of a human</p> <p>Know the purpose of the skeleton in humans and animals.</p>	<p><u>Rocks</u></p> <p>Know how to compare and group rocks based on their appearance and physical properties, giving a reason.</p> <p>Know how fossils are formed.</p> <p>Know how soil is made</p> <p>Know about and explain the difference between sedimentary, metamorphic and igneous rocks.</p>	<p><u>Light</u></p> <p>Know what dark is</p> <p>Know that light is needed in order to see.</p> <p>Know that light is reflected from a surface.</p> <p>Know and demonstrate how a shadow is formed.</p> <p>Explore shadow size and explain the changes.</p> <p>Know the danger of direct sunlight and describe how to keep protected.</p> <p><u>Forces and magnets</u></p> <p>Know about and describe how objects move on different surfaces.</p> <p>Know how some forces require contact and some do not, giving examples.</p> <p>Know about and explain how objects attract and repel in relation to objects and other magnets.</p> <p>Predict whether objects will be magnetic.</p> <p>Know how magnets work</p> <p>Know when magnets will attract or repel and give a reason.</p>

Working scientifically	Biology	Chemistry	Physics
<p>Know how to ask relevant scientific questions</p> <p>Know how to use observations knowing to answer scientific questions.</p> <p>Know how to set up a simple enquiry to explore a scientific questions.</p> <p>Know how to set up a fair test to compare two things.</p> <p>Know how to set up a fair test and explain why it is fair</p> <p>Make careful and accurate observation including the use of standard units.</p> <p>Know how to use equipment, including thermometers and data loggers to make measurements.</p> <p>Gather, record, classify and present data in different ways to answer scientific questions.</p> <p>Know how to use diagrams, keys, bar charts and tables; using scientific language.</p> <p>Know how to use findings to report in different ways, including oral and written explanations, presentations.</p> <p>Know how to draw conclusions and suggest improvements.</p> <p>Know how to draw conclusions and suggest improvements.</p> <p>Know how to make a prediction with a reason. Know how to identify differences, similarities and changes related to an enquiry.</p>	<p><u>Living things and their habitats</u></p> <p>Know how to group living things in different ways</p> <p>Know how to use classification keys to group, identify and name living things.</p> <p>Know how to create classification keys to group, identify and name living things (for others to use).</p> <p>Know how changes to an environment could endanger living things.</p> <p><u>Animals including humans</u></p> <p>Know how to identify and name parts of the human digestive system</p> <p>Know the functions of the organs in the human digestive system.</p> <p>Be able to identify and know the different types of teeth in humans.</p> <p>Know the function of different human teeth.</p> <p>Know how to sue food chains to identify producers, predators and prey.</p> <p>Know how to construct food chains to identify producers, predictors and prey.</p>	<p><u>States of matter</u></p> <p>Know how to group materials based on their state of matter (solid, liquid, gas)</p> <p>Know how some materials can change state.</p> <p>know how materials change state.</p> <p>Know how to measure the temperature at which materials change state.</p> <p>Know about the water cycle.</p> <p>Know the part played by evaporation and condensation in the water cycle.</p>	<p><u>Sound</u></p> <p>Know how sound is made</p> <p>Know how sound travels from a source to our ears.</p> <p>Know how sounds are made, associating some of them with vibrating.</p> <p>Know the correlation between pitch and the object producing a sound.</p> <p>Know the correlation between the volume of a sound and the strength of the vibration that produced it.</p> <p>Know what happens to a sound as it travels away from its source.</p> <p><u>Electricity</u></p> <p>Know and name appliances that require electricity to function.</p> <p>Know how to construct a series circuit</p> <p>Be able to identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</p> <p>Know how to draw a circuit diagram.</p> <p>Predict and test whether a lamp will light within a circuit. Know the difference between a conductor and an insulator; giving examples of each.</p>

Working scientifically	Biology	Chemistry	Physics
<p>Know how to plan different types of scientific enquiry.</p> <p>Know how to control variables in an enquiry.</p> <p>Know how to measure accurately and precisely using a range of equipment.</p> <p>Know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Know how to use the outcomes to test results to make predictions and set up a further comparative and fair tests.</p> <p>Know how to report findings from enquiries in a range of ways.</p> <p>Know how to explain a conclusion from an enquiry.</p> <p>Be able to casual relationships in an enquiry.</p> <p>Know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes and argument or theory.</p> <p>Be able to read, spell and pronounce scientific vocabulary accurately</p>	<p><u>Living things and their habitats</u></p> <p>Know the life cycle of different living things, e.g mammals, amphibian, insect, bird.</p> <p>Know the differences between different life cycles.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p> <p><u>Animals including humans</u></p> <p>Create a timeline to indicate stages of growth in humans.</p>	<p><u>Properties and changes of materials</u></p> <p>Know how to compare and group materials based on the properties (e.g. hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets).</p> <p>Know how a material dissolves to form a solution; explaining the process of dissolving.</p> <p>Know and show how to recover a substance from a solution.</p> <p>Know how some materials can be separated.</p> <p>Be able to demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating)</p> <p>Know and can demonstrate that some changes are reversible and some are not.</p> <p>Know how some changes result in the formation of a new material and that this is usually irreversible.</p> <p>Know about reversible and irreversible changes.</p> <p>Be able to give evidenced reasons why materials should be used for specific purpose.</p>	<p><u>Earth and Space</u></p> <p>Know about and explain the movement of the earth and other planets relative to the sun.</p> <p>Know about and explain the movement of Moon relative to the Earth.</p> <p>Know and demonstrate how night and day are created.</p> <p>Know how to describe the Sun, Earth and Moon (using the term spherical)</p> <p><u>Forces</u></p> <p>Know what gravity is and its impact on our lives.</p> <p>Know and identify the effect of air resistance.</p> <p>know and identify the effect of water resistance.</p> <p>Know and Identify the effect of friction.</p> <p>Be able to explain how levers, pulleys and gears allow a small force to have a greater effect.</p>

Working scientifically	Biology	Chemistry	Physics
<p>Know how to plan different types of scientific enquiry.</p> <p>Know how to control variables in an enquiry.</p> <p>Know how to measure accurately and precisely using a range of equipment.</p> <p>Know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Know how to use the outcomes to test results to make predictions and set up a further comparative and fair tests.</p> <p>Know how to report findings from enquiries in a range of ways.</p> <p>Know how to explain a conclusion from an enquiry.</p> <p>Be able to explain casual relationships in an enquiry.</p> <p>Know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p> <p>Be able to read, spell and pronounce scientific vocabulary accurately</p>	<p><u>Living things and their habitats</u></p> <p>Know the life cycle of different living things, e.g mammals, amphibian, insect, bird.</p> <p>Know the differences between different life cycles.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p> <p><u>Animals including humans</u></p> <p>Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Know and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Know the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Be able to describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>No content</p>	<p><u>Light</u></p> <p>Know that light appears to travel in straight lines and use this explain that objects are seen because they give out or reflect light into the eye</p> <p>Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Know the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><u>Electricity</u></p> <p>Know and identify common appliances that run on electricity</p> <p>Know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Be able 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</p> <p>Know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Know some common conductors and insulators, and associate metals with being good conductors</p>



Geography



FS2	Year 1	Year 2
<p><u>People Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p><u>Location and Place Knowledge</u> Know the countries of the United Kingdom Know what a capital city is and be able to name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p><u>Human and Physical Geography</u> Keep a weather chart and answer questions about the weather. Know how the weather changes throughout the year and name the seasons. Know about some of the features of an island i Know the difference between an ocean and a sea Know the key features of a place from a picture using key vocabulary.</p> <p><u>Geographical Skills and Fieldwork</u> Know the four main directions on a compass are North, East, South and West. Know what they like and do not like about the place they live in. Know how to describe a place outside Europe using Geographical words (Madagascar)</p>	<p><u>Location and Place Knowledge</u> Know the names the continents of the world and locate them on a map. Know the names of and locate the world's oceans and locate them on a map.</p> <p><u>Human and Physical Geography</u> Know how jobs may be different in other locations. Know about some of the main things that are in hot and cold places. Know which clothes they would wear in hot and cold places. Know about the facilities that a village, town and city may need and give reasons.</p> <p><u>Geographical Skills and Fieldwork</u> Know what the equator is and where it is located. Know where they live and their address. Know what they like and do not like about aplace that is different to where they live. Know how to use the directional vocabulary: near; far;left; right to explain where a location is.</p>

Year 3	Year 4	Year 5
<p><u>Location and Place Knowledge</u> Know the difference between the northern and southern hemisphere and be able to name some countries in each. Know some of the capital cities in Europe and be able to locate them.</p> <p><u>Human and Physical Geography</u> Know why people may be attracted to live in cities. Know why people may choose to live in one place rather than another.</p> <p><u>Geographical Skills and Fieldwork</u> Know the Tropic of Cancer, the Tropic of Capricorn and Greenwich meridian. Know whether a country is located in the Southern or Northern hemisphere. Know how to collect and accurately measure information (e.g. rainfall, temperature, wind speed, noiselevels etc)</p>	<p><u>Location and Place Knowledge</u> Know the difference between the British Isles, Great Britain and the United Kingdom. Know some of the islands that surround the UK and their features</p> <p><u>Human and Physical Geography</u> Know how to research to discover features of villages, towns and cities and appreciate the differences. Be able to understand types of settlement and landuse Be able to understand the difference between hills and mountains Be able to name and locate some of the mountain ranges in UK Know about, name and locate of the world's most famous mountainous regions</p> <p><u>Geographical Skills and Fieldwork</u> Know how to plan a journey from their own town/city to another place in England. Use a map to locate a range of cities in the UK.</p>	<p><u>Location and Place Knowledge</u> Know the countries that make up the European Union. Know the difference between a river and a stream Know about the course of a river. Understand why some rivers are more well known than others.</p> <p><u>Human and Physical Geography</u> Know the names of some of the major the major rivers in the UK Know why most cities are situated by rivers. Know why ports are important and the role they play in distributing goods around the world. Understand how trade has become global. Understand the global supply chain and how the UK fits into this. Understand the benefits of Fair Trade.</p> <p><u>Geographical Skills and Fieldwork</u> Know, name and locate the capital cities of neighbouring European countries using an atlas. Use a map to locate some of the world's most famous rivers</p>

Year 6

Location and Place Knowledge

Know why the world has different time zones and how they work.

Know the features of a desert and know their location.

Know about, locate and name some of the world's most famous volcanoes.

Human and Physical Geography

Know about and describe the key aspects of earthquakes

Know about and describe the key aspects of volcanoes

Know why some places are similar and dissimilar in relation to their human and physical features.

Geographical Skills and Fieldwork

Know how to use an atlas by using the index to find places.

Know how to use some basic Ordnance Survey map symbols.

Know how to use Ordnance Survey symbols and six-figure grid references.

History

FS2	Year 1	Year 2
<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p><u>Governance</u></p> <p><u>Everyday life</u> Know about many of the changes that have happened since they were born Know how to use words and phrases like before, after, past, present, then and now. Know about someone who was born or lived in the past</p> <p><u>Legacy</u> Give examples of things that were different when their grandparents were children.</p> <p><u>Historical Skills</u> Know how to ask and answer questions about old and new objects. Know how to use words and phrases like: old, new and a long time ago. Know how to spot old and new things in a picture. Sequence events in their life</p>	<p><u>Governance</u></p> <p><u>Everyday life</u> Recount the life of someone famous from Britain who lived in the past Know about the life of a famous person from the past as they know how to research. Know what certain objects from the past might have been used for.</p> <p><u>Legacy</u> Know some people have helped us to have better lives. Know about a famous British person and what they did to make the world a better place. Know about how things were different when their grandparents were children.</p> <p><u>Historical Skills</u> Understand the chronology of a person's life. Know how to use books and the internet to find out more about the past. Know how to find out things about the past by talking to an older person. Know about some famous castle and where they are.</p>

Year 3	Year 4	Year 5
<p>Though topics sources, artefacts, stories and research will be used to justify reasoning and develop skills</p> <p>- Time lines to show understanding of Chronology</p>		
<p><u>Governance</u> Understand the leadership and governance of the stone age period.</p> <p><u>Everyday life</u> Know about how stone age people hunted for their food and what they ate. Know how to use a variety of sources to describe a day in the life of a child from a different time period. Know that Egyptian Gods were an important part of Egyptian culture Understand early communication</p> <p><u>Legacy</u> Know about some the things the Egyptians gave the world. Know how to compare communication through time</p> <p><u>Historical skills</u> Know how to compare differences between key periods in history. Know how to use sources to understand what life was like in the past - i.e cave painting for the stone age Know how to locate Egypt on a map and look other historical maps. Know how to compare and contrast life in the stone age with life in ancient Egypt</p>	<p><u>Governance</u> Understand the power, scale, and importance of the Roman empire - importance of Rome Understand the power structure of Anglo-Saxon Britain. Know about and can talk about the struggle between the Athenians and the Spartans.</p> <p><u>Everyday life</u> Know about the lives of at least two famous Romans Understand what life was like in an Anglo-Saxon settlement.</p> <p><u>Legacy</u> Know about at least three things the Romans did for our country. Understand the modern day legacy that the Romans have left in the UK. Know about some the things the Greeks gave the world. Know that the Greeks were responsible for the birth of the Olympics</p> <p><u>Historical skills</u> Know where the Anglo-Saxons came from and why they came to Britain. Know how to use a time line to show chronology Know how to compare and contrast the Romans and Anglo-Saxons. Know how to locate key civilisations on maps</p>	<p><u>Governance</u> Know and understand how the Vikings seized power and why they wanted to come to Britain</p> <p><u>Everyday life</u> Analyse the lives of two groups of people in the same time period - compare and contrast Understand where and when the Mayans lived</p> <p><u>Legacy</u> Know how an event or things from events from the past has shaped our life today. Understand some of the achievements of the Mayans Explain how we know about the Mayans Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day</p> <p><u>Historical skills</u> Draw a timeline with different historical periods showing key historical events or lives of significant people. How to use a timeline to show when the Viking raids started. Show on a map where the Vikings came from and understand why they invaded our country. Compare the punishments that were used during different time period and explain the reasons. Explain some key times in the history of crime and punishment in Britain,</p>

Year 6

Governance

Know how Britain has had a major influence on the world.

Everyday life

Know about the main events from a period of history, explaining the order of the events and what happened.

Compare and contrast life in Hucknall in two different time periods.

Legacy

Know how locality today has been shaped by what has happened in the past

Know about the impact that one of these periods of history had on the world.

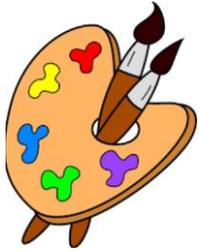
Historical skills

Research in order to find similarities and differences between two or more periods in history.

Know how to place features of historical events and people from the past societies and periods in a chronological framework

Research to find answers to specific historical questions about Hucknall.

Know how historic items and artefacts have been used to help build up a picture of life in the past.



ART



FS2	KS1
<p><u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><u>Sketching/Drawing</u> Know how to use pencils to create lines of different thickness in drawings. Be able to experiment with charcoal drawings. Be able to choose and use three different grades of pencil when drawing. Know how to use charcoal, pencil and pastel to create art.</p> <p><u>Painting</u> Know how to create moods in art work. Name the primary and secondary colours. Know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white. Know how to create tones with paint by adding black. Know how to create a repeating pattern in print.</p> <p><u>Sculpture</u> Be able select and use appropriate materials to make something 3D.</p> <p><u>Artist/designers/architects</u> Can ask questions about a piece of art. Describe what can be seen and give an opinion about the work of an artist. Suggest how artists have used colour pattern and shape.</p> <p><u>Digital art</u> Know how to use IT to create a picture</p>

Year 3	Year 4	Year 5
<p><u>Sketching/Drawing</u> Know how to use sketches to produce a final piece of art. Know how to use different grades of pencil to shade and show different tones and textures</p> <p><u>Painting</u> Know how to create a background using a wash. Know how to use a range of brushes to create different effects in painting.</p> <p><u>Sculpture</u> Know how to coil using clay. Know how to create lines and markings using different tools.</p> <p><u>Artist/designers/architects</u> Know how to compare the work of different artists.</p> <p><u>Digital art</u> Know how to use digital images and combine with other media in their art. Know how to use IT to create art which includes their own work and work of others.</p>	<p><u>Sketching/Drawing</u> Know how to use marks and lines to show texture in art. Know how to use line, tone, shape and colour to represent figures and forms in movement</p> <p><u>Painting</u> Know how to show reflections in art. Know how to print using at least four colours.</p> <p><u>Sculpture</u> Know how to sculpt clay and other mouldable materials.</p> <p><u>Artist/designers/architects</u> Be able to experiment with the styles used by other artists. Be able to explain some of the features of art from historical periods.</p> <p><u>Digital art</u> Know how to integrate my digital images into my art.</p>	<p><u>Sketching/Drawing</u> Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to express emotion in their art.</p> <p><u>Painting</u> Know how to create an accurate print design following criteria. Know how to use different types of paint for different purposes.</p> <p><u>Sculpture</u> Know how to create a 3D sculpture from its 2D form</p> <p><u>Artist/designers/architects</u> Know how to work in the style of a selected artist.</p> <p><u>Digital art</u> Know how to use images which have been created, scanned and found; altering them where necessary to create art.</p>

Year 6

Sketching/Drawing

Know how to show facial expressions in my art.
Know how to use feedback to make amendments and improvements in their art.
Be able to explain why they have chosen specific techniques to create their art.

Painting

Know how to overprint to create different patterns.

Sculpture

Be able to explain why they have used different tools to create art.

Artist/designers/architects

Be able to explain the style of their work and how it has been influenced by famous artist.

Digital art

Know how to use and range of e-resources to create art



Music



FS2	Year 1	Year 2
<p><u>Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</p>	<p><u>Listening and appraising</u> Know how to respond to different moods in music. Know how to say whether they like or dislike a piece of music</p> <p><u>Performing</u> Know how to use my voice to speak, sing and chant. Know to use an instrument to perform</p> <p><u>Composing</u> Know how to follow instructions about when to play and sing.</p> <p><u>Musical skills</u> Know how to make different sounds with my voice and with instruments. Know how to clap short rhythmic patterns. Know how to make a sequence of sound. Know how to choose sounds to represent different things</p>	<p><u>Listening and appraising</u> Know how to listen out for particular things when listening to music. Know how to listen out for particular things when listening to music Know how to improve my own work.</p> <p><u>Performing</u> Know how to sing and follow a melody. Know how to perform simple patterns and accompaniments and keep a steady pulse.</p> <p><u>Composing</u> Know how to order sounds to create a beginning, middle and an end. Know how to create music in response to different starting points. Know how to use symbols to represent sounds. Know how to make connections between notations and musical sounds.</p> <p><u>Musical skill</u> Know how to play simple rhythmic patterns on an instruments. Know how to sing and clap increasing and decreasing tempo. Know how to choose sounds which create an effect.</p>

Year 3

Year 4

Year 5

Listening and appraising

Know how to use musical words to describe a piece of music and compositions.
Know how to use musical words to describe what they like and what they don't like about a piece of music.
Know how to recognise the work of at least one famous composer.

Performing

Know how to sing a tune with expression.
Know how to create repeated patterns with different instruments.
Know how to improve my work; explaining how it has been improved.

Composing

Know how to use different elements in my composition.
Know how to compose melodies and songs.

Musical skills

Know how to play clear notes on instruments.
Know how to create accompaniments for tunes.
Know how to combine different sounds to create a specific mood or feeling

Listening and appraising

Know how to identify the character in a piece of music.
Know how to identify and describe the different purpose of music.
Know how to begin to identify the style of work of Beethoven, Mozart and Elgar.

Performing

Know how to perform a simple part rhythmically.
Know how to sing songs from memory with accurate pitch.

Composing

Know how to use notation to record compositions in a small group or on my own

Musical Skills

Know how to improvise using repeated patterns.
Know how to explain why silence is often needed in music and explain what effect it has.

Listening and appraising

Know how to describe, compare and evaluate music using musical vocabulary.
Know how to explain why I think music is successful or unsuccessful.
Know how to suggest improvement to my own work and that of others.
Know how to contrast the work of a famous composer with another, and explain my preferences.

Performing

Know how to breathe in the correct place when singing.
Know how to maintain my part whilst others are performing their part.

Composing

Know how to compose music which meets specific criteria.
Know how to use notation to record groups of pitches (chords)

Musical Skills

Know how to improvise within a group using melodic and rhythmic phrases.
Know how to choose the most appropriate tempo for a piece of music.

Year 6

Listening and appraising

Know how to evaluate how the venues, occasions and purpose affects the way a piece of music is created.

Know how to compare and contrast the impact that different composers from different times have had on people of that time.

Know how to analyse features within different pieces of music.

Performing

Know how to sing in harmony confidently and accurately.

Know how to perform part from memory

Know how to take the lead in a performance

Composing

Know how to use a music diary to record aspects of the composition process.

Musical Skills

Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)

Design Technology

FS2	Year 1	Year 2
<p><u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>	<p><u>Designing</u> Know how to explain to how products can be made. Know how to design a simple plan, before making, that can be followed accurately. Know that everything has been designed by someone. Know the purpose of the product.</p> <p><u>Making</u> Know to use own ideas to make something. Know which resources will be needed. Know that choosing the appropriate resources and tools will help with making. Know how to cut materials safely. Know to use simple measures. Know to use a simple stitch.</p> <p><u>Evaluating</u> Know how to make a model stronger. Know how to improve the product in future.</p> <p><u>Technical skills</u> Know how to describe how something works. Know how make a product which moves.</p> <p><u>Cooking and Nutrition</u> Know how to cut food safely using appropriate kitchen utensils. Know which foods are healthy. Know which ingredients are needed.</p>	<p><u>Designing</u> Know how to create a plan from an idea which has been developed. Know that planning is an important part of the process. Know that designers are important to everyday life. Know the intended audience of the products.</p> <p><u>Making</u> Know how to join materials and components in different ways. Know why specific textiles have been chosen. Know how to explain why tools and materials have been chosen and how they affect the outcome. Know that tools must be used accurately and safely. Know how to measure in cm. Know to use more than one stitch type.</p> <p><u>Evaluating</u> Know how to explain what went well with the process of design and making. Know which materials will enhance the product.</p> <p><u>Technical skills</u> Know how to measure materials accurately. Know how each part works.</p> <p><u>Cooking and Nutrition</u> Know how to discuss the ingredients used. Know the effect of healthy eating on the human body. Know how to combine different ingredients.</p>

Year 3	Year 4	Year 5
<p>Designing Know how to design a product and ensure it looks attractive. Know how to make a product and adapt plans as necessary. Know how to choose a material for both its suitability and its purpose. Know that specific designers make products for different purposes. Know that some products appeal to specific people.</p> <p>Making Know how to follow a step-by-step plan, choosing the right equipment and materials. Know how to work accurately to measure, make cuts and make holes. Know to measure and mark out. Know how to join textiles with appropriate stitching.</p> <p>Evaluating Know how to prove that designs meet set criteria. Know how to make changes when the plan has not been followed.</p> <p>Technical skills Know how to select the most appropriate tools for a given task. Know that different resources have different functions.</p> <p>Cooking and nutrition Know that measures are important when cooking. Know the effects of different foods on the body. Know how to explain the changes that happen to different ingredients.</p>	<p>Designing Know that others' ideas are important when designing. Know the steps to produce a plan that can be followed by others. Know that collecting information from a range of sources will inform a design. Know which designer influenced the chosen product. Know that products are made with the user in mind.</p> <p>Making Know how to present a product in an interesting way. Know that when faced with issues problem solving can be used to adapt original plans. Know how to use a combination of stitching techniques. Know to use accurate measurements when making.</p> <p>Evaluating Know how to suggest improvements for designs. Know how to evaluate products against a set criteria. Know how to explain how original designs have been modified.</p> <p>Technical skills Know how to make a product which uses both electrical and mechanical components. Know how to select the most appropriate tools and techniques for a given task.</p> <p>Cooking and Nutrition Know how to be hygienic and safe when using food. Know how to use different ingredients for different purposes. Know the importance of a recipe when cooking.</p>	<p>Designing Know to how collect information from different sources to inform design. Know that design is process that results in a detailed plan which others can follow. Know and explain how a product will appeal to a specific audience from the information collected. Know that designers take inspiration from history. Know that products we design will provide a service.</p> <p>Making Know that making a prototype can inform the final version. Know to be precise when cutting materials. Know how to convert measurements to ensure consistency.</p> <p>Evaluating Know how to suggest alternative plans; outlining the positive features and draw backs. Know how to make modifications to the appearance and function which result in a superior product.</p> <p>Technical skills Know how to select the appropriate equipment for the task and use competently. Know how to develop the skills needed to make a high-quality product.</p> <p>Cooking and nutrition Know that food hygiene is import and be able to explain why. Demonstrate this alongside safety when cooking. Know how to write a recipe.</p>

Year 6

Design

Know how to carry out market research and use this to create a set criteria for a product.

Know reviewing and critiquing others' plans results in better analysis of own plans.

Know that designers are influenced by culture and society.

Know that consumers purchase high quality products.

Making

Know which method of making is the most appropriate.

Know that refining the finish of the product will improve the appearance.

Know how to check the accuracy of the measurements.

Know how to decorate particular materials to create visual and tactile effects.

Know how to allow for a seam when sewing.

Evaluation

Know how to justify when plans do/do not follow the market research and have evidence to support.

Know how to plan a test for a product which leads to an accurate evolution.

Know how to justify why a product has met the set criteria.

Technical skill

Know how coding can support the making of product which uses both electrical and mechanical components.

Know that a high-quality product has been achieved.

Cooking and nutrition

Know why food products should be stored in particular ways and give reasons.

Know how to work within a budget.

Know and understand the seasonality of food.

Know that recipes can be adapted to change the appearance, taste, texture and aroma.

P.E

FS2	Year 1	Year 2
<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Games</u> Know how to throw underarm Know how to hit a ball with a bat Know how to move and stop safely Be able to throw and catch with both hands Be able to throw and kick in different ways</p> <p><u>Gymnastics</u> Be able to make their body curled, tense, stretched and relaxed. Be able to control their body when travelling and balancing. Be able to copy a sequence and repeat them. Be able to roll, curl, travel and balance in different ways.</p> <p><u>Dance</u> Be able to move to music Be able to copy dance moves Be able to perform own dance moves Be able to make up a short dance Be able to move safely in a space</p> <p><u>General</u> Be able to copy actions Be able to repeat actions and skills Be able to move with control and care Be able to use equipment safely</p>	<p><u>Games</u> Be able to use hitting, kicking and/or rolling in a game. Be able to decide the best space to be in during a game. Be able to use a tactic in a game. Be able to follow rules.</p> <p><u>Gymnastics</u> Be able to plan and perform a sequence of movements Be able to improve my sequence based on feedback. Know that there is more than one way to create a sequence which follows some 'rules'. Know how to work on their own and with a partner.</p> <p><u>Dance</u> Be able to change rhythm, speed, level and direction in my dance. Be able to dance with control and coordination Be able to make a sequence by linking sections together Be able to dance to show a mood of feeling</p> <p><u>General</u> Be able to copy and remember actions Be able to talk about what is different from what I did and what someone else did.</p>

Year 3	Year 4	Year 5
<p><u>Games</u> Be able to throw and catch with control Be aware of space and use it to support team-mates and to cause problems for the opposition Know and use rules fairly</p> <p><u>Gymnastics</u> Be able to adapt sequence to suit different types of apparatus and criteria. Be able to explain how strength and suppleness affect performance. Be able to compare and contrast gymnastic sequences.</p> <p><u>Dance</u> Be able to improve feely and translate ideas from a stimulus into movement. Be able to share and create phrases with a partner and a small group. Know how to repeat, remember and perform phrases.</p> <p><u>Athletics</u> Be able to run at fast medium and slow speeds; changing speed and direction. Be able to take part in a relay, remembering when to run and what to do.</p> <p><u>Outdoor and adventurous</u> Be able to follow a map in a familiar context Be able to use clues to follow a route Be able to follow a route safely</p>	<p><u>Games</u> Be able to catch with one hand Be able to throw and catch accurately Be able to hit a ball accurately with control Be able to keep possession of the ball Know how to vary tactics and adapt skills depending on what is happening in a game.</p> <p><u>Gymnastics</u> Be able to work in a controlled way Be able to include change of speed and direction Know how include a range of shapes into a sequence Know how to work with a partner to create, repeat and improve a sequence with a least three phrases.</p> <p><u>Dance</u> Be able to take the lead when working with a partner or group. Be able to use dance to communicate an idea</p> <p><u>Athletics</u> Be able to run over a long distance Be able print over a short distance Be able to throw in different ways Be able to hit a target Be able to jump in different ways</p> <p><u>Outdoor and adventurous</u> Be able to follow a map in a familiar context Be able to follow a route within a time limit.</p>	<p><u>Games</u> Be able to gain possession by working as a team. Be able to pass in different ways. Know how to use forehand and backhand with a racket. Be able to field. Be able to choose a tactic for defending and attacking. Be able to use a number of techniques to pass, dribble and shoot.</p> <p><u>Gymnastics</u> Know how to make and perform complex extended sequences Be able to combine action, balance and shape. Be able to perform consistently to different audiences.</p> <p><u>Dance</u> Be able to compose own dances in a creative way. Be able to perform to an accompaniment Be able to dance in a way that shows clarity, fluency, accuracy and consistency.</p> <p><u>Athletics</u> Be able to be controlled when taking off and landing. Be able to throw with accuracy. Be able to combine running and jumping</p> <p><u>Outdoor and adventurous</u> Be able to follow a map into an unknown location. Be able to use clues and a compass to navigate a route. Be able to change my route to overcome a problem. Be able to use new information to change a route</p>

Year 6

Games

Be able to play to agreed rules

Be able to explain rules to others

Know how to umpire

Know how to make a team and communicate a plan

Know how to lead others in a game situation

Gymnastics

Be able to combine own work with that of others

Be able to sequences to specific timings

Dance

Be able to develop sequences in a specific style

Be able to choose own music and style to perform

Athletics

Be able to demonstrate stamina

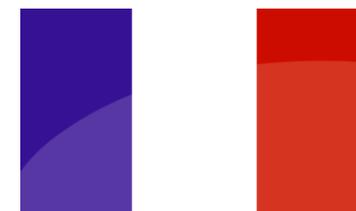
Outdoor and adventurous

Be able to plan a route and a series of clues for someone else.

Be able to pan with others, taking account of safety and danger.



French



A year 3/4 French speaker	A year 5/6 French speaker
<p><u>Spoken language</u> Know how to name and describe people Know how to name and describe a place Know how to name and describe an object Be able to hold a short conversation saying 3-4 things Know how to give a response using a short phrase Be able to start to speak in sentences</p> <p><u>Reading</u> Be able to read and understand a short passage using familiar language. Be able to explain the main points in a short passage. Be able to read a passage independently Be able to use a bilingual dictionary or glossary to look up new words.</p> <p><u>Writing</u> Be able to write phrases from memory Be able to write 2-3 short sentences on a familiar topic. Know what like/dislike about a familiar topic.</p>	<p><u>Spoken language</u> Know how to hold a simple conversation with at least 4 exchanges. Know how to use knowledge of grammar to speak correctly</p> <p><u>Reading</u> Be able to understand a short story or factual text and note the main points. Be able to use the context to work out unfamiliar words.</p> <p><u>Writing</u> Be able to write a paragraph of 4-5 sentences Know how to substitute words and phrases.</p>

Computing

FS2	A year 1/2 computer user Cycle A	A year 1/2 computer user Cycle B
	<p><u>Computer Science</u> Understand the basic features of a Bee Bot Know algorithms move a Bee Bot to a chosen destination</p> <p><u>Information technology</u> Understand that holding a camera still and considering angles and light are important Know how to edit, crop and filter photos. Understand an animation is made from a sequence of photos. Know small changes in a frame will create a smoother looking animation. Understand what software creates simple animations and some of their features Understand you can enter simple data into a spreadsheet To know what data to use to answer questions To know that charts and pictograms can be created using a computer and a branching database is a way of classifying objects</p> <p><u>Digital literacy</u> Know how technology is used in and out of school Know how to search safely for images online Know the difference between online and offline Understand what information should not be posted online Know techniques for creating a strong password Know that you should ask permission from others before sharing something and that they have the right to say no Understand not everything that is seen online is true</p>	<p><u>Computer Science</u> Know the difference between a desktop and a laptop Know that people control technology Know that input devices give an instruction about what to do and computers often work together Understand that an algorithm is when instructions are put in exact order Understand that decomposition means breaking a problem into manageable chunks Know we call errors in an algorithm 'bugs' and fixing these 'debugging' Know that loops in programming are where you set a certain instruction to be repeated multiple times Know abstraction is the removing of unnecessary detail to help solve a problem</p> <p><u>Information technology</u> Know that 'log in' and 'log out' means begin and end a connection with a computer Know a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. Know that touch typing is the fastest way to type Know how to make text a different style, size and colour Know that 'copy and paste' is a quick way of duplicating text</p> <p><u>Digital literacy</u> Know the internet is many devices connected to one another Know what to do if you feel unsafe or worried online Know that people you do not know on the internet are strangers and they are not always who they say they are Know that to stay safe online it is important to keep information safe</p>

		Know that sharing online means something specific to someone else via the internet and 'posting' online means placing information on the net
--	--	--

A year 3 /4 computer user Cycle A	A year 3 /4 computer user Cycle B	A year 5 /6 computer user cycle A
<p><u>Computer Science</u></p> <p>Know that Scratch is a programming language and some of its basic functions</p> <p>Understand how to use loops to improve programming</p> <p>Understand how decomposition is used in programming</p> <p>Understand you can remix and adapt existing code</p> <p>Know that combining computational thinking skills can help solve a problem</p> <p>Understand pattern recognition means identifying patterns to help them understand how the code works</p> <p>Know algorithms can be used for a number of purposes</p> <p><u>Information technology</u></p> <p>Know different types of camera shots can make photos or videos more effective</p> <p>Know photos and videos can be edited using film editing software</p> <p>Understand transitions and text can be added to a video</p> <p>Know a website is a collection of pages that are connected</p> <p>Know websites usually have a homepage and subpages as well as hyperlinks to new pages</p>	<p><u>Computer Science</u></p> <p>Understand what a network is and how a school network might be organised</p> <p>Know a server is central to a network and responds to requests</p> <p>Know how the internet uses networks to share files</p> <p>Know that a router connects us to the internet</p> <p>Understand what a packet is and why it is important for website data transfer</p> <p>Understand the roles that inputs and outputs have on a computer</p> <p>Know what some of the different components inside a computer are</p> <p>Know what a tablet is and how it is different from a laptop/desktop</p> <p>Know that computers use different forms of input to sense the world around them so they can record and respond to data</p> <p>Know what a conditional sentence is in programming</p> <p>Know that debugging is a necessary activity when programming and that it is normal for programs to have bugs.</p> <p>Understand that there are systematic ways of finding and fixing bugs.</p> <p><u>Information technology</u></p> <p>Know a database is a collection of data stored in a logical, structured and orderly manner</p>	<p><u>Computer Science</u></p> <p>Know a soundtrack is music for a film/video and one way of composing is on programming software</p> <p>Understand using loops can make the process of writing music simpler and more effective</p> <p>Know data contained within barcodes and QR codes can be used by computers</p> <p>Recognise data can become corrupted within a network but this is less likely if it is sent in packets</p> <p><u>Information technology</u></p> <p>Use a software program to compose music</p> <p>Know how to adapt their music whilst performing</p> <p>Know how search engines work</p> <p>Understand anyone can create a website and therefore steps should be taken to check the validity</p> <p>Know web crawlers are programs that crawl through the internet</p> <p>Understand what copyright is</p> <p>Know infrared waves are a way of transmitting data</p> <p>Know RFID (Radio Frequency Identification) is a more private way of transmitting data</p> <p>Know data is often encrypted so even if it is stolen, it is not useful</p> <p>Devices that are not updated are most vulnerable to hackers</p> <p>Know the difference between mobile data and wifi</p>

<p>Know that websites should be informative and interactive Understand email stands for 'electronic mail' Know an attachment is an extra file added to email</p> <p><u>Digital literacy</u> Know emails should contain appropriate and respectful content Know that not everything on the internet is true: people share facts, beliefs and opinions online Know that cyber bullying is bullying using electronics such as computer or phone Understand that the internet can affect your moods and feelings Know that privacy setting limit who can access your important personal information such as name, age, gender Know what social media is and that age restrictions apply</p>	<p>Know that computer databases can be useful for sorting and filtering data Know different visual representations of data can be made on a computer Understand weather forecasters use specific language, expression and pre prepared scripts to create weather forecast films</p> <p><u>Digital literacy</u> Know how to recognise acceptable and unacceptable behaviour using technology Understand some of the methods used to encourage people to buy things online Understand that technology can be designed to act like/impersonate living things Understand technology can be a distraction and identify when someone might need to limit the amount of time spent using technology Understand what behaviours are appropriate in order to stay safe and be respect</p>	<p><u>Digital literacy</u> Recognise information on the internet might not be true or correct and learn how to check validity Know different ways we can communicate online Understand how online information can be used to form judgements Understand some ways of dealing with online bullying Know that apps require permissions to access private information and that you can alter the permissions Know where to go for support if being bullied online or feel that health is being damaged.</p>
---	---	--

A year 5/6 computer user Cycle B

Computer Science

Know that Micro:bit is a programmable device

Know Micro:bit uses a block coding language

Understand and recognise coding structures including variables

Know what techniques to use to create a program for a specific purpose (including decomposition)

Know what numbers using binary code look like and identify how messages can be sent in this format

Understand that RAM is Random Access Memory and acts as the computers working memory

Know the building blocks of computational thinking: sequence, selection, repetition, variables, inputs and outputs

Select which programming software/ language is best to achieve a purpose

Information technology

Know that Mars Rover is a motor vehicle that collects data from space by taking photos

Know radio plays are plays where the action can only be heard so the sound effects are important

Know sound clips can be recorded using sound recording software

Know sound clips can be edited and trimmed

Know some of the historical figures that contributed to technological advances

Understand techniques that are required to create a presentation

Digital literacy

Understand the importance of having a secure password and what 'brute force hacking' is

Know that a digital footprint means information that exists on the internet as a result of a person's online activity

Know what steps are required to capture bullying content as evidence

Understand that it is important to manage passwords effectively

Understand what it means to have a positive online reputation

Know some common online scams

Religious Education

FS2	Year 1	Year 2
<p><u>Building Relationships</u> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p><u>People Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p><u>Christianity</u> Be able to re-tell the Christmas Creation story to explore how this influences how Christians behave towards nature and the environment. Be able to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. Know when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p><u>Judaism</u> Be able to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. Be able to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.</p>	<p><u>Christianity</u> Be able to re-tell Bible stories that show kindness, and explore how this makes Christians behave towards other people. Be able to reflect on the Christmas story and the reasons for Jesus' birth Be able to re-tell the Easter story and understand what Jesus' resurrection means for Christians.</p> <p><u>Judaism</u> Be able to explain how celebrating Passover and keeping Kashrut (food laws) help Jews show they value their special relationship with Him.</p> <p><u>Islam</u> Know why Muslims visit the mosque and to explore whether this gives them a sense of belonging. Know what happens during Hijj and to explore the importance of this to Muslims.</p>

Year 3	Year 4	Year 5
<p><u>Hinduism</u> Know what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.</p> <p><u>Christianity</u> Know the true meaning of Christmas is to Christians and compare this with what Christmas means to them. Be able to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. Be able to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> <p><u>Sikhism</u> Know how Sikh beliefs affect their way of life and the importance they place on sharing. Know the different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p><u>Judaism</u> Know about the special relationship between Jews and God and the promises they make to each other Know how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. Know the different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p> <p><u>Christianity</u> Know the symbols in the Christmas story and think about what the different parts mean to Christians today. Know how Jesus' life, death and resurrection teaches Christians about forgiveness. Know the importance of going to church for Christians.</p>	<p><u>Hinduism</u> Know how Hindus show their commitment to God and to evaluate if there is a best way. Know the impact of certain beliefs on a Hindu's life.</p> <p><u>Christianity</u> Know how different accounts of the Christmas story and understand that stories can be true in different way. Be able to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. Know how Christians show their commitment to God and to evaluate if there is a best way.</p> <p><u>Sikhism</u> Know the relevance of Sikh stories today.</p> <p><u>Islam</u> Know some of the ways that Muslims show commitment to God and evaluate whether there is a best way.</p>

Year 6

Buddhism

Know and understand the 8 fold path and why this is important for Buddhists

Islam

Know and identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.

Be able to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.

Christianity

Know the influences Christianity still has in the world and evaluate whether it is still a strong religion.

Be able to analyse the Christian belief in the Virgin Birth and be able to assess the significance of this to Christians

Know different beliefs about eternity and to understand the Christian perspective on this,

PHSE

FS2	Year 1	Year 2
<p><u>Being Me in My World</u> Know how it feels to belong and that we are similar and different. Know how to recognise and manage feelings. Know why it is good to be kind and use gentle hands. Work with others to make school a good place to be. Be able to start to understand children's rights and that this means we should all be allowed to learn and play.</p> <p><u>Celebrating Difference</u> Know something they are good at and understand everyone is good at different things. Know that being different makes us all special. Know we are all different but the same in some ways. Know how to be a kind friend. Know which words to use to stand up for myself when someone says or does something unkind. Say how it feels to achieve a goal.</p> <p><u>Dreams and Goals</u> Know that if I persevere I can tackle challenges. Know how to set a goal and work towards it. Be able to use kind words to encourage people. Know the link between what they are learning now and future jobs Know how they feel when they achieve a goal and know what it means to feel proud.</p> <p><u>Healthy Me</u> Know that they need to exercise to keep my body healthy. Know how moving and resting are good is good for the body. Know which foods are healthy and not so healthy and can make healthy eating choices. Know how to help get to sleep and understand why sleep is good. Know why washing hands is important and how to do this. Know what a stranger is and how to stay safe if a stranger approaches them.</p> <p><u>Relationships</u> Know some of the jobs they do in their family Know how to make friends to stop themselves from feeling lonely. Know of ways to solve problems and stay friends.</p>	<p><u>Being Me in My World</u> Know why the classroom is a happy and safe place to learn. Know how to make the classroom a safe space Understand the rights and responsibilities as a member of my class. Know my views are valued and can contribute to the Learning Charter Recognise the choices and understand consequences Recognise how it feels to be proud of an achievement</p> <p><u>Celebrating Difference</u> Know some ways that they are different and similar to other people in the class, and why this makes us all special. Be able to explain what bullying is and how being bullied might make somebody feel. Know how to make new friends.</p> <p><u>Dreams and Goals</u> Know how they feel when they are successful and how this can be celebrated positively. Be able to set simple goals and know how to achieve it. Understand how to work with a partner. Identify obstacles which make it more difficult to achieve a new challenge and work out how to overcome them Understand the feelings of success.</p> <p><u>Healthy Me</u> Be able to explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. Understand the difference between being healthy and unhealthy Know some ways to keep myself healthy Be able to give examples of when being healthy can help them feel happy. Know that all household products including medicines can be harmful if not used properly. Understand that medicines can be helpful and know how to use them safely. Know how to keep safe when crossing the road Know who can help me to stay safe and who to ask for help.</p> <p><u>Relationships</u></p>	<p><u>Being Me in My World</u> Identify hopes and fears for the year. Understand the rights and responsibilities for m=being a member of the class and school. Contribute and listen to ideas about rights and responsibilities. Know who to ask for help. Know how to make the class and school a fair place. Be able to compare their own and friends' choices and express why some choices are better than others, understanding related consequences.</p> <p><u>Celebrating Difference</u> Be able to explain that sometimes people get bullied because they are seen to be different Understand that sometimes people make assumptions about boys and girls (stereotypes) Be able to explain right and wrong and how to look after yourself. Be able to explain how it feels to have a friend and be a friend. Know why it is OK to be different from their friends.</p> <p><u>Dreams and Goals</u> Be able to choose a realistic goal and how to achieve it. Be able to explain how they played a part in a group and the parts other people played to create an end product. Be able to explain how skills complemented each other. Know how it felt to be part of a group and can identify a range of feelings about group work. Understand how to persevere.</p> <p><u>Healthy Me</u> Know why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Be able to compare their own and their friends' choices and can express how it feels to make healthy and safe choices. Know how to make healthy lifestyle choices. Understand what relaxed and stressed means. Understand how medicines work and why it is important to use them safely. Be able to identify different food groups the body needs.</p>

<p>Know the impact of unkind words. Know how to be a good friend <u>Changing Me</u> Be able to name parts of the body. Know some things they can do and foods they can eat to be healthy. Know that we all grow from babies to adults. Know how to talk about moving to year 1, and remember reception year.</p>	<p>Be able to explain some of the relationships they have with different people Identify the members of own family and understand that there are lots of different types of families. Identify what a good friend is and how to make a new friend. Know appropriate ways of physical contact to greet my friends. Know who can help me at school. Recognise personal qualities as a person and a friend <u>Changing Me</u> Be able to compare how they are now to when they were a baby and explain some of the changes that will happen to me as they get older. Understand that changes happen as we grow and that this is OK Be able to use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Be able to explain why some changes they might experience might feel better than others.</p>	<p>Identify healthy snacks and understand why they are good for the body. <u>Relationships</u> Understand relationships with different family members. Know why it is important to share and cooperate Understand the different forms of physical contact within a family and which is acceptable. Be able to identify things which might cause conflict with friends. Understand when it is OK or not to keep a secret. Recognise people who can help <u>Changing Me</u> Be able to Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Be able to explain why some types of touches feel OK and others don't. Know what they like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them.</p>
--	---	--

Year 3	Year 4	Year 5
<p><u>Being Me in My World</u> Recognise personal achievements and be able to set goals. Face new challenges positively, recognising when help is needed. Know how behaviour can affect how others feel and behave. Know why it is important to have rules, how that helps me and others to learn and how this links to rights and responsibilities. Understand how personal behaviour is linked to rights and responsibilities. Understand how personal actions affect others.</p> <p><u>Celebrating Difference</u> Understand that everybody's family is different and important to them Understand that differences and conflicts sometimes happen among family members Know that witnesses can make the situation better or worse by what they do Be able to identify a time when my words affected someone's feelings and what the consequences were</p> <p><u>Dreams and Goals</u> Respect and admire people who overcome obstacles and achieve their dreams and goals Identify a personal dream or goal. Feel motivated and enthusiastic about achieving a new challenge Recognise obstacles which may hinder achievement and take steps to overcome them. Know the different ways that help them learn and know how to improve.</p> <p><u>Healthy Me</u> Understand how exercise affects the body and know why the heart and lungs are such important organs</p>	<p><u>Being Me in My World</u> Be able to explain why being listened to and listening to others is important the school community. Understand who is in my school community, the roles they play and how I fit in Understand how democracy works through the School Council Understand how democracy and having a voice benefits the school community Know why being democratic is important and can help me and others feel valued. Understand how rewards and consequences motivate people's behaviour</p> <p><u>Celebrating Difference</u> Understand that, sometimes, we make assumptions based on what people look like Know how it might feel to be a witness to and a target of bullying Be able to identify what is special about themselves and value the ways in which they are unique Know a time when the first impression of someone changed as you got to know them. Know why bullying might be difficult to spot and what to do about it if they are not sure.</p> <p><u>Dreams and Goals</u> Understand that sometimes hopes and dreams do not come true and that this can hurt Know that reflecting on positive and happy experiences can help to counteract disappointment Know how to plan and set new goals even after a disappointment. Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p><u>Healthy Me</u> Recognise how different friendship groups are formed, Understand there are people who take on the roles of leaders or followers in a group.</p>	<p><u>Being Me in My World</u> Be able to face new challenges and set goals. Understand rights and responsibilities of a citizen and member of the school. Be able to make choices about behaviour linked to rewards and consequences. Understand how an individual's behaviour can impact on a group Understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p><u>Celebrating Difference</u> Understand that cultural differences sometimes cause conflict Understand what racism is. Understand how rumour-spreading and name-calling can be bullying behaviours Be able to explain the difference between direct and indirect types of bullying. Understand a different culture from my own Be able to explain the differences between direct and indirect types of bullying and is able to offer a range of strategies to help themselves and others Know why racism and other forms of discrimination are unkind.</p> <p><u>Dreams and Goals</u> Be able to identify what I would like my life to be like when I am grown up Be able to appreciate the contributions made by people in different jobs Be able to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Understand that communicating with someone in a different culture means we can learn from each other. Be able to compare hopes and dreams with those of young people from different cultures. Be able to reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>

<p>Understand that what we put into our bodies affects our health. Begin to develop a knowledge and understanding towards drugs. know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p><u>Relationships</u> Identify roles and responsibilities of different family members. know how to negotiate in conflict situations to try to find a win-win solution know who to ask for help if I am worried or concerned about anything online explain how some of the actions and work of people around the world help and influence their life Be able to explain how their life is influenced positively by people Know how and why choices might affect my family, friendships and people around the world.</p> <p><u>Changing Me</u> Know how boys' and girls' bodies change on the outside during the growing up process Know how they feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>Understand the facts about smoking and its effects on health Understand the facts about alcohol and its effects on health. Know when people are putting me under pressure and can explain ways to resist this. Develop a sense of right and wrong.</p> <p><u>Relationships</u> Be able to identify feelings associated with jealousy. Be able to identify someone who they love and can express why they are special. Understand that we can remember people even if we no longer see them understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older Understand how to show love and be loved.</p> <p><u>Changing Me</u> Explain some of the choices they might make in the future and some of the choices that they have no control over. Know how boys' and girls' bodies change on the outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Know some suggestions about how they might manage their feelings when changes happen.</p>	<p><u>Healthy Me</u> Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Know how to keep calm in emergencies Understand how the media, social media and celebrity culture promotes certain body types Understand the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures Know what makes a healthy lifestyle including healthy eating and the choices needed to be healthy and happy</p> <p><u>Relationships</u> Know how to keep building self esteem. Understand that belonging to an online community can have positive and negative consequences and the rights and responsibilities related to this. Be able to recognise when I am spending too much time using devices (screen time) Be able to explain how to stay safe when communicating with friends on line.</p> <p><u>Changing Me</u> Know the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Know how boys and girls change during puberty and why looking after myself physically and emotionally is important. Be able to express how they feel about the changes that will happen during puberty, and accept these changes might happen at different times to their friends.</p>
--	--	--

Year 6

Being Me in My World

Be able to identify goals for the year and understand fears and worries about the future.

Know that there are universal rights for all children but for many children these rights are not met

Be able to make choices about my own behaviour, understanding how rewards and consequences feel and how these relate to rights and responsibilities

Know how choices can have an impact on people in the immediate community and globally.

Understand how democracy benefits the whole community.

Celebrating Difference

Understand different perceptions of normal and how these can affect someone's life.

Know some of the reasons why people use bullying behaviours

Be able to give examples of people with disabilities who lead amazing lives

Know how it can feel to be excluded or treated badly by being different in some way

Know ways in which difference can be a source of conflict or a cause for celebration.

Dreams and Goals

Understand why it is important to stretch the boundaries of my current learning

Be able to set success criteria to know whether I have reached a goal

Be able to give praise and compliments to other people

Know different ways to work with others to help make the world a better place.

Be able to explain what motivates them to make the world a better place.

Healthy Me

know about different types of drugs and their uses and their effects on the body particularly the liver and heart

Be able to take responsibility for my health and make choices that benefit my health and well-being

Be able to identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.

Understand that some people can be exploited and made to do things that are against the law

To know why some people join gangs and the risks this involves

Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness

Be able to recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

Relationships

Understand the importance of mental health and how to look after this.

Understand the different stages of grief.

Be able to recognise when people are trying to take power or control.

Use technology safely, recognising when something online is safe and helpful for me.

Be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.

Be able to explain the feelings they might experience if they lose somebody special

Be able to understand the need to stand up for themselves and their friends in real or online situations.

Changing Me

Be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

Know how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby.