



Year 1

	Autumn What makes me, me?	Spring How can I look after myself?	Summer What can the weather do?
Project based learning	<p>Stay and play style rotation Skills: teaching of skills required for NC (e.g. teaching a topic in foundation subjects), followed by an exhibition of the children's learning (this could be a thing, an object, a performance, or a free-flow exhibition. For example, in studying toys in the past, children made toys at different workstations as part of their exhibition. Here children were able to discuss and showcase their learning fully). The exhibition should focus around a 'Big Question' as the title/driving force of the exhibition. Visitors should be encouraged to leave comments at the exhibition.</p>	<p>Rotation of activities designed and made by the child Skills: teaching of skills required for NC (e.g. teaching a topic in foundation subjects), followed by the children providing 3 ideas of what could be exhibited (based on their learning). These should be teacher-led, but responsive to children's ideas. These 3 ideas should be recorded in books. The exhibition should focus around a 'Big Question' as the title/driving force of the exhibition. Visitors should be encouraged to leave comments at the exhibition. Exhibition will still be very free - flowing</p>	<p>Child designing and creating product (during the festival) Skills: teaching of skills required for NC (e.g. teaching a topic in foundation subjects), followed by the children providing 3 ideas of what could be exhibited (based on their learning). These should be teacher-led, but responsive to children's ideas. These 3 ideas should be recorded in books. The children then create one of these ideas to exhibit at the festival of learning, whilst other ideas can still be exhibited. The exhibition should focus around a 'Big Question' as the title/driving force of the exhibition. The ideas should be something which the child can complete during the FOL i.e. the completion of a painting</p>
Outdoor links	Field work within the school grounds and the local area	Growing vegetables/herbs etc. in the school grounds	Collection of data via weather vanes around the school grounds
Science	<p>Animals, Including Humans NC objectives: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Skills covered:</p> <p>Animals, Animals, Including Humans NC objective: Identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common animals that are carnivores, herbivores & omnivores</p> <p>Skills covered:</p>	<p>Everyday Materials NC objective: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock describe the simple physical properties of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Skills covered:</p>	<p>Plants NC objective: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Skills covered:</p>
	<p>Seasonal Changes - ongoing throughout the year NC objective: observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies</p> <p>Skills covered:</p>		
History	<p>Toys - changes in living memory NC objective: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Skills covered: sequence events or objects in chronological order, begin to describe similarities and differences in artefacts, begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past), sort artefacts "then" and "now", speaking and listening (links to literacy) to ask and answer questions related to different sources and objects</p>	<p>Florence Nightingale/Edith Cavell NC objective: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Skills covered: begin to describe similarities and differences in artefacts, begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past), sort artefacts "then" and "now", speaking and listening (links to literacy) to ask and answer questions related to different sources and objects, use a range of sources to find out characteristic features of the past, use as wide a range of sources as possible.</p>	<p>Grace Darling NC objective: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Skills covered: begin to describe similarities and differences in artefacts, begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past), sort artefacts "then" and "now", speaking and listening (links to literacy) to ask and answer questions related to different sources and objects, use a range of sources to find out characteristic features of the past, use as wide a range of sources as possible.</p>
Geography	<p>Local study NC objective: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Skills covered: geographical language to describe feature or location e.g. hill/local/a road/coastline/ woods, ask geographical questions e.g.</p>		<p>Weather in and around the UK NC objectives: identify seasonal and daily weather patterns 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>Skills covered: geographical language to describe feature or location e.g. hill/local/a road/coastline/ woods, ask geographical questions e.g. what is it like to live in this place?, express own views about a place, people, environment, recognise how places have become the way they</p>

	<p>what is it like to live in this place?, express own views about a place, people, environment, recognise how places have become the way they are e.g. shops (patterns and processes), observe and record e.g. identify buildings on a street - memory maps, communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams, use simple field sketches use a camera, make simple maps and plans explore maps of the local area.</p>		<p>are e.g. shops (patterns and processes), observe and record e.g. identify buildings on a street - memory maps, communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams, use simple field sketches use a camera, make simple maps and plans explore maps of the local area.</p>
Art	<p>Drawing Link to Rembrandt (portraits and etchings) NC objective: to use drawing to develop and share their ideas, experiences and imagination.</p> <p>Skills covered: Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk, begin to control the types of marks made with the range of media, draw on different surfaces with a range of media, start to record simple media explorations in a sketchbook, develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines, investigate textures by describing, naming, rubbing, copying, produce an expanding range of patterns and textures, explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Sculpture Creating a 3d healthy eating plate</p> <p>NC objective: to use sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products.</p> <p>Skills covered: Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Use tools and equipment safely and in the correct way. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Painting NC objective: to use painting to develop and share their ideas, experiences and imagination</p> <p>Skills covered: Experiment with a variety of media; different brush sizes and tools, explore lightening and darkening paint without the use of black or white, begin to control the types of marks made with the range of media, paint on different surfaces with a range of media, start to record simple media explorations in a sketchbook, start to mix a range of secondary colours, moving towards predicting resulting colours, explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work and look at and talk about own work and that of other artists and the techniques they had used.</p>
Design and Technology	<p>Joisted doll/superhero (self-portrait) NC objective: Design, make, evaluate and technical knowledge (levers)</p> <p>Skills covered: (Design) Begin to draw on their own experience to help generate ideas and research conducted on criteria, begin to understand the development of existing products: What they are for, how they work, materials used, start to suggest ideas and explain what they are going to do, understand how to identify a target group for what they intend to design and make based on a design criteria, begin to develop their ideas through talk and drawings.</p> <p>(Make) Begin to make their design using appropriate techniques, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products, with help measure, mark out, cut and shape a range of materials, explore using tools e.g. scissors and a hole punch safely, begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape, begin to use simple finishing techniques to improve the appearance of their product.</p> <p>(Evaluate) Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria), when looking at existing products explain what they like and dislike about products and why, begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Healthy eating NC objective: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p>Skills covered: Begin to understand that all food comes from plants or animals. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. Start to understand how to name and sort foods into the five groups in 'The Eat well plate' Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, peeling and grating</p>	<p>Shelter from the weather (possible junk modelling) NC objective: Design, make, evaluate and technical knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Skills covered: (Design) Begin to draw on their own experience to help generate ideas and research conducted on criteria, begin to understand the development of existing products: What they are for, how they work, materials used, start to suggest ideas and explain what they are going to do, understand how to identify a target group for what they intend to design and make based on a design criteria, begin to develop their ideas through talk and drawings.</p> <p>(Make) Begin to make their design using appropriate techniques, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products, with help measure, mark out, cut and shape a range of materials, explore using tools e.g. scissors and a hole punch safely, begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape, begin to use simple finishing techniques to improve the appearance of their product.</p> <p>(Evaluate) Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria), when looking at existing products explain what they like and dislike about products and why, begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>
Computing	<p>Esafty. NC objective: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Skills covered: Keep password private, explain what personal information is, report worrying/unexpected online activity, explain importance of being kind and polite, recognise age appropriate websites, agree and follow e-safety rules.</p> <p>Creating, editing and publishing digital content- creating picture accompanied by text using programmes such as paint NC objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Skills covered: be creative with different technology tools, use technology to create and present my ideas, use the keyboard or a word bank to enter text, save information and retrieve it again.</p>	<p>Technology in the wider world. How technology can help us keep healthy NC objective: recognise common uses of information technology beyond school</p> <p>Skills covered: recognise the ways we use technology in the classroom, in our home and community, use links to websites to find information, identify some of the benefits of using technology.</p>	<p>Data Handling Link to weather vane data collection NC objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Skills covered: talk about the different ways in which information can be shown, use technology to collect information, including photos, videos and sound, sort different kinds of information and present it to others, add information to a photograph and talk about what i have found out.</p> <p>Programming - floor robots NC Objective: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions, create and debug simple programs, use logical reasoning to predict the behaviour of simple programs</p> <p>Skills covered: Give instructions to my friend and follow their instructions to move around. Describe what happens when I press buttons on a robot. Press the buttons in the correct order to make my robot do what I want. Describe what actions I will need to do to make</p>

			something happen and begin to use the word algorithm. Begin to predict what will happen for a short sequence of instructions. Begin to use software/apps to create movement and patterns on a screen. Use the word debug when I correct mistakes when I program
Music	See separate progression of skills document	See separate progression of skills document	See separate progression of skills document
RE	<p>Christianity/Judaism The Creation Story</p> <p>Skills covered: recall features of religious, spiritual and moral stories and other forms of religious expression, recount outlines of some religious stories.</p> <p>Celebrations Sukkot, Purim, Hannukah, Christmas</p> <p>Skills covered: identify what they find interesting and puzzling in life, recognise symbols and other forms of religious expression, identify aspects of own experience and feelings, in religious material studied, identify things they find interesting or puzzling, in religious materials studied, identify what is of value and concern to themselves, in religious material studied.</p>	<p>Judaism Worship at home and in synagogue. Ark Torah Ten Commandments</p> <p>Skills covered: recognise and name features of religions and beliefs, recognise features of religious life and practice, recognise some religious symbols and words.</p> <p>Christianity People whom Jesus met. Easter.</p> <p>Skills covered: identify what they find interesting and puzzling in life, recognise symbols and other forms of religious expression, identify aspects of own experience and feelings, in religious material studied, identify things they find interesting or puzzling, in religious materials studied, identify what is of value and concern to themselves, in religious material studied.</p>	<p>Judaism Moses. Passover. Ceremonies (weddings and Bar Mitzvah)</p> <p>Skills covered: recall features of religious, spiritual and moral stories and other forms of religious expression, recount outlines of some religious stories, recognise and name features of religions and beliefs, recognise features of religious life and practice, recognise some religious symbols and words.</p> <p>Christianity The Parables of Jesus</p> <p>Skills covered: recall features of religious, spiritual and moral stories and other forms of religious expression, recount outlines of some religious stories.</p>
PE	<p>Cricket - striking and fielding/coordination NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Skills covered: be confident and safe in the spaces used to play games, explore and use skills, actions and ideas individually and in combination to suit the game they are playing, choose and use skills effectively for particular games, know that being active is good for them and fun, watch, copy and describe what others are doing, describe what they are doing.</p> <p>Multi-Skills</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Skills covered: be confident and safe in the spaces used to play games, explore and use skills, actions and ideas individually and in combination to suit the game they are playing, choose and use skills effectively for particular games, know that being active is good for them and fun, watch, copy and describe what others are doing, describe what they are doing</p>	<p>Gymnastics - balance/mount and dismount/hold body weight NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Skills covered: The Vault: 2 or 3 step approach, take off from spring board, straight jump to land with control. 2 or 3 step approach, squat onto bench, walk along the bench and with feet together at the end of the bench, perform a straight jump off. Body management: rebound jumps x 10, tucked dish, back support, straddle sit, arch, front support, splits x 3, shoulder flexibility and broad jump. Floor exercise: standing, crouch to supported tuck, $\frac{3}{4}$ forward roll, teddy bear roll, back support, rocking on back, step turn, one foot stand, stretched jump and landing.</p> <p>Netball - agility</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending</p> <p>Skills covered: be confident and safe in the spaces used to play games, explore and use skills, actions and ideas individually and in combination to suit the game they are playing, choose and use skills effectively for particular games, know that being active is good for them and fun, watch, copy and describe what others are doing, describe what they are doing</p> <p>Dance</p> <p>NC Objective: perform dances using simple movement patterns.</p> <p>Skills covered:</p>	<p>Football - attack and defense NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Skills covered: be confident and safe in the spaces used to play games, explore and use skills, actions and ideas individually and in combination to suit the game they are playing, choose and use skills effectively for particular games, know that being active is good for them and fun, watch, copy and describe what others are doing, describe what they are doing.</p> <p>Athletics - link to Sports day (fitness tests)</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Skills covered: be confident and safe in the spaces used to play games, explore and use skills, actions and ideas individually and in combination to suit the game they are playing, choose and use skills effectively for particular games, know that being active is good for them and fun, watch, copy and describe what others are doing, describe what they are doing.</p> <p>Outdoor week</p>
Opportunities for English and Maths	<p>Recounts/instructions Ordering ages/Measuring parts for doll</p>	<p>Recounts/instructions/writing in role Recording time - jumps in a minute etc. Weighing ingredients</p>	<p>Descriptions/writing in role Recording measurements using weather vane. Using data to create graphs</p>

Year 2

	Autumn How has London changed?	Spring What can we do to protect nature?	Summer Could we live anywhere?
Project based learning	<p>Child designing and creating product (during the festival) Skills: teaching of skills required for NC (e.g. teaching a topic in foundation subjects), followed by the children providing 3 ideas of what could be exhibited (based on their learning). These should be teacher-led, but responsive to children's ideas. These 3 ideas should be recorded in books. The children then create one of these ideas to exhibit at the festival of learning, whilst other ideas can still be exhibited. The exhibition should focus around a 'Big Question' as the title/driving force of the exhibition. The ideas should be something which the child can complete during the FOL i.e. the completion of a painting</p>	<p>Child designing and creating product with evaluation Skills: teaching of skills required for NC (e.g. teaching a topic in foundation subjects), followed by the children providing 3 ideas of what could be exhibited (based on their learning). These should be teacher-led, but responsive to children's ideas. These 3 ideas should be recorded in books. The children then create one of these ideas to exhibit at the festival of learning, whilst exhibiting other ideas. The exhibition should focus around a 'Big Question' as the title/driving force of the exhibition. Following completion of the project, peer evaluation should occur (modelled by the teacher), evaluating the effectiveness of each individual's project (e.g. two stars and a wish).</p>	<p>Child designing and creating a product including a draft process and ending in evaluation Skills: teaching of skills required for NC (e.g. teaching a topic in foundation subjects), followed by the children providing 3 ideas of what could be exhibited (based on their learning). These should be teacher-led, but responsive to children's ideas. These 3 ideas should be recorded in books. The children then create one of these ideas to exhibit at the festival of learning, whilst exhibiting other ideas. The exhibition should focus around a 'Big Question' as the title/driving force of the exhibition. Following completion of a draft, peer evaluation should occur, (modelled by the teacher), evaluating the effectiveness of each individual's project (e.g. two stars and a wish). The child can then re-draft their project, in preparation for exhibiting</p>
Outdoor links	London visit/ Kidzania/ Trip to local church	Investigating local area	Greenwich Museum trip
Science	<p>Uses of Everyday Materials NC objective: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals including Humans NC objective: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Plants NC objective: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living things and their habitats NC objective: explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
History	<p>Great fire of London/ Gunpowder plot NC Objective: events beyond living memory that are significant nationally or globally</p> <p>Skills: find out about people and events in other times, collections of artefacts - confidently describe similarities and differences, drama - develop empathy and understanding (hot seating, sp. and listening), compare pictures or photographs of people or events in the past, able to identify different ways to represent the past, use a source - why, what, who, how, where to ask questions and find answers</p>	<p>William Morris link NC objective: Significant historical events, people, places in own locality</p> <p>Skills: sequence events sequence photos etc from different periods of their life, describe memories of key events in lives, find out about people and events in other times, drama - develop empathy and understanding (hot seating, sp. and listening), compare pictures or photographs of people or events in the past, use a source - why, what, who, how, where to ask questions and find answers.</p>	<p>Explorers NC Objectives: The lives of significant individuals contributed to the national and international achievements (use these to compare aspects of different times)</p> <p>Skills: use of time lines discuss the effectiveness of sources, compare pictures or photographs of people or events in the past able to identify different ways to represent the past sequence artefacts closer together in time</p>
Geography	<p>Modern day London NC objective: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Skills: draw information from a map (bird's eye view), use simple field sketches and diagrams, use a camera, Consolidate vocabulary taught in previous years geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland ask geographical questions -where is this place? what is it like? How has it changed?, express own views about a place, people, environment,</p>	<p>Bexleyheath/Brazil NC Objectives: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Skills: Consolidate vocabulary taught in previous years, geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland, ask geographical questions -where is this place? what is it like? How has it changed?, express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences, observe and record in different ways eg. sketches, diagrams, technology, communicate in</p>	<p>Exploring the world NC Objective: name and locate the world's seven continents and five oceans</p> <p>Skills: Consolidate vocabulary taught in previous years, geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland, ask geographical questions -where is this place? what is it like? How has it changed? express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences recognise how places have become the way they are e.g. shops (patterns and processes) observe and record in different ways eg. sketches, diagrams, technology communicate in different ways -pictures, writing, charts</p>

	location. Give detailed reasons to support own likes, dislikes, preferences, recognise how places have become the way they are e.g. shops (patterns and processes), observe and record in different ways eg. sketches, diagrams, technology	different ways -pictures, writing, charts, use simple field sketches and diagrams, use a camera, compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw.	
Art	<p><u>London skyline from observational drawing</u> NC objective: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Skills: Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings</p>	<p><u>Paintings using the nature found in the local area and contrasting that with the nature from the Amazon rainforest to create William Morris style wallpaper.</u> NC Objective: to use painting to develop and share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Skills: Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings</p>	<p><u>Textiles - Designing a new flag</u> NC Objective: to use a range of materials creatively to design and make products</p> <p>Skills: Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>
Design and Technology	<p><u>Great fire of London moving picture</u> NC objective: Design, make, evaluate and technical knowledge (mechanisms)</p> <p>Skills: (Design)Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using Computing technology. (Make) Begin to select tools and materials; use correct vocabulary to name and describe them. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. (Evaluate) Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about Products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p>	<p><u>Sculpture Animal of the rainforest</u> NC Objective: Design, make, evaluate and technical knowledge - explore how to make structures stiffer.</p> <p>Skills: (Design)Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using Computing technology. (Make) Begin to select tools and materials; use correct vocabulary to name and describe them. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. (Evaluate) Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about Products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p> <p>3D Art: Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further</p>	<p><u>Food grown all over the world</u> NC objective: understand where food comes from.</p> <p>Skills: Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat-well plate' Know that everyone should eat at least five portions of fruit and vegetables every day. Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Demonstrate how to use techniques such as cutting, peeling and grating.</p>
Computing	<p><u>Esafty</u> NC objectives: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Skills: Explain why you need to keep password and personal information private, describe the things that happen online that must be reported to an adult, talk about the amount of time that should be spent online, talk about why it is important to be kind and polite, understand that not everyone is who they say they are on the internet.</p> <p><u>Creating, editing and publishing digital content - focus on typing/adding in images linked to topic</u> NC objectives: use technology purposefully to create, organise, store,</p>	<p><u>Creating, editing and publishing digital content - using other programmes to preset ideas</u> NC objectives: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Skills: Use technology to organise and present my ideas in different ways, use the keyboard on my device to add, delete and space text for others to read, tell you about an online tool that will help me to share my ideas with other people, save and open files on the device I use.</p> <p><u>Programming - moving a beebot on the screen</u> NC objectives: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs, use logical reasoning to predict the behaviour of</p>	<p><u>Data handling - which continent would you most like to visit? Collect and present data.</u> NC Objective: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Skills: about the different ways I use technology to collect information, including a camera, microscope or sound recorder. make and save a chart or graph using the data I collect. talk about the data that is shown in my chart or graph. starting to understand a branching database. tell you what kind of information I could use to help me investigate a question.</p> <p><u>Technology in the wider world - research around the world</u> NC Objectives: recognise common uses of information technology beyond school</p>

	<p>manipulate and retrieve digital content</p> <p>Skills: Use technology to organise and present my ideas in different ways, use the keyboard on my device to add, delete and space text for others to read, tell you about an online tool that will help me to share my ideas with other people, save and open files on the device I use.</p>	<p>simple programs</p> <p>Skills: give instructions to my friend (using forward, backward and turn) and physically follow their instructions. tell you the order I need to do things to make something happen and talk about this as an algorithm. program a robot or software to do a particular task. look at my friend's program and tell you what will happen.. use programming software to make objects move. watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>Skills: tell you why I use technology in the classroom. tell you why I use technology in my home and community. starting to understand that other people have created the information I use. identify benefits of using technology including finding information, creating and communicating. talk about the differences between the Internet and things in the physical world.</p>
Music	See separate progression of skills document	See separate progression of skills document	See separate progression of skills document
RE	<p>Christianity The Parish Church</p> <p>Skills covered: identify similarities and differences in features of religions and beliefs (link to Judaism in year 1), ask questions about their own and others' feelings and experiences, identify possible meanings for symbols and other forms of religious expression.</p> <p>Celebrations Divali. Christmas.</p> <p>Skills covered: retell religious, spiritual and moral stories, identify how religion and belief is expressed in different ways, identify similarities and differences in features of religions and beliefs, retell religious stories and identify some religious beliefs and teachings, identify some religious practices, and know that some are characteristic of more than one religion, suggest meanings in religious symbols, language and stories.</p>	<p>Hinduism Belief in God, represented through different names and images (Krishna, Ganesh, stories of the deities)</p> <p>Skills covered: retell religious, spiritual and moral stories, identify how religion and belief is expressed in different ways, identify similarities and differences in features of religions and beliefs, retell religious stories and identify some religious beliefs and teachings, identify some religious practices, and know that some are characteristic of more than one religion, suggest meanings in religious symbols, language and stories.</p> <p>Christianity Living as a Christian. Easter.</p> <p>Skills covered: retell religious, spiritual and moral stories, identify how religion and belief is expressed in different ways, identify similarities and differences in features of religions and beliefs, retell religious stories and identify some religious beliefs and teachings, identify some religious practices, and know that some are characteristic of more than one religion, suggest meanings in religious symbols, language and stories. ask questions about their own and others' feelings and experiences, identify possible meanings for symbols and other forms of religious expression.</p>	<p>Hinduism Special times: Worship in the home. Worship in the mandir. Holi. Raksha Bandan.</p> <p>Skills covered: identify similarities and differences in features of religions and beliefs, ask questions about their own and others' feelings and experiences, identify possible meanings for symbols and other forms of religious expression.</p> <p>Concept unit: Sharing (Christianity, Judaism and Hinduism)</p> <p>Skills covered: recognise that some questions about life are difficult to answer, ask questions about their own and others' feelings and experiences, identify possible meanings for symbols and other forms of religious expression, respond sensitively to the experiences and feelings of others, including those with a faith, realise that some questions that cause people to wonder are difficult to answer, respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>
PE	<p>Multi-Skills</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Skills covered: improve the way they coordinate and control their bodies and a range of equipment, remember, repeat and link combinations of skills, choose, use and vary simple tactics, recognise and describe what their bodies feel like during different types of activity, recognise good quality in performance, use information to improve their work</p> <p>Cricket - striking and fielding/coordination</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Skills covered: improve the way they coordinate and control their bodies and a range of equipment, remember, repeat and link combinations of skills, choose, use and vary simple tactics, recognise and describe what their bodies feel like during different types of activity, recognise good quality in performance, use information to improve their work</p>	<p>Gymnastics - balance/mount and dismount/hold own body weight</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Skills covered: The Vault: 2 or 3 step approach, take off from spring board, straight jump to land with control. 2 or 3 step approach, squat onto bench, walk along the bench and with feet together at the end of the bench, perform a straight jump off. Body management: rebound jumps x 10, tucked dish, back support, straddle sit, arch, front support, splits x 3, shoulder flexibility and broad jump. Floor exercise: standing, crouch to supported tuck, $\frac{3}{4}$ forward roll, teddy bear roll, back support, rocking on back, step turn, one foot stand, stretched jump and landing.</p> <p>Dance</p> <p>NC Objective: perform dances using simple movement patterns.</p> <p>Skills covered:</p> <p>Netball - agility</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Skills covered: improve the way they coordinate and control their bodies and a range of equipment, remember, repeat and link combinations of skills, choose, use and vary simple tactics, recognise and describe what their bodies feel like during different types of activity, recognise good quality in performance, use information to improve their work</p>	<p>Athletics - link to Sports day (fitness tests)</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Skills covered:</p> <p>Football - attack and defense</p> <p>NC Objective: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Skills covered: improve the way they coordinate and control their bodies and a range of equipment, remember, repeat and link combinations of skills, choose, use and vary simple tactics, recognise and describe what their bodies feel like during different types of activity, recognise good quality in performance, use information to improve their work</p> <p>Outdoor week</p>

Opportunities for English and Maths	Recounts/comparisons/letters/in role Measuring parts/scale using and moving around maps	Persuasion/letters/biography Local traffic surveys etc.	Writing in role/letters/instructions Weighing out ingredients
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Year 3			
	Autumn What did the Romans do for us?	Spring What makes Bexley great?	Summer
Project based learning	<p>Product Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>Product Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>Product Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects)
Outdoor links	Possible visit to Lullingstone?	Local area study/field work	
Science	<p>Animals, Including Humans NC objective: identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Forces and Magnets NC objective: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others</p>	<p>Rocks NC objective: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter</p> <p>Light NC objective: recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Plants NC objective: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>

	<p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change</p>	
History	<p>Romans</p> <p>NC Objective: the Roman Empire and its impact on Britain. Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Skills: place the time studied on a time line. sequence events or artefacts. use dates related to the passing of time. find out about everyday lives of people in time studied. compare with our life today. identify reasons for and results of people's actions. understand why people may have had to do something. identify and give reasons for different ways in which the past is represented. distinguish between different sources and evaluate their usefulness. look at representations of the period - museum, cartoons etc. use a range of sources to find out about a period. observe small details - artefacts, pictures. select and record information relevant to the study. begin to use the library, e-learning for research. ask and answer questions</p>	<p>Local historical study of the borough of Bexley</p> <p>NC Objective: a local history study. Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Skills: place the time studied on a time line. sequence events or artefacts. use dates related to the passing of time. find out about everyday lives of people in time studied. compare with our life today. identify reasons for and results of people's actions. understand why people may have had to do something. identify and give reasons for different ways in which the past is represented. distinguish between different sources and evaluate their usefulness. look at representations of the period - museum, cartoons etc. use a range of sources to find out about a period. observe small details - artefacts, pictures. select and record information relevant to the study. begin to use the library, e-learning for research. ask and answer questions</p>	<p>Stone age to the Iron age</p> <p>NC Objective: changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>Skills: place the time studied on a time line. sequence events or artefacts. use dates related to the passing of time. find out about everyday lives of people in time studied. compare with our life today. identify reasons for and results of people's actions. understand why people may have had to do something. identify and give reasons for different ways in which the past is represented. distinguish between different sources and evaluate their usefulness. look at representations of the period - museum, cartoons etc. use a range of sources to find out about a period. observe small details - artefacts, pictures. select and record information relevant to the study. begin to use the library, e-learning for research. ask and answer questions</p>
Geography	<p>Link to Roman settlements and towns</p> <p>NC Objective: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Skills: Consolidate vocabulary taught in previous years. to describe route and direction -8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/industry/transport. ask geographical questions: where is this location? What do you think about it? analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population. identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling. use contents/index to locate page quickly and accurately (technology)</p>	<p>Geography of the local area</p> <p>NC Objective: 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. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Skills: Consolidate vocabulary taught in previous years. to describe route and direction -8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/industry/transport collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases). communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper. use more detailed field sketches and diagrams draw maps more accurately plan view (from above) use key accurately. use contents/index to locate page quickly and accurately (technology)</p>	<p>Stone age to Iron age settlements (Skara brae)</p> <p>NC Objective: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Skills: ask geographical questions: where is this location? What do you think about it? analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population. use contents/index to locate page quickly and accurately (technology).</p>
Art	<p>Mosaics (Drawing)</p> <p>NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques.</p> <p>Skills: Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements. Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Link to famous artists from Bexley</p> <p>NC Objective: Learn about great artists, architects and designers in history.</p> <p>Design a new sculpture for town centre - link to recycling</p> <p>NC Objective: To improve their mastery of art and design techniques.</p> <p>Skills: Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Use language appropriate to skill and technique. Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</p>	<p>Cave paintings</p> <p>NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques,</p> <p>Skills covered: Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects, Use light and dark within painting and begin to explore complementary colours, Mix colour, shades and tones with increasing confidence, Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works, Confidently create different effects and textures with paint according to what they need for the task, Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Design and sew a new outfit for Ug</p> <p>NC Objective: To improve their mastery of art and design techniques.</p> <p>Skills: Show awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour</p>

			with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Identify changes they might make or how their work could be developed further
Design and Technology	<p>Roman Chariots/ Pizza dough and Pizza NC Objective: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Skills: (Food and Nutrition) Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>Design a new monument for Bexleyheath - Junk Modelling. NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (Technical knowledge) apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Skills: (Design) With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. Start to understand whether products can be recycled or reused. Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics. (Make) Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Start to understand that mechanical and electrical systems have an input, process and output. Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Know how simple electrical circuits and components can be used to create functional products. Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Start to measure, tape or pin, cut and join fabric with some accuracy. (Evaluate) Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose. Begin to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world</p>	<p>Stone age home NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (Technical knowledge) apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Skills: (Design) With growing confidence generate ideas for an item, considering its purpose and the user/s. 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Computing	<p>Esafety NC Objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns and inappropriate behaviour</p> <p>Skills: talk about what makes a secure password and why they are important. protect my personal information when I do different things online. use the safety features of websites as well as reporting concerns to an adult. recognise websites and games appropriate for my age. make good choices about how long I spend online. ask an adult before downloading files and games from the Internet. post positive comments online.</p> <p>Programming - Scratch Romans god quiz NC Objective: Design, write and debug programs that accomplish</p>	<p>Data Handling - where am I in Bexleyheath? Branching database. NC Objective: Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Skills: talk about the different ways data can be organised. search a ready-made database to answer questions. collect data help me answer a question. add to a database. make a branching database. use a data logger to monitor changes and can talk about the information collected.</p>	<p>Technology in the wider world - collect information NC Objective: understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Skills: save and retrieve work on the Internet, the school network or my own device. talk about the parts of a computer. Tell you ways to communicate with others online. describe the World Wide Web as the part of the Internet that contains websites. use search tools to find and use an appropriate website. think about whether I can use images that I find online in my own work.</p> <p>Creating, editing and publishing digital content - use information to</p>

	<p>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Skills: break an open-ended problem up into smaller parts. put programming commands into a sequence to achieve a specific outcome. testing my program and can recognise when I need to debug it. use repeat commands. describe the algorithm I will need for a simple task. detect a problem in an algorithm which could result in unsuccessful programming.</p>		<p>create PPT/prezzi NC Objective: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, system and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Skills: create different effects with different technology tools. combine a mixture of text, graphics and sound to share my ideas and learning. use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. evaluate my work and improve its effectiveness. use an appropriate tool to share my work online.</p>
Music	See separate progression of skills document	See separate progression of skills document	See separate progression of skills document
RE	<p>Christianity Jesus through art</p> <p>Skills covered: investigate and connect features of religions and beliefs, ask significant questions about religions and beliefs, describe and suggest meanings for symbols and other forms of religious expression, compare aspects of their own experiences and those of others, identifying what influences their lives</p> <p>Giving Religious teachings about giving time, money, love, comfort etc. to others. The idea of the gift of a baby or a child... leading into Christmas.</p> <p>Skills covered: compare their own and other people's ideas about questions that are difficult to answer, make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p>	<p>Sikhism Guru Nanak, his teachings, his birthday. The Ten Gurus. Guru Granth Sahib.</p> <p>Skills covered: make links between beliefs, stories and practices, identify the impacts of beliefs and practices on people's lives, identify similarities and differences between religions and beliefs, describe some religious beliefs and teachings of religions studied, and their importance, describe how some features of religions studied are used or exemplified in festivals and practices, make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p> <p>Christianity The different churches in our community. Easter</p> <p>Skills covered: investigate and connect features of religions and beliefs, ask significant questions about religions and beliefs, describe and suggest meanings for symbols and other forms of religious expression, compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>Sikhism The 5 K's. The Gurdwara. Belonging to the community.</p> <p>Skills covered: investigate and connect features of religions and beliefs, ask significant questions about religions and beliefs, describe and suggest meanings for symbols and other forms of religious expression, compare aspects of their own experiences and those of others, identifying what influences their lives, compare their own and other people's ideas about questions that are difficult to answer, make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p> <p>Christianity Amazing Adventures: The Journeys of St Paul</p> <p>Skills covered: make links between beliefs, stories and practices, identify the impacts of beliefs and practices on people's lives, identify similarities and differences between religions and beliefs, describe some religious beliefs and teachings of religions studied, and their importance, describe how some features of religions studied are used or exemplified in festivals and practices, make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p>
PE	<p>Dance</p> <p>NC Objective: perform dances using a range of movement patterns</p> <p>Skills covered:</p> <p>Handball/Volleyball/Basketball</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: consolidate and improve the quality of their techniques and their ability to link movements, develop the range and consistency of their skills in all games, improve their ability to choose and use simple tactics and strategies, keep, adapt and make rules for striking and fielding and net games, know and describe the short term effects of different exercise activities on the body, know how to improve stamina, begin to understand the importance of warming up, recognise good performance and identify the parts of a performance that need improving, use what they have learned to improve their work.</p>	<p>Cricket - striking and fielding/ throwing with accuracy</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: consolidate and improve the quality of their techniques and their ability to link movements, develop the range and consistency of their skills in all games, improve their ability to choose and use simple tactics and strategies, keep, adapt and make rules for striking and fielding and net games, know and describe the short term effects of different exercise activities on the body, know how to improve stamina, begin to understand the importance of warming up, recognise good performance and identify the parts of a performance that need improving, use what they have learned to improve their work.</p> <p>Multi-Skills - agility</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination</p> <p>Skills covered: consolidate and improve the quality of their techniques and their ability to link movements, develop the range and consistency of their skills in all games, improve their ability to choose and use simple tactics and strategies, keep, adapt and make rules for striking and fielding and net games, know and describe the short term effects of different exercise activities on the body, know how to improve stamina, begin to understand the importance of warming up, recognise good performance and identify the parts of a performance that need improving, use what they have learned to improve their work.</p>	<p>Football - agility/control and accuracy of movements</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: consolidate and improve the quality of their techniques and their ability to link movements, develop the range and consistency of their skills in all games, improve their ability to choose and use simple tactics and strategies, keep, adapt and make rules for striking and fielding and net games, know and describe the short term effects of different exercise activities on the body, know how to improve stamina, begin to understand the importance of warming up, recognise good performance and identify the parts of a performance that need improving, use what they have learned to improve their work.</p> <p>Gymnastics - balance and movements</p> <p>NC Objective: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Skills covered: Vault: a few short running steps to take off springboard and jump to squat on box placed lengthways (height optional to suit gymnast). Stand on floor mats and perform straight or tuck jump to land on floor mats. As before but without spring board and using a movement table lengthways instead of box nb do not use a springboard to vault over a movement table. Body management: single bounce skips with rope, dish with one leg out at a time, towards half lever, towards japana, arch, front support lower to floor, splits x 3, shoulder flexibility, board jump. Floor exercise: starting position and step forwards, forward roll, three travelling</p>

			<p>steps, arabesque, $\frac{1}{2}$ jump turn, backwards roll onto kneews, front support and press up, turn through side support, shoulder stand, roll to stand, pivot and cartwheel.</p> <p>Athletics - link to Sports day (fitness tests)</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills covered:</p> <p>Outdoor week NC Objective: take part in outdoor and adventurous activity challenges both individually and within a team</p>
Opportunities for English and Maths	Measuring ingredients/lengths for DT lessons. Recounts/reports on invasion attempts. Explanation texts of Roman inventions. Instructions linked to cooking.	Information texts on local landmarks. Biographies on local heroes. Directions and instructions from place to place. Reports on changes to local area. Advertising campaign. Measuring distances. Planning a day trip.	Comparative report of different ages. Newspaper reports on key events. Measurements of products used.

Year 4

	Autumn Vikings VS Anglo-Saxons	Spring What is out there?	Summer
Project based learning	<p>Product Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>Product Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>Product Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects)
Outdoor links	Outdoor cooking link to Anglo-Saxons		Horton Kirby - river study
Science	<p>Living things in their habitat NC objective: recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Animals, Including Humans - Digestion & Teeth NC objective: describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct & interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Electricity NC objective: identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors associate the brightness of a lamp or volume of a buzzer with the number and voltage of a cell Compare and give reasons for variations on a bulb including brightness of a bulb, loudness of a buzzer and the on/off position of switches Use recognised symbols when representing a circuit in a diagram</p>	<p>States of matter NC objective: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Sound NC objective: identify how sounds are made, associating some of them with vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases</p>
History	<p>Settlement by Anglo-Saxons and Scots to the struggle for England at the time of Edward the Confessor NC Objective: Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne. The Viking and Anglo-Saxon struggle for the Kingdom of England to the</p>		

	<p>time of Edward the Confessor. Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p> <p>Skills covered: place events from period studied on a time line, use terms related to the period and begin to date events, use evidence to reconstruct life in time studied, identify key features and events, look for links and effects in time studied, offer a reasonable explanation for some events, look at the evidence available, begin to evaluate the usefulness of different sources, use of text books and historical knowledge, use evidence to build up a picture of a past event, choose relevant material to present a picture of one aspect of life in time past, ask a variety of questions, use the library, e-learning for research</p>		
Geography		<p>Around the world NC Objective: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Skills covered: Consolidate vocabulary taught in previous years, to describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley, ask questions -what is this landscape like? what will it be like in the future?, analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps, identify and explain different views of people including themselves, collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns, communicate in ways appropriate to task and audience, use more detailed field sketches and diagrams, draw accurate map - develop more complex key, use contents/index to locate position of location including page/coordinates</p>	<p>South America - link to the Amazon river study NC Objective: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Skills covered: Consolidate vocabulary taught in previous years, to describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley, ask questions -what is this landscape like? what will it be like in the future?, analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps, identify and explain different views of people including themselves, collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns, collect and record evidence record measurement of river width/ depth/ velocity, communicate in ways appropriate to task and audience, use more detailed field sketches and diagrams, draw accurate map - develop more complex key, use contents/index to locate position of location including page/coordinates</p>
Art	<p>Anglo- Saxon Pottery NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques,</p> <p>Skills covered: Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join two pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>Study of famous architects from around the world/ drawing of buildings/use to design own building NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques. About great artists, architects and designers in history.</p> <p>Skills covered: Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.</p>	<p>Painting of landscapes - linked to Amazon NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques,</p> <p>Skills covered: Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying). Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>
Design and Technology	<p>Sewing of an Anglo-saxon outfit (link with textiles art) NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>Building a torch to help explore the world NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>Rivers as a mode of transport - build a boat - looking at key historical designs NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select from and use a wider range of tools and equipment to perform practical</p>

	<p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Skills covered: (Design) Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning consider the views of others, including intended users, to improve their work. When planning explain their choice of materials and components according to function and aesthetic (Make) Select a wider range of tools and techniques for making their product safely. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways. Now sew using a range of different stitches, to weave and knit. Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including Computing technology. (Evaluate) Evaluate their products carrying out appropriate tests. Start to their work both during and at the end of the assignment. Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Textiles skills (art link): Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. Adapt work as and when necessary and explain why. Change and modify threads and fabrics, Use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world. (Technical knowledge) Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Skills covered: (Design) Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning consider the views of others, including intended users, to improve their work. When planning explain their choice of materials and components according to function and aesthetic. (Make) Select a wider range of tools and techniques for making their product safely. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways. Understand how more complex electrical circuits and components can be used to create functional products. (Evaluate) Evaluate their products carrying out appropriate tests. Start to their work both during and at the end of the assignment. Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Prepare a dish from different continents (Food and Nutrition) prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Skills covered: Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.</p> <p>Skills covered: Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning consider the views of others, including intended users, to improve their work. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. When planning explain their choice of materials and components according to function and aesthetic. (Make) Select a wider range of tools and techniques for making their product safely. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways. Understand how to reinforce and strengthen a 3D framework. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including Computing technology. (Evaluate) Evaluate their products carrying out appropriate tests. Start to their work both during and at the end of the assignment. Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.</p>
<p>Computing</p>	<p>E-Safety NC Objective: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Skills covered: Choose a secure password and an appropriate screen name when I am using a website. Talk about the ways I can protect myself and my friends from harm online. Use the safety features of websites as well as reporting concerns to an adult. Know that anything I share online can be seen by others. Help my friends make good choices about the time they spend online. Talk about why I need to ask a trusted adult before downloading files and games from the Internet. Comment positively and respectfully online and through text messages.</p> <p>Programming – games linked to topic NC Objective: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Technology in the wider world – Research topic and present findings on blog including hyperlinks and information on reliability and ownership NC Objective: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration, use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Skills covered: Tell you whether a resource I am using is on the Internet, the school network or my own device. Identify key words to use when searching safely on the World Wide Web. Think about the reliability of information I read on the World Wide Web. Tell you how to check who owns photos, text and clipart. Create a hyperlink to a resource on the World Wide Web. Recognise that websites use different methods to advertise products.</p> <p>Creating, editing and publishing digital content – Advertising campaign for a place studied around the world NC Objective: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and</p>	<p>Data Handling – link to rive study using data logger NC Objective: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Skills covered: Organise data in different ways. Collect data and identify where it could be inaccurate. Plan, create and search a database to answer questions. Choose the best way to present data to my friends. Use a data logger to record and share my readings with my friends.</p>

	<p>Skills covered: Use logical thinking to solve an open-ended problem by breaking it up into smaller parts. Use an efficient procedure to simplify a program. Use a sensor to detect a change which can select an action within my program. Know that I need to keep testing my program while I am putting it together. Use a variety of tools to create a program. Recognise an error in a program and debug it. Recognise that an algorithm will help me to sequence more complex programs. Recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</p>	<p>create a range of programs, system and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Skills covered: use photos, video and sound to create an atmosphere when presenting to different audiences. be confident to explore new media to extend what I can achieve.. change the appearance of text to increase its effectiveness. create, modify and present documents for a particular purpose. use a keyboard confidently and make use of a spellchecker to write and review my work. use an appropriate tool to share my work and collaborate online. give constructive feedback to my friends to help them improve their work and refine my own work.</p>	
Music	See separate progression of skills document	See separate progression of skills document	See separate progression of skills document
RE	<p>Christianity Parables of Jesus</p> <p>Skills covered: describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions, show understanding of the ways of belonging to religions and what these involve, show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p> <p>Celebrations Christmas Unwrapped</p> <p>Skills covered: comment on connections between questions, beliefs, values and practices, describe the impact of beliefs and practices on individuals, groups and communities, describe similarities and differences within and between religions and beliefs.</p>	<p>Islam Prophet Muhammad (pbuh). The Qur'an. Introduction to the Five Pillars of Muslim Life.</p> <p>Skills covered: describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions, show understanding of the ways of belonging to religions and what these involve, show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, gather, select, and organise ideas about religion and belief, suggest answers to some questions raised by the study of religions and beliefs, suggest meanings for a range of forms of religious expression, using appropriate vocabulary, ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers, ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied, ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p> <p>Christianity Signs and Symbols. Easter.</p> <p>Skills covered: comment on connections between questions, beliefs, values and practices, describe the impact of beliefs and practices on individuals, groups and communities, describe similarities and differences within and between religions and beliefs, describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions, show understanding of the ways of belonging to religions and what these involve, show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p>	<p>Islam The Five Pillars of Muslim Life. Worship at home and in the Mosque.</p> <p>Skills covered: comment on connections between questions, beliefs, values and practices, describe the impact of beliefs and practices on individuals, groups and communities, describe similarities and differences within and between religions and beliefs, describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions, show understanding of the ways of belonging to religions and what these involve, show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p> <p>Concept unit: Prayer and Worship (Christianity, Sikhism and Islam)</p> <p>Skills covered: gather, select, and organise ideas about religion and belief, suggest answers to some questions raised by the study of religions and beliefs, suggest meanings for a range of forms of religious expression, using appropriate vocabulary, ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers, ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied, ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>
PE	<p>Gymnastics - balance/agility/travel</p> <p>NC Objective: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Skills covered: Vault: a few short running steps to take off springboard and jump to squat on box placed lengthways (height optional to suit gymnast). Stand, walk to end of apparatus and perform straight or tuck jump to land on floor mats. As before but without spring board and using a movement table lengthways instead of box nb do not use a springboard to vault over a movement table. Body management: single bounce skips with rope, dish with one leg out at a time, towards half lever, towards japana, arch, front support lower to floor, splits x 3, shoulder flexibility, board jump. Floor exercise: starting position and step forwards, forward roll, three travelling steps, arabesque, $\frac{1}{2}$ jump turn, backwards roll onto knees, front support and press up, turn through side support, shoulder stand, roll to stand, pivot and</p>	<p>Multi-Skills - agility</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination</p> <p>Skills covered: develop the range and consistency of their skills in all games, devise and use rules, keep, adapt and make rules for striking and fielding and net games, use and adapt tactics in different situations, recognise which activities help their speed, strength and stamina and know when they are important in games, recognise how specific activities affect their bodies, explain their ideas and plans, recognise aspects of their work which need improving, suggest practices to improve their play.</p> <p>Swimming</p> <p>NC Objective: swim competently, confidently and proficiently over a</p>	<p>Swimming</p> <p>NC Objective: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p>Athletics - link to Sports day (fitness tests)</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills covered:</p>

	<p>cartwheel.</p> <p>Basketball - control of movements/agility/passing/shooting</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: develop the range and consistency of their skills in all games, devise and use rules, keep, adapt and make rules for striking and fielding and net games, use and adapt tactics in different situations, recognise which activities help their speed, strength and stamina and know when they are important in games, recognise how specific activities affect their bodies, explain their ideas and plans, recognise aspects of their work which need improving, suggest practices to improve their play.</p> <p>Dance</p> <p>NC Objective: perform dances using a range of movement patterns</p> <p>Skills covered:</p>	<p>distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p>Cricket - accuracy</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: develop the range and consistency of their skills in all games, devise and use rules, keep, adapt and make rules for striking and fielding and net games, use and adapt tactics in different situations, recognise which activities help their speed, strength and stamina and know when they are important in games, recognise how specific activities affect their bodies, explain their ideas and plans, recognise aspects of their work which need improving, suggest practices to improve their play.</p>	<p>Football - control/accuracy</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: develop the range and consistency of their skills in all games, devise and use rules, keep, adapt and make rules for striking and fielding and net games, use and adapt tactics in different situations, recognise which activities help their speed, strength and stamina and know when they are important in games, recognise how specific activities affect their bodies, explain their ideas and plans, recognise aspects of their work which need improving, suggest practices to improve their play.</p> <p>Outdoor week</p> <p>NC Objective: take part in outdoor and adventurous activity challenges both individually and within a team</p>
<p>Opportunities for English and Maths</p>	<p>Comparative reports on different times in history (linked to ways of life) Newspaper reports on invasions.</p>	<p>Times around the world, calculating differences. Advertising. Informations texts.</p>	<p>Recording findings using the data logger presenting them in different ways and explaining in reports.</p>

Year 5				
		Autumn How to survive Mayan life.	Spring What does it take to climb a mountain?	Summer
Project based learning		<p>An event Project process:</p> <ul style="list-style-type: none"> Provocation (raise the key issue in an engaging and stimulating way) Big Question (open-ended question that has multiple lines of child-led enquiry) Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) [Teaching Subject Knowledge (if required)] Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>An event Project process:</p> <ul style="list-style-type: none"> Provocation (raise the key issue in an engaging and stimulating way) Big Question (open-ended question that has multiple lines of child-led enquiry) Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) [Teaching Subject Knowledge (if required)] Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>An event Project process:</p> <ul style="list-style-type: none"> Provocation (raise the key issue in an engaging and stimulating way) Big Question (open-ended question that has multiple lines of child-led enquiry) Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) [Teaching Subject Knowledge (if required)] Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects)
Outdoor links				
Science		<p>Properties and Changes of Materials NC objective: compare and group materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical & thermal) and response to magnets know that some materials dissolve in liquid to form a solution and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Earth and Space NC objective: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Forces NC objective: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Living Things and Their Habitats - Life Cycles NC objective: Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird describe the life processes of reproduction in some plants and animals</p> <p>Animals Including Humans NC objective: describe the changes as humans develop to old age. (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows).</p>
History		<p>Ancient Mayan civilization NC Objective: a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p> <p>Skills covered: place current study on time line in relation to other studies, know and sequence key events of time studied use relevant terms and periods labels, relate current studies to previous studies, make comparisons between different times in history, study different aspects of life of different people - differences between men and women, examine causes and results of great events and the impact on people, compare life in early and late times studied, compare an aspect of life with the same aspect in another period, study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>		<p>The Shang Dynasty NC Objective: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of The Shang Dynasty of Ancient China</p> <p>Skills covered: place current study on time line in relation to other studies, know and sequence key events of time studied use relevant terms and periods labels, relate current studies to previous studies, make comparisons between different times in history, study different aspects of life of different people - differences between men and women, examine causes and results of great events and the impact on people, compare life in early and late times studied, compare an aspect of life with the same aspect in another period, study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>
Geography		<p>Comparison of Mexico to London NC Objective: understand geographical similarities and differences</p>	<p>Mountains around the world NC Objective: identify the position and significance of latitude,</p>	<p>Study of China NC Objective: physical geography, including: climate zones, biomes and</p>

		<p>through the study of human and physical geography of a region of the United Kingdom, and a region within North America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Skills covered: Consolidate vocabulary taught in previous years,to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river - erosion/ deposition/ transportation: coasts - long shore drift/ headland, ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?,analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations - influence on people/ everyday life, identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject, collect and record evidence. conduct a land use survey categorise codes, communicate in ways appropriate to task and audience e.g. persuasive writing - show information on map overlays in showing levels of information e.g. old/ new, field sketches should show understanding of pattern/ movement/ change, draw in scale - accuracy of scale locate information/ place with accuracy, use key to make deductions about landscape/ industry/ features etc.</p>	<p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Skills covered: Consolidate vocabulary taught in previous years,to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river - erosion/ deposition/ transportation: coasts - long shore drift/ headland, ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?,analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations - influence on people/ everyday life, identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject, communicate in ways appropriate to task and audience e.g. persuasive writing - show information on map overlays in showing levels of information e.g. old/ new, use key to make deductions about landscape/ industry/ features etc.</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Skills covered: Consolidate vocabulary taught in previous years,to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river - erosion/ deposition/ transportation: coasts - long shore drift/ headland, ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?,analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations - influence on people/ everyday life, identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject, communicate in ways appropriate to task and audience e.g. persuasive writing - show information on map overlays in showing levels of information e.g. old/ new, use key to make deductions about landscape/ industry/ features etc.</p>
Art		<p>Maya Stela style sculptures - clay NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques,</p> <p>Skills covered: Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish. Gain experience in modelling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Compare the style of different styles and approaches.Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p>	<p>Observational drawing of mountainous landscapes/collage NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques.</p> <p>Skills covered: Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Bamboo art - painting NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques.</p> <p>Skills covered: Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.</p>
Design and Technology		<p>Modroc Chichen Itza NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (Technical knowledge) apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Skills covered:(Design) Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence apply a range of finishing techniques, including those from art and design Draw up a specification for their design. Use results of investigations, information sources, including Computing technology when developing design ideas. With growing confidence select appropriate materials, tools and techniques. (Make)</p>	<p>Vegetarian cooking - vegetables that grow in different climates. NC Objective: (Food and Nutrition) prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Skills covered: Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Begin to understand that different food and drink contain different substances - nutrients, water and fibre - that are needed for health. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Weigh and measure accurately (time, dry ingredients, liquids).</p>	<p>Looking at gears, levers and pulleys - using these to create a puppet theatre NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (Technical knowledge) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Skills covered: (Design) Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence apply a range of finishing techniques, including those from art and design Draw up a specification for their design. Use results of investigations, information sources, including Computing technology when developing design ideas. With growing</p>

		Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Weigh and measure accurately (time, dry ingredients, liquids).Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including Computing technology (Evaluate) Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment. Begin to evaluate it personally and seek evaluation from others.		confidence select appropriate materials, tools and techniques. (Make) Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.Understand how mechanical systems such as cams or pulleys or gears create movement. Begin to measure and mark out more accurately. Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including Computing technology (Evaluate) Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment. Begin to evaluate it personally and seek evaluation from others
Computing		<p>E-Safety NC Objective: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Skills covered: choose a secure password and screen name. Protect password and other personal information, explain why I need to protect myself and my friends and the best ways to do that including reporting concerns to an adult, know that anything I post online can be seen, used and may affect others, talk about the dangers of spending too long online or playing a game.</p> <p>Data handling - using spreadsheet to plan trip to Mexico NC Objective: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Skills covered: Use a spreadsheet and database to collect and record data. Choose an appropriate tool to collect data , present data in an appropriate way, talk about mistakes in data and suggest how it could be changed.</p>	<p>Programming - moving buggy on screen leading to using lego nxt to build and move physical system NC Objective: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Skills covered: decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. refine a procedure using repeat commands to improve a program. use a variable to increase programming possibilities. change an input to a program to achieve a different output.. use 'if' and 'then' commands to select an action. talk about how a computer model can provide information about a physical system. use logical reasoning to detect and debug mistakes in a program. .use logical thinking, imagination and creativity to extend a program.</p>	<p>Technology in the wider world - discover and then design own webpage NC Objective: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration,use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Skills covered: describe different parts of the internet, use different online communication tools for different purposes, use a search engine to find appropriate information and check its reliability, recognise and evaluate different types of information found on the WWW, describe different parts f a webpage, find out who the information on the web page belongs to. Know which resources on the internet i can download and use, describe the ways in which websites advertise their products to me.</p> <p>Creating, editing and publishing digital content - using weebly or link tech NC Objective:select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Skills covered: use editing tools to refine work, use skills I have already developed to create content in unfamiliar technology, 3 select, use and combine the appropriate technology tools to create effects that will have an impact on others.. select an appropriate online or offline tool to create and share ideas.. review and improve my own work and support others to improve their work.</p>
Music		See separate progression of skills document	See separate progression of skills document	See separate progression of skills document
RE		<p>Christianity Why is Jesus inspirational?</p> <p>Skills covered: suggest lines of enquiry to address questions raised by the study of religions and beliefs, suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>Peace What different religions/religious leaders and figures say about peace and how people might be at peace with themselves and with those around them leading into the message of Christmas.</p> <p>Skills covered: explain connections between questions, beliefs, values and practices in different belief systems, recognise and explain the impact of beliefs and ultimate questions on individuals and communities, explain how and why differences in belief are expressed, explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities, explain how selected features of religious life and practice make a difference to the lives of individuals and communities, explain how</p>	<p>Buddhism The life, teaching and death of Buddha. Buddhist stories about how to live. Four Noble truths.</p> <p>Skills covered: explain how selected features of religious life and practice make a difference to the lives of individuals and communities, explain how some forms of religious expression are used differently by individuals and communities, make informed responses to questions of meaning and purpose in the light of their learning, make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> <p>Christianity Inspirational Christians. Reconciliation. Easter.</p> <p>Skills covered: recognise and explain the impact of beliefs and ultimate questions on individuals and communities, explain how selected features of religious life and practice make a difference to the lives of individuals and communities, explain how some forms of religious expression are used differently by individuals and communities,</p>	<p>Buddhism Five moral Precepts. Noble eightfold Path. The Buddhist Community. Meditation and Mandalas.</p> <p>Skills covered: make informed responses to questions of identity and experience in the light of their learning, make informed responses to questions of meaning and purpose in the light of their learning, make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> <p>Christianity The Bible</p> <p>Skills covered: suggest lines of enquiry to address questions raised by the study of religions and beliefs, suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence, recognise and explain diversity within religious expression, using appropriate concepts.</p>

		some forms of religious expression are used differently by individuals and communities		
PE		<p>Swimming</p> <p>NC Objective: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p>Hockey/Netball</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: develop a broader range of techniques and skills for attacking and defending, develop consistency in their skills know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations, choose and apply skills more consistently in all activities, know and understand the basic principles of warming up, and understand why it is important for a good quality performance, understand why exercise is good for their fitness, health and wellbeing choose and use information to evaluate their own and others' work, suggest improvements in their own and others' performances.</p>	<p>Swimming</p> <p>NC Objective: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p>Football/Cricket</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: develop a broader range of techniques and skills for attacking and defending, develop consistency in their skills know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations, choose and apply skills more consistently in all activities, know and understand the basic principles of warming up, and understand why it is important for a good quality performance, understand why exercise is good for their fitness, health and wellbeing choose and use information to evaluate their own and others' work, suggest improvements in their own and others' performances.</p> <p>Outward Bound week</p> <p>NC Objective: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Gymnastics - balance/agility/travel</p> <p>NC Objective: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Skills covered: Vault: A few short running steps to take off from the floor and jump into a squat position on apparatus (height optional to suit gymnast), followed by an immediate take off into a straight jump to land with control on floor mats (b) through vault. Body management: Single bounce skips with rope x10, dish, roll to arch and back to dish, towards half lever, japana, press up, splits x 3, bridge, broad jump. Floor exercises: Start/end, content, linking, round off, side scale towards Y balance, backwards roll straddle, full or $\frac{1}{2}$ turn jump, two cartwheels consecutively or handstand roll, bridge or splits $\frac{1}{2}$ lever.</p> <p>Athletics - link to Sports day (fitness tests)</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills covered:</p> <p>Multi-Skills - agility</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination</p> <p>Skills covered: develop a broader range of techniques and skills for attacking and defending, develop consistency in their skills know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations, choose and apply skills more consistently in all activities, know and understand the basic principles of warming up, and understand why it is important for a good quality performance, understand why exercise is good for their fitness, health and wellbeing choose and use information to evaluate their own and others' work, suggest improvements in their own and others' performances.</p> <p>Outdoor week</p> <p>NC Objective: take part in outdoor and adventurous activity challenges both individually and within a team</p>
Opportunities for English and Maths		Comparative reports. Explanation texts. Link to data handling	Use real-life experiences to build tension in writing. Conversion of measurements/scale of ingredients.	Reports/Newspapers. Explanation of websites/blogs published to blogs. Comparison of ancient civilizations.

Year 6			
	Autumn Make do and mend!	Spring Should everyone be allowed to vote?	Summer How do you entertain an audience?
Project based learning	<p>An event Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>An event Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects) 	<p>An event - production Project process:</p> <ul style="list-style-type: none"> • Provocation (raise the key issue in an engaging and stimulating way) • Big Question (open-ended question that has multiple lines of child-led enquiry) • Unpacking Children's Ideas (Collect children's ideas and discuss which would be possible, given time/resources/skills etc.) • [It may be necessary to show a modelled example - show the children an example of how the question could be answered; teacher and children should evaluate this against the 'Big Question' and learning objectives] • Pitch and negotiation of ideas (Children suggest and plan how they will answer the question; teacher negotiates with child, based on how well this idea answers the question/learning objectives and the idea's feasibility/viability, given time/resources/skills etc.) • [Teaching Subject Knowledge (if required)] • Draft-Critique-Draft Cycle (Children create a first draft, this is then critiqued. This can be self, peer, teacher or a mixture. Children then re-draft their project based on these comments. Critiquing and drafting can be done more than once. Both skills should be modelled by the teacher) • Exhibition/Festival of Learning (showcase projects; encourage visitors to leave comments on projects)
Outdoor links			
Science	<p>Evolution and inheritance NC objective: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Animals including humans NC objective: identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Living Things and Their Habitats NC objective: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics</p>	<p>Electricity NC objective: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram.</p> <p>Light NC objective: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>

<p>History</p>	<p><u>End of WW1 - end of WW2 and the effect on Britain</u> NC Objective: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Skills covered: place current study on time line in relation to other studies, use relevant dates and terms, sequence up to ten events on a time line, find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, compare beliefs and behaviour with another period studied, write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, know key dates, characters and events of time studied, link sources and work out how conclusions were arrived at, consider ways of checking the accuracy of interpretations - fact or fiction and opinion, be aware that different evidence will lead to different conclusions, confident use of the library etc. for research</p>	<p><u>History of the vote in Britain</u> NC Objective: a significant turning point in British history</p> <p>Skills covered: place current study on time line in relation to other studies, use relevant dates and terms, sequence up to ten events on a time line, find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, compare beliefs and behaviour with another period studied, write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, know key dates, characters and events of time studied, link sources and work out how conclusions were arrived at, consider ways of checking the accuracy of interpretations - fact or fiction and opinion, be aware that different evidence will lead to different conclusions, confident use of the library etc. for research</p>	<p><u>Ancient Greece</u> NC Objective: Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Skills covered: place current study on time line in relation to other studies, use relevant dates and terms, sequence up to ten events on a time line, find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, compare beliefs and behaviour with another period studied, write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, know key dates, characters and events of time studied, compare and contrast ancient civilisations, link sources and work out how conclusions were arrived at, consider ways of checking the accuracy of interpretations - fact or fiction and opinion, be aware that different evidence will lead to different conclusions, confident use of the library etc. for research</p>
<p>Geography</p>	<p><u>Allied/Axis forces/Political change to Europe after WW1</u> NC Objective: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Skills covered: Consolidate vocabulary taught in previous years, describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. settlement - urban/ rural/ land use/ sustainability: rivers - confluence/ tributary, ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?, analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it, identify and explain different views of people including themselves give increased detail of views, justification - detailed reasons influencing views, locate information/ place with accuracy, use key to make deductions about landscape/ industry/ features etc.</p>	<p><u>EU - particular focus on Greece</u> NC Objective: 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, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Skills covered: Consolidate vocabulary taught in previous years, describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. settlement - urban/ rural/ land use/ sustainability: rivers - confluence/ tributary, ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?, analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it, identify and explain different views of people including themselves give increased detail of views, justification - detailed reasons influencing views, locate information/ place with accuracy, use key to make deductions about landscape/ industry/ features etc. communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school</p>	
<p>Art</p>	<p><u>Georgia O'Keefe (drawing)</u> NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques. About great artists, architects and designers in history.</p> <p>Skills covered: Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.</p>	<p><u>Pointillist paintings (Seurat) based on images of Greece</u> NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques. About great artists, architects and designers in history.</p> <p>Skills covered: Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.</p>	<p><u>Ancient Greek pottery</u> NC Objective: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques. About great artists, architects and designers in history.</p> <p>Skills covered: Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Solve problems as they occur. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further</p>
<p>Design and Technology</p>	<p><u>Make do and mend - turn one thing into another</u> NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select</p>	<p><u>Traditional Greek cooking</u> NC Objective: (Food and Nutrition) prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Skills covered: Know that food is grown (such as tomatoes, wheat and</p>	<p><u>Mechanical systems - Greek theatre incorporating a light system</u> NC Objective: (Design) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (Make) select</p>

	<p>from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Skills covered: (Design) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Draw up a specification for their design. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. (Make) Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Assemble components to make working models. Aim to make and to achieve a quality product. With confidence pin, sew and stitch materials together to create a product. Demonstrate when make modifications as they go along. Construct products using permanent joining techniques. (Evaluate) Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>Textiles (link to art) skills: Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p>	<p>potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know different food and drink contain different substances - nutrients, water and fibre - that are needed for health.</p>	<p>from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Evaluate) investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (Technical Knowledge) understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Skills covered: (Design) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Draw up a specification for their design. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. (Make) Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Assemble components to make working models. Aim to make and to achieve a quality product. Construct products using permanent joining techniques. Know how more complex electrical circuits and components can be used to create functional products. Know how to reinforce and strengthen a 3D framework. Understand that mechanical and electrical systems have an input, process and output. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including Computing technology. (Evaluate) Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved.</p>
<p>Computing</p>	<p>E-Safety NC Objective: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Skills covered: protect my password and other personal information. explain the consequences of sharing too much about myself online.. support my friends to protect themselves and make good choices online, including reporting concerns to an adult. explain the consequences of spending too much time online or on a game. explain the consequences to myself and others of not communicating kindly and respectfully. protect my computer or device from harm on the Internet. Participate in responsible use of social media</p> <p>Creating, editing and publishing digital content - create e-safety app NC Objective:select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Data handling - Use google forms to carry out a vote. Collect data and then represent it. NC Objective: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Skills covered: plan the process needed to investigate the world around me. select the most effective tool to collect data for my investigation. check the data I collect for accuracy and plausibility. interpret the data I collect.. present the data I collect in an appropriate way.. use the skills I have developed to interrogate a database.</p>	<p>Technology in the wider world NC Objective: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration,use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Skills covered: tell you the Internet services I need to use for different purposes. describe how information is transported on the Internet. select an appropriate tool to communicate and collaborate online. talk about the way search results are selected and ranked. check the reliability of a website. tell you about copyright and acknowledge the sources of information that I find online. know that websites can use my data to make money and target their advertising .</p> <p>Programming - using basic HTML to create webpage NC Objective: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>

	<p>Skills covered: talk about audience, atmosphere and structure when planning a particular outcome. confidently identify the potential of unfamiliar technology to increase my creativity. combine a range of media, recognising the contribution of each to achieve a particular outcome. tell you why I select a particular online tool for a specific purpose. be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>		<p>Skills covered: deconstruct a problem into smaller steps, recognising similarities to solutions used before. explain and program each of the steps in my algorithm.. evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.. recognise when I need to use a variable to achieve a required output. use a variable and operators to stop a program. use different inputs (including sensors) to control a device or onscreen action and predict what will happen. use logical reasoning to detect and correct errors in algorithms and programs.</p>
Music	See separate progression of skills document	See separate progression of skills document	See separate progression of skills document
RE	<p>Christianity Beliefs in Action</p> <p>Skills covered: make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary, explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities, identify the influences on, and distinguish between, different viewpoints within religions and beliefs, interpret religions and beliefs from different perspectives, meaning, purpose and morality related to Christianity and other faiths, express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths, make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.</p> <p>Helping the homeless and refugees Based on Jesus' life and teaching (incarnation and service to others)including Christmas.</p> <p>Skills covered: use religious and philosophical terminology and concepts to explain religions, beliefs and value systems, explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities, make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.</p>	<p>Big questions Why ask big questions? Does science have all the answers? Who makes the rules? What can we be sure of? How much are people worth? Why is there so much human suffering?</p> <p>Skills covered: identify the influences on, and distinguish between, different viewpoints within religions and beliefs, interpret religions and beliefs from different perspectives, interpret the significance and impact of different forms of religious and spiritual expression, discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths, express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths, make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.</p> <p>Christianity God as Father, Son and Holy Spirit. Sacrificial love. Easter.</p> <p>Skills covered: use religious and philosophical terminology and concepts to explain religions, beliefs and value systems, make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary, explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities,compare the different ways in which people of faith communities express their faith.</p>	<p>Big questions Is there a divine being that cares about me? What gives my life ultimate meaning? Why be a good person? What happens after we die? Does God answer prayer? What kind of person do I want to become?</p> <p>Skills covered: identify the influences on, and distinguish between, different viewpoints within religions and beliefs, interpret religions and beliefs from different perspectives, interpret the significance and impact of different forms of religious and spiritual expression, discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths, express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths, make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.</p> <p>Concept unit: Key concepts from the 6 major world faiths</p> <p>Skills covered: use religious and philosophical terminology and concepts to explain religions, beliefs and value systems, explain some of the challenges offered by the variety of religions and beliefs in the contemporary world, explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures, make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary, explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities, compare the different ways in which people of faith communities express their faith.</p>
PE	<p>Netball/Hockey</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: choose, combine and perform skills more fluently and effectively in invasion, striking and net games, understand, choose and apply a range of tactics and strategies for defence and attack, use these tactics and strategies more consistently in similar games, understand why exercise is good for their fitness, health and wellbeing, understand the need to prepare properly for games, develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important.</p> <p>Gymnastics - balance/agility/travel</p> <p>NC Objective: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Skills covered:Vault: A few short running steps to take off from the floor and jump into a squat position on apparatus (height optional to suit gymnast), followed by an immediate take off into a straight jump to land with control on floor mats (b) through vault. Body management:</p>	<p>Cricket/Football</p> <p>NC Objective: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Skills covered: choose, combine and perform skills more fluently and effectively in invasion, striking and net games, understand, choose and apply a range of tactics and strategies for defence and attack, use these tactics and strategies more consistently in similar games, understand why exercise is good for their fitness, health and wellbeing, understand the need to prepare properly for games, develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important.</p> <p>Outward Bound week</p> <p>NC Objective: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Multi-Skills - agility</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination</p> <p>Skills covered: develop a broader range of techniques and skills for attacking and defending, develop consistency in their skills know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations, choose and apply skills more consistently in all activities, know and understand the basic principles of warming up, and understand why it is important for a good quality performance, understand why exercise is good for their fitness, health and wellbeing choose and use information to evaluate their own and others' work, suggest improvements in their own and others' performances.</p> <p>Athletics - link to Sports day (fitness tests)</p> <p>NC Objective: use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills covered:</p> <p>Dance</p>

	Single bounce skips with rope x10, dish, roll to arch and back to dish, towards half lever, japana, press up, splits x 3, bridge, broad jump. Floor exercies: Start/end, content, linking, round off, side scale towards Y balance, backwards roll straddle, full or $\frac{1}{2}$ turn jump, two cartwheels consecutively or handstand roll, bridge or splits $\frac{1}{2}$ lever.		<p>NC Objective: perform dances using a range of movement patterns</p> <p>Skills covered:</p> <p><u>Outdoor week</u> NC Objective: take part in outdoor and adventurous activity challenges both individually and within a team</p>
Opportunities for English and Maths	Newspaper on key events. Biographies of key people. Ratio and proportion when cooking	Balanced arguments	Advertising campaign for performance. Budgeting.

