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| Science | |
| Breadth of Study | Plants: Functions and requirement of plants. Pollination and seed formation dispersal |
|  | • Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| Breadth of Study | Working Scientifically |
|  | • Ask relevant questions.  • Set up simple, practical enquiries and comparative and fair tests.  • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.  • Gather, record, classify and present data in a variety of ways to help in answering questions.  • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.  • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.  • Identify differences, similarities or changes related to simple, scientific ideas and processes.  • Use straightforward, scientific evidence to answer questions or to support their findings. |
| Breadth of Study | Animals inc humans: |
|  | • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.  • Identify that humans and some animals have skeletons and muscles for support, protection and movement. |
| Science | |
|  | Rocks and Soils |
| Milestone Indicators | • Compare and group together different kinds of rocks on the basis of their simple, physical properties.  • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).  • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.  • Recognise that soils are made from rocks and organic matter. |
| Breadth of Study | Light: What is light/ reflection/the sun/ shadows |
| Milestone Indicators | 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.  • Recognise that shadows are formed when the light from a light source is blocked by a solid object.  • Find patterns in the way that the size of shadows change. |
| Breadth of Study | Forces and magnets: Surfaces/push and pull/ Attraction and repulsion (Explora-dome) |
| Milestone Indicators | 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.  • 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.  • Describe magnets as having two poles.  • Predict whether two magnets will attract or repel each other, depending on which poles are facing. |
| History | |
|  | Stone Age – Iron Age |
|  | Roman Empire |
| Milestone Indicator | Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history.  • Place events, artefacts and historical figures on a time line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events.  • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • change      • chronology.  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. |
| Milestone Indicator | • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| Geography | |
|  | On-going focus:  1 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  (decide on countries to learn) Continents and oceans / Northern and southern hemisphere/ lines of longitude and latitude  7 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 and the wider world  3 identify the position and significance of latitude, 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  Year 3 Focus:  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  4 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. |
| Milestone Indicators | Ask and answer geographical questions about the physical and human characteristics of a location.  • Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  • Use a range of resources to identify the key physical and human features of a location.  • Name and locate counties and cities of the United  Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of Europe and identify their main physical and human characteristic  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  • Describe geographical similarities and differences between countries.  • Describe how the locality of the school has changed over time   Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements and land use.  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. |
| RE | | |
| Breadth of study | Christianity: The Church  Judaism | |
| Milestone Indicators | Present the key teachings and beliefs of a religion.  • Refer to religious figures and holy books to explain answers  Identify religious artefacts and explain how and why they are used.  • Describe religious buildings and explain how they are used.  • Explain some of the religious practices of both clerics and individuals.  Identify religious symbolism in literature and the arts.  Show an understanding that personal experiences and feelings influence attitudes and actions.  • Give some reasons why religious figures may have acted as they did.  • Ask questions that have no universally agreed answers.  Explain how beliefs about right and wrong affect people’s behaviour.  • Describe how some of the values held by communities or individuals affect behaviour and actions.  • Discuss and give opinions on stories involving moral dilemmas. | |
| PE | |
| Breadth of Study | Core Skills: running/jumping /throwing in isolation and in combination  Team Games- competitive ( Decide upon: badminton/basketball/cricket/football/hockey/netball/rounders/tennis across KS2)  Athletics and gymnastics – flexibility/ strength/technique  Performance dance  OAA: (Decide where and how across KS2 )  Improvement of personal performance  Swimming:  Swim 25 m  Range of strokes  Self-rescue  (Refer to REAL PE for planning) |
| Milestone Indicators | Throw and catch with control and accuracy.  • Strike a ball and field with control.  • Choose appropriate tactics to cause problems for the opBreadth of Studyition.  • Follow the rules of the game and play fairly.  • Maintain Breadth of Studysession of a ball (with, e.g. feet, a hockey stick or hands).  • Pass to team mates at appropriate times.  • Lead others and act as a respectful team member.  Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner.  • Refine movements into sequences.  • Create dances and movements that convey a definite idea.  • Change speed and levels within a performance.  • Develop physical strength and suppleness by practising moves and stretching  Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner.  • Refine movements into sequences.  • Show changes of direction, speed and level during a performance.  • Travel in a variety of ways, including flight, by transferring weight to generate power in movements.  • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).  • Swing and hang from equipment safely (using hands).  Sprint over a short distance up to 60 metres.  • Run over a longer distance, conserving  energy in order to sustain performance.  • Use a range of throwing techniques (such as under arm, over arm).  • Throw with accuracy to hit a target or cover a distance.  • Jump in a number of ways, using a run up where appropriate.  • Compete with others and aim to improve personal best performances.   Swim between 25 and 50 metres unaided.  • Use more than one stroke and coordinate breathing as appropriate for the stroke being used.  • Coordinate leg and arm movements.  • Swim at the surface and below the water. |
| Art | |
|  | • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  • Develop and share ideas in a sketchbook and in finished products.  • Improve mastery of techniques.  • Learn about the great artists, architects and designers in history.  TBC: Arts to study  Monet  ?  ? |

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| Milestone Indicators | Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language  **Painting**  Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour  **Collage:**  Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage  **Drawing**  Use different hardnesses of pencils to show line, tone and texture.  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly (no need to use a rubber to correct mistakes).  • Use shading to show light and shadow.  Hatching and cross hatching to show tone and texture  **Digital Media**  Create images, video and sound recordings and explain why they were created  **Artist Study**   Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others |

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| DT | |
|  | **Design** criteria to inform the design of innovative, functional, appealing products that are fit for purBreadth of Studye, 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  ♣ understand how key events and individuals in design and technology have helped shape the world  **Technical knowledge**  ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures  ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  ♣ apply their understanding of computing to program, monitor and control their products.  Cooking and Nutrition:  Healthy diet  Prepare and cook a variety of predominantly savoury dishes  Understand seasonality: know how ingredients are grown/caught/reared and processed. |
| Milestone | Materials  Cut materials accurately and safely by selecting appropriate tools.  • Measure and mark out to the nearest millimetre.  • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).  • Select appropriate joining techniques  Construction  Choose suitable techniques to construct products or to repair items.  • Strengthen materials using suitable techniques  Mechanics  Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).  Design/Make/Evaluate  Design with purpose by identifying opportunities to design.  • Make products by working efficiently (such as by carefully selecting materials).  • Refine work and techniques as work progresses, continually evaluating the product design.  • Use software to design and represent product designs  Inspiration from History  Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.  • Improve upon existing designs, giving reasons for choices.  • Disassemble products to understand how they work |
| Music | Play in solo and ensemble using voices and instruments (decide upon instruments)  Improve and compose music  Listen with attention recall sounds with increasing aural memory  Use and understand musical notations  Appreciate live and recorded music from a variety of traditions and from great comBreadth of Studyers and musicians  Develop an understanding of a history of music – through music assemblies |
|  | Perform  Sing from memory with accurate pitch.  • Sing in tune.  • Maintain a simple part within a group.  • Pronounce words within a song clearly.  • Show control of voice.  •  • Perform with control and awareness of others  Compose  Compose and perform melodic songs.  • Use sound to create abstract effects.  • Create repeated patterns with a range of instruments.  • Choose, order, combine and control sounds to create an effect.  • Use digital technologies to compose pieces of music.  Transcribe  Devise non-standard symbols to indicate when to play and rest.  Describe  • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  • Evaluate music using musical vocabulary to identify areas of likes and dislikes.  • Understand layers of sounds and discuss their effect on mood and feelings. |
| PSHE | On-line Safety  RSE  Families and people who care for me:  Caring Friends  Respectful Relationships  On-line safety/ online relationships/ Internet Safety and Harms  Physical health and fitness  Healthy eating  Health and prevention  Basic first aid  Being Safe  Mental Wellbeing  SEE PSHE 2019 guidance for break-down |
| Computing | |
| Breadth of Study | Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomBreadth of Studying them into smaller parts.  • Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.  • Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.  • 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.  • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.  • 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. |
| Milestone Indicator | Use specified screen coordinates to control movement.   Set the appearance of objects and create sequences of changes  Create and edit sounds. Control when they are heard, their volume, duration and rests  Control the shade of pens  Specify conditions to trigger events  Use IF THEN conditions to control events or objects  Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions  Use variables to store a value.  • Use the functions define, set, change, show and hide to control the variables  • Contribute to blogs that are moderated by teachers.  • Give examples of the risks Breadth of Studyed by online communications.  • Understand the term ‘copyright’.  • Understand that comments made online that are hurtful or offensive are the same as bullying.  • Understand how online services work  Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally  Devise and construct databases using applications designed for this purBreadth of Studye in areas across the curriculum  Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally  Devise and construct databases using applications designed for this purBreadth of Studye in areas across the curriculum. |
| Foreign Lang*u*ages |  |
|  | In the chosen modern language:          • Speak        • Read        • Write    • Look at the culture of the countries where the language is spoken.  • If an ancient language is chosen, read, translate and explore the culture of the time.  Basic grammar |
| Milestone Indicator | Read and understand the main points in short written texts.  • Read short texts independently.  • Use a translation dictionary or glossary to look up new words.  Write a few short sentences using familiar expressions.  • Express personal experiences and responses.  • Write short phrases from memory with spelling that is readily understandable.  Understand the main points from spoken passages.  • Ask others to repeat words or phrases if necessary.  • Ask and answer simple questions and talk about interests.  • Take part in discussions and tasks.  • Demonstrate a growing vocabulary.  Describe with some interesting details some aspects of countries or communities where the language is spoken.  • Make comparisons between life in countries or communities where the language is spoken and this country |