



		Autumn	Spring	Summer
Science	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them 			
	<ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests 			
	<ul style="list-style-type: none"> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 			
	<ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 			
	<ul style="list-style-type: none"> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 			
	<ul style="list-style-type: none"> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 			
	<ul style="list-style-type: none"> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 			
	<ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes 			
	<ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings. 			
	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 			
	<ul style="list-style-type: none"> 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 			
	<ul style="list-style-type: none"> investigate the way in which water is transported within plants 			
	<ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 			
	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating 			
	<ul style="list-style-type: none"> recognise that vibrations from sounds travel through a medium to the ear 			
	<ul style="list-style-type: none"> find patterns between the pitch of a sound and features of the object that produced it 			
	<ul style="list-style-type: none"> find patterns between the volume of a sound and the strength of the vibrations that produced it 			
	<ul style="list-style-type: none"> recognise that sounds get fainter as the distance from the sound source increases. 			
	<ul style="list-style-type: none"> compare how things move on different surfaces 			
	<ul style="list-style-type: none"> notice that some forces need contact between two objects, but magnetic forces can act at a distance 			
	<ul style="list-style-type: none"> observe how magnets attract or repel each other and attract some materials and not others 			
	<ul style="list-style-type: none"> describe magnets as having two poles 			
	<ul style="list-style-type: none"> 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 			
	<ul style="list-style-type: none"> predict whether two magnets will attract or repel each other, depending on which poles are facing. 			
<ul style="list-style-type: none"> identify common appliances that run on electricity 				

	<ul style="list-style-type: none"> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 			
	<ul style="list-style-type: none"> 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 			
	<ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 			
	<ul style="list-style-type: none"> recognise some common conductors and insulators, and associate metals with being good conductors. 			
Art	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 			
	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 			
	<ul style="list-style-type: none"> about great artists, architects and designers in history 			
Computing	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 			
	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output 			
	<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 			
	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 			
	<ul style="list-style-type: none"> 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 			
	<ul style="list-style-type: none"> 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 			
	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 			
Design and Technology	<p>Design</p> <ul style="list-style-type: none"> 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 			
	<p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 			
	<p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 			
	<p>Make</p> <ul style="list-style-type: none"> 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 			
	<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products 			



	Evaluate <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 			
	Evaluate <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world 			
	Technical Knowledge <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 			
	Technical Knowledge <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 			
	Technical Knowledge <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 			
	Technical Knowledge <ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. 			
	Cooking and nutrition <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet 			
	Cooking and nutrition <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking technique 			
	Cooking and nutrition <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 			
Geography	Local knowledge <ul style="list-style-type: none"> 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 			
	Local knowledge <ul style="list-style-type: none"> 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 			
	Local knowledge <ul style="list-style-type: none"> 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 			
	Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 			
	Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			



	<ul style="list-style-type: none"> 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 			
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 			
History	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 			
	<ul style="list-style-type: none"> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms 			
	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 			
	<ul style="list-style-type: none"> They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 			
	<ul style="list-style-type: none"> They should understand how our knowledge of the past is constructed from a range of sources. 			
	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 			
	<ul style="list-style-type: none"> a local history study 			
	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt 			
	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 			
	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Victorians 			
MFL	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding 			
	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 			
	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 			
	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 			
	<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 			
	<ul style="list-style-type: none"> present ideas and information orally to a range of audiences 			
	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing 			
	<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language 			

	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 			
	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly 			
	<ul style="list-style-type: none"> describe people, places, things and actions orally and in writing 			
	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 			
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 			
	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 			
	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 			
	<ul style="list-style-type: none"> use and understand staff and other musical notations 			
	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 			
	<ul style="list-style-type: none"> develop an understanding of the history of music. 			
Physical Education	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 			
	<ul style="list-style-type: none"> 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 			
	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 			
	<ul style="list-style-type: none"> perform dances using a range of movement patterns 			
	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 			
	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 			
	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres 			
	<ul style="list-style-type: none"> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 			
	<ul style="list-style-type: none"> perform safe self-rescue in different water-based situations. 			