

Bovey Tracey Primary School

Curriculum Progression 2024 – 2025



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| CURRICULUM INTENTIONS | Our Values and Expectations | | | | | | | | |
| | | Compassion | | | | Equity | | Resilience | |
| | | High Aspirations | | | | Excellence and Enjoyment | | Self Belief | |
| | Curriculum Drivers Our Curriculum Cs | Creativity | | Community | | Communication | | Confidence | |
| | | <p>We want our children to be creative in both thought and action. We provide a wealth of opportunities for pupils to explore the Arts. We also encourage our children to be creative thinkers - nurturing their natural curiosity, exploring their imagination and developing the skills to enquire and become increasingly enterprising. We give our children opportunities to think critically, by solving problems and making choices.</p> | | <p>We want our children to have pride in themselves and a deep level of respect for others. We support our pupils to develop their emotional literacy to help them to experience positive relationships. We believe in the power of the school community to change and enhance lives. We celebrate the diversity of our school community and consider it to be an essential resource to inform and enrich our curriculum. Our pupils recognise themselves as global citizens and are empowered to make a difference.</p> | | <p>We want our children to become eloquent orators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk in all areas of learning. We want our pupils to embrace modern technology as a tool for communication without barriers.</p> | | <p>We want our children to have the confidence to aspire to great things by broadening their horizons, expanding their knowledge of the world and nurturing their interests. We provide them with the skills to achieve. Pupils at Bovey Tracey are ambitious, informed, resilient and persevering; they are fearless and desire to try new things. Successes are celebrated and our children understand that success comes from staying focused, learning from mistakes and showing determination.</p> | |
| Our vision for the curriculum at Bovey Tracey | pupils are enthusiastic, self-motivated, curious, inspired and confident learners. They have a love of learning, feel passionate and have ownership of purposeful outcomes. | The national curriculum informs the knowledge content of the curriculum.designs the curriculum so that it is engaging, relevant and exciting to our children. | Subject areas, whether taught discretely or integrated within topics, engage pupils and provide a clear context for learning. | pupils have Growth Mindsets and enjoy being challenged to excel. Our curriculum enables learners to seize opportunities and undertake learning at a deeper level. | Our curriculum reflects and celebrates the interests, needs and diversity of our pupils. | Our pupils share and celebrate their learning with each other, their families and the wider community. | Our pupils are lifelong learners who are equipped to succeed as adults in a changing world. | Teaching staff are empowered to design a creative, engaging curriculum that is enjoyable to teach and inspires learners. | |

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NB. Boxes highlighted in grey reflect the language, coverage and expectations of the 2014 National Curriculum

Progression in Science



| | | Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| Working Scientifically | Asking Questions | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as place where they live or the natural world. • Looks closely at similarities, differences, patterns and change. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| | Measuring and Recording | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Develop an understanding of growth, decay and changes over time. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |

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| | Concluding | <p>Pupils learn to:</p> <p>Talks about why things happen and how things work.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • identify and classify • use their observations and ideas to suggest answers to questions | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • identify differences, similarities or changes related to simple scientific ideas and processes • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use straightforward scientific evidence to answer questions or to support their findings | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • identify scientific evidence that has been used to support or refute ideas or arguments • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |
| | Evaluating | <p>Pupils learn to:</p> <p>Shows care and concern for living things and the environment.</p> | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use test results to make predictions to set up further comparative and fair tests |

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Plants | <p>Pupils learn to:</p> <ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time. Talk about some of the things they have observed such as plants, animals, natural and found objects. They make observations of plants and explain why some things occur and talk about changes. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> 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>Pupils learn to:</p> <ul style="list-style-type: none"> 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>Pupils learn to:</p> <ul style="list-style-type: none"> 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 | | | |

Animals, Including Humans and Evolution

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| <p>Pupils learn to:</p> <p>Make observations of animals and explain why some things occur and talk about changes.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • 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>Pupils learn to:</p> <ul style="list-style-type: none"> • 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>Pupils learn to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount 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>Pupils learn to:</p> <ul style="list-style-type: none"> • 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 and interpret a variety of food chains, identifying producers, predators and prey | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe 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>Evolution and Inheritance</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • recognise that living things have changed |
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| | | | | | | | <p>over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none">• 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 |
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Living Things and their Habitats

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| <p>Pupils learn to:</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • explore and compare the difference 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 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 | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • 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>Pupils learn to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • 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 |
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| | | | plants and other animals, using the idea of a simple food chain, and identify and name different sources of food | | | | |
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Light and Sound

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| <p>Pupils learn to:</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as place where they live or the natural world. | | | <p>Light</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that the 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 changes | <p>Sound</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something 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 | | <p>Light</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> 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 |
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Forces and Magnets

Pupils learn to:

- Talk about why things happen and how things work.
- Children learn about similarities and differences in relation to objects and materials.

Pupils learn to:

- 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 on whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles

Pupils learn to:

- 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

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| | | | | <ul style="list-style-type: none">• predict whether two magnets will attract or repel each other, depending on which poles are facing | | | |
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Seasonal Change

Pupils learn to:

- Looks closely at similarities, differences, patterns and change.
- They make observations of plants and explain why some things occur, and talk about changes.

Pupils learn to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

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| Materials | <p>Pupils learn to:</p> <p>Children learn about similarities and differences in relation to objects and materials.</p> | <p>Everyday Materials</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> 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 a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties | <p>Uses of Everyday Materials</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> 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>Rocks</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> 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>States of Matter</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> 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 (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | <p>Properties and Changes of Materials</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will 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 |
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| | | | | | | <p>be separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none">• 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 | |
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| | | | | | | bicarbonate of soda | |
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| <p style="text-align: center;">Earth and Space</p> | <p>Pupils learn to:</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> | | | | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun • 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 | |
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| Forces | <p>Pupils learn to:</p> <p>Children learn about similarities and differences in relation to objects – push & pull.</p> | | | | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • 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 | |
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Electricity

Pupils learn to:

Talk about why things happen and how things work.

Pupils learn to:

- 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

Pupils learn to:

- 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

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| | | | | | conductors and insulators, and associate metals with being good conductors | | |
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Progression in History

| | Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| | | <p>Pupils learn about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • 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>Pupils learn about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - Mayan civilization c. AD 900 • local history study | |

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| Chronology | <p>Pupils learn to:</p> <p>Orders and sequences familiar events.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time • Show where places, people and events fit into a broad chronological framework • Begin to use dates | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Develop increasingly secure chronological knowledge and understanding of history, local, British and world • Put events, people, places and artefacts on a timeline • Use correct terminology to describe events in the past | <p>Pupils learn to:</p> <p>As for Year 3/4, using a greater depth and range of knowledge</p> |
| Historical Terms | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Uses everyday language related to time. Week Month Year Next Before First Last | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Develop, the use a wide vocabulary of historical terms, such as: a long time ago, before, whilst, during, recently, when my were younger, years, decades, centuries | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Develop use of appropriate subject terminology, such as: empire, civilisation, monarch, succession, western world, chronological, settlement, AD, BCE | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Record knowledge and understanding in a variety of ways, using dates and key terms appropriately |

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| Historical Enquiry | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own lives. <p>Children talk about past and present events in their own lives and in the lives of their family members.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites • Choose and use parts of stories and other sources to show understanding of events • Communicate understanding of the past in a variety of ways | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a range of sources • Understand that knowledge about the past is constructed from a variety of sources • Construct and organise responses by selecting relevant historical data | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Devise, ask and answer more complex questions about the past, considering key concepts in history • Select sources independently and give reasons for choices • Analyse a range of source material to promote evidence about the past • Construct and organise response by selecting and organising relevant historical data |
| Interpreting History | <p>Recognises and describes special times or events for family or friends.</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays | <p>Pupils:</p> <ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this | <p>Pupils:</p> <ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this |
| Continuity and Change | <p>Can talk about past and present events in their own lives.</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Discuss change and continuity in an aspect of life, e.g. holidays | <p>Pupils:</p> <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies | <p>Pupils:</p> <ul style="list-style-type: none"> • As Year 3/4, and Use a greater depth of historical knowledge |

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| Causes and Consequences | Recognises and describes special times or events for family or friends. | Pupils: <ul style="list-style-type: none"> Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events | Pupils: <ul style="list-style-type: none"> Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes | Pupils: <ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted as they did |
| Similarities / Differences | <ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. They know about similarities between themselves and others. | Pupils: <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods, including their own lives | Pupils: <ul style="list-style-type: none"> Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | Pupils: <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual |
| Significance | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Knows some of the things that make them unique and can talk about some the similarities and differences in relation to friends or family. | Pupils: <ul style="list-style-type: none"> Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why | Pupils: <ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations | Pupils: <ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others |



Progression in Geography

| Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Children know about similarities and differences in relation to places. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • 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 | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world • 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 | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass 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 • 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 |

Geographical Skills and Fieldwork

Fieldwork

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| <p>Pupils:</p> <p>Gather information</p> <ul style="list-style-type: none"> • Talk about features of their own immediate environment. | <p>Pupils:</p> <p>Gather information</p> <ul style="list-style-type: none"> • Use basic observational skills • Carry out a small survey of the local area/school • Draw simple features • Ask and respond to basic geographical questions • Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey | <p>Pupils:</p> <p>Gather information</p> <ul style="list-style-type: none"> • Ask geographical questions • Use a simple database to present findings from fieldwork • Record findings from fieldtrips • Use a database to present findings Use appropriate terminology | <p>Pupils:</p> <p>Gather information</p> <ul style="list-style-type: none"> • Select appropriate methods for data collection such as interviews • Use a database to interrogate/amend information collected • Use graphs to display data collected • Evaluate the quality of evidence collected and suggest improvements |
| <p>Pupils:</p> <p>Sketching</p> <ul style="list-style-type: none"> • Draw simple maps from stories or immediate environment. | <p>Pupils:</p> <p>Sketching</p> <ul style="list-style-type: none"> • Create plans and raw simple features in their familiar environment • Add labels onto a sketch map, map or photograph of features | <p>Pupils:</p> <p>Sketching</p> <ul style="list-style-type: none"> • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction | <p>Pupils:</p> <p>Sketching</p> <ul style="list-style-type: none"> • Evaluate their sketch against set criteria and improve it • Use sketches as evidence in an investigation. select field sketching from a variety of techniques • Annotate sketches to describe and explain geographical processes and patterns |
| <p>Pupils:</p> <p>Audio/Visual</p> <ul style="list-style-type: none"> • Use videos and photos to compare places and features of those environments. • Use a camera in their immediate environment and school setting (forest school). | <p>Pupils:</p> <p>Audio/Visual</p> <ul style="list-style-type: none"> • Recognise a photo or a video as a record of what has been seen or heard • Use a camera in the field to help to record what is seen | <p>Pupils:</p> <p>Audio/Visual</p> <ul style="list-style-type: none"> • Select views to photograph • Add titles and labels giving date and location information • Consider how photo's provide useful evidence use a camera independently • Locate position of a photo on a map | <p>Pupils:</p> <p>Audio/Visual</p> <ul style="list-style-type: none"> • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch • Use photographic evidence in their investigations • Evaluate the usefulness of the images |

| | | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Geographical Skills and Fieldwork | Map Skills | <p><i>Pupils:</i></p> <p>Using Maps</p> <ul style="list-style-type: none"> Use a simple map to recognise key features of immediate environment. <p><i>Use directional language such as next to, in front of, up, down and behind.</i></p> | <p><i>Pupils:</i></p> <p>Using Maps</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards | <p><i>Pupils:</i></p> <p>Using Maps</p> <ul style="list-style-type: none"> Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | <p><i>Pupils:</i></p> <p>Using Maps</p> <ul style="list-style-type: none"> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map | <p><i>Pupils:</i></p> <p>Using Maps</p> <ul style="list-style-type: none"> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map | <p><i>Pupils:</i></p> <p>Using Maps</p> <ul style="list-style-type: none"> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses Begin to use 6 figure grid references. | <p><i>Pupils:</i></p> <p>Using Maps</p> <ul style="list-style-type: none"> Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps |

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| | | <p><i>Pupils:</i></p> <p>Map Knowledge</p> <ul style="list-style-type: none"> • Look at different examples of maps and to identify a map. • To understand what a map is used for. | <p><i>Pupils:</i></p> <p>Map Knowledge</p> <ul style="list-style-type: none"> • Use world maps to identify the UK in its position in the world. • Use maps to locate the four countries and capital cities of UK and its surrounding seas | <p><i>Pupils:</i></p> <p>Map Knowledge</p> <ul style="list-style-type: none"> • Locate and name on a world map and globe the seven continents and five oceans. • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles | <p><i>Pupils:</i></p> <p>Map Knowledge</p> <ul style="list-style-type: none"> • Locate the UK on a variety of different scale maps • Name & locate the counties and cities of the UK | <p><i>Pupils:</i></p> <p>Map Knowledge</p> <ul style="list-style-type: none"> • Locate Europe on a large scale map or globe • Name and locate countries in Europe (including Russia) and their capitals cities | <p><i>Pupils:</i></p> <p>Map Knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, focus on North & South America • Identify the position and significance of lines of longitude & latitude | <p><i>Pupils:</i></p> <p>Map Knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages |
| | | <p><i>Pupils:</i></p> <p>Making Maps</p> <ul style="list-style-type: none"> • using objects to make a map of a familiar setting. • Draw simple maps using key features. | <p><i>Pupils:</i></p> <p>Making Maps</p> <ul style="list-style-type: none"> • Draw basic maps, including appropriate symbols and pictures to represent places or features • Use photographs and maps to identify features | <p><i>Pupils:</i></p> <p>Making Maps</p> <ul style="list-style-type: none"> • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) • Use and construct basic symbols in a key | <p><i>Pupils:</i></p> <p>Making Maps</p> <ul style="list-style-type: none"> • Try to make a map of a short route experiences, with features in current order • Create a simple scale drawing • Use standard symbols, and understand the importance of a key | <p><i>Pupils:</i></p> <p>Making Maps</p> <ul style="list-style-type: none"> • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Draw a sketch map from a high viewpoint | <p><i>Pupils:</i></p> <p>Making Maps</p> <ul style="list-style-type: none"> • Draw a variety of thematic maps based on their own data • Draw a sketch map using symbols and a key • Use and recognise OS map symbols regularly | <p><i>Pupils:</i></p> <p>Making Maps</p> <ul style="list-style-type: none"> • Draw plans of increasing complexity • Begin to use and recognise atlas symbols |

| | Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| Locational Knowledge | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • They talk about features of their own immediate environment. • Children know about similarities and differences in relation to places. <p>Comments and asks questions about aspects of their familiar world .</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | <p>Pupils learn to:</p> <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 • 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 • 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 | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country | <p>Pupils learn to:</p> <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

Pupils learnt to:

Make observations and talk about changes.

Pupils learn to:

- 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
- use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop

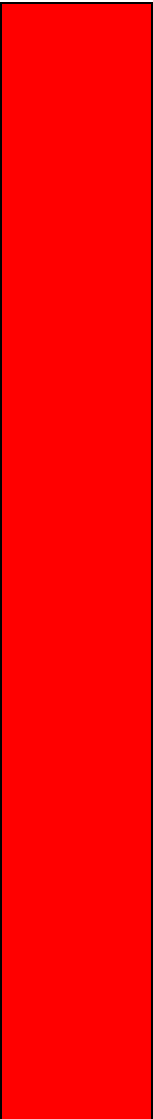
Pupils learn to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and 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

Progression in Computing



| | Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| Computer Science | <p>Pupils Learn to:</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment e.g. CD player. • Show skill in making toys work by pressing parts or lifting flaps. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • 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>Pupils learn to:</p> <ul style="list-style-type: none"> • design write and debug programs that accomplish specific goals,.....solve problems by decomposing them in smaller parts • use sequence, selection and repetition in programs • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving 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 |

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|  | <p>Pupils:</p> <ul style="list-style-type: none"> Learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination | <p>Pupils:</p> <ul style="list-style-type: none"> Learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination Learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination Use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination Extension - use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen Extension - Pupils create a 3D environment, using a graphical language such as Kodu. They link this to a story such as an island adventure | <p>Pupils:</p> <ul style="list-style-type: none"> Learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Add loops or procedures to create a repeating pattern Sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint Pupils write a simple algorithm, for instance to create a basic traffic light sequence. Use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon Extension - create a simple game using a graphical language such as Kodu or Scratch | <p>Pupils:</p> <ul style="list-style-type: none"> Write a simple algorithm, for instance to create a basic traffic light sequence. Use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. Explain how their program works Create a computer game, using a graphical language such as Scratch or Kodu Extension –use and program a raspberry pi to complete a basic task |
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Computer Science

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| <p>Computer Science</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> Recognise that a range of technology is used in places such as homes and schools. They select and use particular technology for particular purposes. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school | <p>Pupils learn to:</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school | <p>Pupils learn to:</p> <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 |
| | | <p>Pupils:</p> <ul style="list-style-type: none"> learn about some of the uses of the internet | <p>Pupils:</p> <ul style="list-style-type: none"> learn to collaborate electronically by blogging - mailing and working on shared documents | <p>Pupils:</p> <ul style="list-style-type: none"> Learn to collaborate electronically by blogging - mailing, and working on shared documents Use IT to work with other schools Learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call |

Digital Literacy incl. E-Safety

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| <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Use a password when logging onto the chromebooks to keep their details private. • Tell an adult if they see any images or text online that is inappropriate. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies | <p>Pupils learn to:</p> <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 | <p>Pupils learn to:</p> <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 |
| <p>Pupils:</p> <ul style="list-style-type: none"> • Learn what the internet is and how to use it safely. • Learn that information can be retrieved from computers. • Learn to select online games and apps safely without giving any personal details e.g. name or age. | <p>Pupils:</p> <ul style="list-style-type: none"> • Learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information • Are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. • Recognise that it may be difficult to distinguish between someone who is real and someone who is not • Are introduced to the basics of online searching • Learn to explore websites and to say whether they like them or not and why | <p>Pupils:</p> <ul style="list-style-type: none"> • Learn that the Internet can be a place to develop online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information • Learn to make good passwords for their accounts, learn about spam and how to deal with it. • Begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge • Are introduced to their roles as digital citizens in an online community • Learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others • Explore how they interact with others and are introduced to the concept of cyberbullying. • Learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication | <p>Pupils:</p> <ul style="list-style-type: none"> • Compare and contrast online friends and real life friends and learn how to respond if an online friend asks them a personal question • Decode website privacy policies, understanding the implications for the info that they share online • Explore their roles as digital citizens where they reflect on their responsibilities as they interact with others online by understanding how to prevent and respond to cyberbullying. • Begin to explore the nature of online audiences and permanency of information online. • Begin to understand the significance of published information and personal information • Learn how to communicate effectively to prevent miscommunication • Consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile • Learn the 'do's and don'ts' of copying and pasting information to avoid plagiarism. |

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| | <p>Pupils learn to:</p> <p>Learn to select online games and apps safely without giving any personal details e.g. name or age.</p> | <p>Pupils learn to:</p> <p>Learn to select online games and apps safely without giving any personal details e.g. name or age.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content |
| | <p>Pupils:</p> <p>Completes a simple program on a computer that is child appropriate. Also understanding why they use the child version for safety.</p> | <p>Pupils:</p> <p>Completes a simple program on a computer that is child appropriate. Also understanding why they use the child version for safety.</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Are introduced to the basics of online searching, including how to use effective keywords. • Learn to conduct searches that provide them with the most helpful and relevant information | <p>Pupils:</p> <ul style="list-style-type: none"> • Explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. • Learn to conduct searches that provide them with the most helpful and relevant information • Develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising |

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| ICT | <p>Pupils learnt to:</p> <ul style="list-style-type: none">• Operate simple equipment.• Select and use technology for particular purposes.• Knows that information can be retrieved from computers.• Show skill in making toys work. | <p>Pupils learn to:</p> <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content | <p>Pupils learn to:</p> <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 | <p>Pupils learn to:</p> <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 |
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| <p>Pupils:</p> <ul style="list-style-type: none"> • Digital Publishing: Learn to the art package and draw a picture using the range of tools. • Presentation: Learn to type their name using the basic word processing package. • Graphics: Learn to create a simple digital painting • Media: Learn to use digital cameras and beebots for a purpose. | <p>Pupils:</p> <ul style="list-style-type: none"> • Digital Publishing: Learn to use basic word processing package and to write and illustrate a short story • Presentation: Learn to make simple presentations • Graphics: Learn to create a simple digital painting • Animations: Learn to make a simple animation for instance in Puppet Pals • Media: Learn to use digital cameras and microphones for a purpose • Working with data: Learn to create and use a pictogram • Modelling: Explore online simulations such as Charlie Chimp | <p>Pupils:</p> <ul style="list-style-type: none"> • Digital Publishing: Learn how to use software to create an e-book, brochure or poster on a given subject • Presentation: Learn to write and deliver a presentation on a given subject • Graphics: Learn how to take, adapt or create images to enhance or further develop their work • Animations: Learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation' • Media: Record and edit media to create a short sequence • Working with data: Learn to search, sort and graph information • Modelling: | <p>Pupils</p> <ul style="list-style-type: none"> • Digital Publishing: Learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media • Presentation: Learn to write and deliver a presentation, incorporating a range of media • Graphics: Learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project • Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals' or 'Stop Motions Animation' - this may be extended by editing the final product in using video editing software • Media: Record and edit media to create a short sequence - extended by editing the final product in using video editing software |
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| | | | | <ul style="list-style-type: none">• Working with data: Learn to search, sort and graph information• Modelling: Learn how to use a spreadsheet to model data |
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Progression in Art and Design



| | | Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| Skills and Techniques | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> Understands they can use lines to enclose a space and then begin to use these shapes to represent objects. <p>Create simple representations of events, people and objects.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p>Pupils learn to:</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) | |
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| | Creating Ideas | <p>Pupils:</p> <ul style="list-style-type: none"> • Learn to use shapes and enclosed spaces to represent people and objects. • Learn to use construction materials to represent objects. • Understands that different media can be combined to create new effects. | <p>Pupils:</p> <ul style="list-style-type: none"> • Work from observation and known objects • Use imagination to form simple images from given starting points or a description • Begin to collect ideas in sketchbooks • Work with different materials • Begin to think what materials best suit the task | <p>Pupils:</p> <ul style="list-style-type: none"> • Develop sketch books • Use a variety of ways to record ideas including technology • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways | <p>Pupils:</p> <ul style="list-style-type: none"> • Select and develop ideas confidently, using suitable materials confidently • Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others • Begin to explore possibilities, using and combining different styles and techniques |
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| Skills and Techniques | Drawing / Mark Making | <p>Pupils:</p> <ul style="list-style-type: none"> • Begin to control lines to create simple drawings from observations • Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel • Hold a large paint brush correctly • Make marks using paint with a variety of tools | <p>Pupils:</p> <ul style="list-style-type: none"> • Begin to control lines to create simple drawings from observations • Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel • Hold a large paint brush correctly • Make marks using paint with a variety of tools • Consider consistency when applying paint • Colour within the line • Draw on smaller and larger scales • Begin to add detail to line drawings | <p>Pupils:</p> <ul style="list-style-type: none"> • Use sketchbooks to record drawings from observation • Experiment with different tones using graded pencils Include increased detail within work • Draw on a range of scales • Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) • Use a variety of brushes and experiment with ways of marking with them • Develop shadows • Use tracing | <p>Pupils:</p> <ul style="list-style-type: none"> • Use first hand observations using different viewpoints, developing more abstract representations • Introduce perspective, fore/back and middle ground • Investigate proportions • Use a range of mediums on a range of backgrounds • Work indoors and outdoors • Show different qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight |
| | Working With Colour | <p>Pupils:</p> <ul style="list-style-type: none"> • Select a particular colour for a purpose. • Recognise and name primary and secondary colours • Mix primary colours to make secondary colours | <p>Pupils:</p> <ul style="list-style-type: none"> • Recognise and name primary and secondary colours • Mix primary colours to make secondary colours • Share colour charts to compare variations of the same colour • Create and experiment with shades of colour and name some of these • Recognise warm and cold colours • Create washes to form backgrounds • Explore the relationship between mood and colour | <p>Pupils:</p> <ul style="list-style-type: none"> • Mix and match colours (create palettes to match images) • Lighten and darken tones using black and white • Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) • Experiment with watercolour, exploring intensity of colour to develop shades • Explore complementary and opposing colours in creating patterns | <p>Pupils:</p> <ul style="list-style-type: none"> • Build on previous work with colour by exploring intensity Introduce acrylic paint • Develop watercolour techniques • Explore using limited colour palettes • Investigate working on canvas experiment with colour in creating an effect • Mark make with paint (dashes, blocks of colour, strokes, points) • Develop fine brush strokes |

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| Skills and Techniques | Printing | <p>Pupils:</p> <ul style="list-style-type: none"> • Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control | <p>Pupils:</p> <ul style="list-style-type: none"> • Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control • Develop controlled printing against outline /within cut out shapes • Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns • Experiment with marbling, investigating how ink floats and changes with movement | <p>Pupils:</p> <ul style="list-style-type: none"> • Use roller and ink printing. • Use simple block shapes formed by children • Blend two colours when printing • Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays • Form string roller prints to create continuous patterns | <p>Pupils:</p> <ul style="list-style-type: none"> • Create polystyrene printing blocks to use with roller and ink • Explore monoprinting (see below for artists) • Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point • Experiment with screen printing • Design and create motifs to be turned into printing block images • Investigate techniques from paper printing to work on fabrics |
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| | Sculpture | <p>Pupils:</p> <ul style="list-style-type: none"> • Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools • Investigate a range of different materials and experiment with how they can be connected together to form simple structures • Constructs with a purpose in mind, using a variety of materials. | <p>Pupils:</p> <ul style="list-style-type: none"> • Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures • Investigate a range of different materials and experiment with how they can be connected together to form simple structures • Look at sculptures and try to recreate them using everyday objects/range of materials • Begin to form own 3D pieces. Consider covering these with papier-mâché • Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools • Look at sculptures by known artists and natural objects as starting points for own work | <p>Pupils:</p> <ul style="list-style-type: none"> • Develop confidence working with clay adding greater detail and texture • Add colour once clay is dried • Investigate ways of joining clay - scratch and slip • Are introduced to 'modroc' • Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms | <p>Pupils:</p> <ul style="list-style-type: none"> • Design and create sculpture, both small and large scale • Make masks from a range of cultures and traditions, building a collage element into the sculptural process • Use objects around us to form sculptures • Use wires to create malleable forms • Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) • Create human forms showing movement |
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| Skills and Techniques | Textile and Collage | <p>Pupils:</p> <ul style="list-style-type: none"> • Develop collages, based on a simple drawing, using papers and materials • Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) | <p>Pupils:</p> <ul style="list-style-type: none"> • Develop collages, based on a simple drawing, using papers and materials • Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) • Weave using recycled materials – paper, carrier bags • Investigate a range of textures through rubbings • Experience simple batik work • Develop tearing, cutting and layering paper to create different effects • Dye fabrics using tea, red cabbage, beetroot, onion, spinach • Weave with wool | <p>Pupils:</p> <ul style="list-style-type: none"> • Research embroidery designs from around the world, create own designs based on these • Sew simple stitches using a variety of threads and wool • Investigate tie-dyeing • Create a collage using fabric as a base • Make felt • Develop individual and group collages, working on a range of scales • Use a range of stimulus for collage work, trying to think of more abstract ways of showing views | <p>Pupils:</p> <ul style="list-style-type: none"> • Introduce fabric block printing • Create tie dye pieces combining two colours • Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. • Weave using paintings as a stimulus / the natural world • Experiment with circular embroidery frames • Create detailed designs which can be developed into batik pieces |
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Knowledge About Artists

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| <p>Pupils learn:</p> <ul style="list-style-type: none"> About the work of 2 well known artists and compare similarities and differences. | <p>Pupils learn:</p> <ul style="list-style-type: none"> About 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>Pupils learn:</p> <ul style="list-style-type: none"> About great artists, architects and designers in history | |
| <p>Pupils:</p> <ul style="list-style-type: none"> Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) and Mondrian (shape). | <p>Pupils:</p> <ul style="list-style-type: none"> Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage) Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces Consider specific works such as Richard Long's 'Mud Hand Circle' (printing) Consider works from different cultures e.g. Chinese block prints | <p>Pupils:</p> <p>Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing)</p> <ul style="list-style-type: none"> Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour) Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture) Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing) Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour) Abstract paintings by Picasso (colour) Use the work of artist Stacey Chapman "'car"' and other images on the internet (print) Look at work of Henry Moore (sculpture) Consider work by contemporary textile artist Patricia Greaves (textiles) | <p>Pupils:</p> <p>Use the work of artists to replicate ideas or inspire own work e.g.</p> <ul style="list-style-type: none"> Consider work by artists such as Cezanne, Derain, Van Gogh (colour) Look at the style of Fauve artists Derain, Vlaminck and Braque Consider the work of Seurat (pointillism –colour) Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print) Consider work of Cornelia Parker (sculpture) Consider the work from other cultures e, g Asia Consider Georgia O Keffe flowers showing use of line or William Morris detailed tiles - natural sources (colour) Look at cubist artists such as Picasso, Duchamp to show movement/ layering Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol) Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points |

Progression in Design and Technology



| | | Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| Design | | <p>Pupils learn to:</p> <p>Design and create an object for a purpose.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | <p>Pupils learn to:</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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | |
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| Contexts, Uses and Purposes | <p>Pupils:</p> <p>Understand the purpose of their object and who or what might use it.</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • State the purpose of the design and the intended user • Explore materials, make templates and mock ups e.g. moving picture / lighthouse | <p>Pupils:</p> <ul style="list-style-type: none"> • Gather information about the needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas • Research designs | <p>Pupils:</p> <ul style="list-style-type: none"> • Carry out research, using surveys, interviews, questionnaires and web-based resources • Identify the needs, wants, preferences and values of particular individuals and groups • Develop a simple design specification to guide their thinking • Recognise when their products have to fulfil conflicting requirements |
| | Ideas | <p>Pupils:</p> <ul style="list-style-type: none"> • Use books and pictures to inspire their designs and drawings. | <p>Pupils:</p> <ul style="list-style-type: none"> • Generate own ideas for design by drawing on own experiences or from reading | <p>Pupils:</p> <ul style="list-style-type: none"> • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and diagrams • Use computer-aided design |

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| Make | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [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 |
| | Planning | <p>Pupils:</p> <ul style="list-style-type: none"> • Experiments with a range of tools and begin to select particular tools to create a required effect. | <p>Pupils:</p> <ul style="list-style-type: none"> • Select from a range of tools and equipment explaining their choices • Select from a range of materials and components according to their characteristics | <p>Pupils:</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities • Order the main stages of making • Produce detailed lists of tools, equipment and materials that they need |
| | Practical Skills | <p>Pupils:</p> <ul style="list-style-type: none"> • Learn how to handle tools correctly, such as how to hold scissors. | <p>Pupils:</p> <ul style="list-style-type: none"> • Follow procedures for safety • Use and make own templates | <p>Pupils:</p> <ul style="list-style-type: none"> • Follow procedures for safety • Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components |

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| | | | <ul style="list-style-type: none"> • Measure, mark out, cut out and shape materials and components • Assemble, join and combine materials and components • Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples • Use finishing techniques, including those from art and design | <ul style="list-style-type: none"> • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy | <ul style="list-style-type: none"> • Accurately measure to nearest mm, mark out, cut and shape materials and components • Accurately assemble, join and combine materials/ components • Accurately apply a range of finishing techniques, including those from art and design • Use techniques that involve a number of steps • Demonstrate resourcefulness, e.g. make refinements |
| Evaluate | Own Ideas and Products | Pupils learn to: | Pupils learn to: | Pupils learn to: | |
| | | <ul style="list-style-type: none"> • Selects appropriate resources and adapts work where necessary. | <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> • 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 | |
| | Pupils: | Pupils: | Pupils: | | |
| | <ul style="list-style-type: none"> • Talk about their design ideas and what they are making | <ul style="list-style-type: none"> • Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved • Evaluate products and components used | <ul style="list-style-type: none"> • Identify the strengths and weaknesses of their ideas and products • Consider the views of others, including intended users, to improve their work • Refer back to their design criteria as they design and make • Use their design criteria to evaluate their completed products | <ul style="list-style-type: none"> • Identify the strengths and weaknesses of their ideas and products • Consider the views of others, including intended users, to improve their work | <ul style="list-style-type: none"> • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • Compare their ideas and products to their original design specification |

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| Existing Products | <p>Pupils:</p> <ul style="list-style-type: none"> Explore a range of materials and understand why some materials are used for a particular purpose. For example, waterproof materials to keep objects dry. | <p>Pupils:</p> <ul style="list-style-type: none"> Investigate - what products are, who they are for, how they are made and what materials are used | <p>Pupils:</p> <ul style="list-style-type: none"> Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants | |
| | | | <ul style="list-style-type: none"> Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused | <ul style="list-style-type: none"> Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are |

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| Technical | <p>Pupils learn to:</p> <ul style="list-style-type: none"> Realise tools can be used for a purpose. Join construction pieces together to build and balance. | <p>Pupils learn to:</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products | <p>Pupils learn to:</p> <ul style="list-style-type: none"> 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 [e.g. series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products | |
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Making Products Work

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| <p>Pupils:</p> <ul style="list-style-type: none"> • Understand that 2D models can be moveable using split pins. | <p>Pupils:</p> <ul style="list-style-type: none"> • Understand about the simple working characteristics of materials and components • Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2) • Understand that food ingredients should be combined according to their sensory characteristics • Know the correct technical vocabulary for the projects they are undertaking • Understand how freestanding structures can be made stronger, stiffer and more stable | <p>Pupils</p> <ul style="list-style-type: none"> • Understand how to use learning from science and maths to help design and make products that work • Know that materials have both functional properties and aesthetic qualities • Know that materials can be combined and mixed to create more useful characteristics • Know that mechanical and electrical systems have an input, process and output • Use the correct technical vocabulary for the projects they are undertaking | |
| | | <ul style="list-style-type: none"> • Understand how levers and linkages or pneumatic systems create movement • Understand how simple electrical circuits and components can be used to create functional products • Understand how to program a computer to control their products • Know how to make strong, stiff shell structures • Know that a single fabric shape can be used to make a 3D textiles product • Know that food ingredients can be fresh, pre-cooked and processed | <ul style="list-style-type: none"> • Understand how cams, pulleys and gears create movement • Understand how more complex electrical circuits and components can be used to create functional products • Understand how to program a computer to monitor changes in the environment / control their products • Know how to reinforce/strengthen a 3D framework • Know that a 3D textiles product can be made from a combination of fabric shapes • Know that a recipe can be adapted a by adding or substituting one or more ingredients |

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| Cooking and Nutrition | | <p>Pupils learn to:</p> <p>Distinguish between healthy and unhealthy food.</p> | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • 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 |
| | Where Food Comes From | <p>Pupils:</p> <ul style="list-style-type: none"> • Understand that food is bought in a shop but is not grown or made there. <p>Know that vegetables come from farms.</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Know where food comes from | <p>Pupils:</p> <ul style="list-style-type: none"> • 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 • Know that seasons may affect the food available • Understand how food is processed into ingredients that can be eaten or used in cooking |
| | Food Preparation, Cooking and | <p>Pupils:</p> <ul style="list-style-type: none"> • Use appropriate equipment to weigh and measure ingredients • Prepare simple dishes safely and hygienically, without using a heat sources | <p>Pupils:</p> <ul style="list-style-type: none"> • Use appropriate equipment to weigh and measure ingredients • Prepare simple dishes safely and hygienically, without using a heat sources | <p>Pupils:</p> <ul style="list-style-type: none"> • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking |

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| | | | <ul style="list-style-type: none"> • Use techniques such as cutting • Name and sort foods into the five groups of the 'eat well' plate • Know that everyone should eat at least five portions of fruit and vegetables every day | <ul style="list-style-type: none"> • Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate • Know that to be active and healthy, food is needed to provide energy for the body • Measure using grams • Follow a recipe | <ul style="list-style-type: none"> • Know that recipes can be adapted to change the appearance, taste, texture and aroma • Know that different foods contain different substances - nutrients, water and fibre - that are needed for health • Understand the need for correct storage • Measure accurately • Work out ratios in recipes |
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Progression in French



| Key Stage Two | | | | |
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| | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing | | | |
| | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |

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| <p style="text-align: center;">Reading</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Sequence written instructions • Recognise some familiar words in written form • Recognise and read known sounds within words • Read some key vocabulary | <p>Pupils:</p> <ul style="list-style-type: none"> • Understand words displayed in the classroom • Research additional vocabulary using a dictionary • Read familiar words and join in with a non-fiction text / story | <p>Pupils:</p> <ul style="list-style-type: none"> • Show understanding of a short text containing familiar and unfamiliar language • Retrieve information from a text • To make predictions based on existing knowledge • Read aloud to a partner or small group | <p>Pupils:</p> <ul style="list-style-type: none"> • Use knowledge of word order and sentence construction to support the understanding of written text • Read and understand the main points and some detail from a short, written passage • Read aloud with confidence |
| <p style="text-align: center;">Speaking and Listening</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Respond to simple questions with support from a spoken model or visual clue • Respond to spoken instructions • Recognise numbers 1–20 • Discriminate sounds and identify meaning when items are repeated several times • Greet others with confidence and reply to the questions • Know a well-known children’s song in language studied • Sing a song from memory, with clear pronunciation Identify common nouns • Begin to know some key vocabulary e.g. body parts, colours | <p>Pupils:</p> <ul style="list-style-type: none"> • Identify and pronounce accurately the names of some countries and towns • Sing a song from memory on a related topic • Listen with care • Listen to a story and select keywords and phrases from it • Ask and answer simple questions with correct intonation • Remember a sequence of spoken words • Speak clearly and confidently • Initiate a conversation when working with a partner • Express opinions • Develop a wider vocabulary | <p>Pupils:</p> <ul style="list-style-type: none"> • Understand numbers in multiples of 10 up to 100 • Understand and give simple directions • Say that they don’t understand and ask for something to be repeated • Give information • Use short sentences when asking and answering questions • Prepare a short talking task alone or with a partner and present this with reasonable pronunciation • Listen to a story or poem and identify key words and phrases | <p>Pupils:</p> <ul style="list-style-type: none"> • Follow short descriptions in order to find specific information • Devise and perform a short sketch in role play situation • Demonstrate creativity and imagination in using known language in new contexts • Listen attentively and understand more complex phrases and sentences • Understand longer and more complex phrases or sentences • Use spoken language confidently to initiate and sustain conversations and to tell stories • Prepare a short presentation on a familiar topic |

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| <p style="text-align: center;">Writing</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Write some of the numbers to 20 from memory • Experiment with writing simple words • Copy accurately in writing some key words • Copy or label using single words or short phrases | <p>Pupils:</p> <ul style="list-style-type: none"> • Write familiar words and simple phrases from a model • Understand and write a short email using structures learnt | <p>Pupils:</p> <ul style="list-style-type: none"> • Write a simple poem • Write short sentences in a presentation or booklet • Write simple instructions accurately • Write sentences on a range of topics using a model | <p>Pupils:</p> <ul style="list-style-type: none"> • Write sentences using some description • Apply a range of linguistic knowledge to create simple, written pieces that can be understood • Use dictionaries to support writing |
| <p style="text-align: center;">Knowledge About the Culture of French Speaking Countries</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Start to understand cultural similarities and differences and how festivals are celebrated • Understand the differences in social conventions when people greet each other | <p>Pupils:</p> <ul style="list-style-type: none"> • Identify counties where selected language is spoken Investigate aspects of lifestyle in selected country e.g. food or leisure activities • Investigate weather patterns of select country | <p>Pupils:</p> <ul style="list-style-type: none"> • Look at further aspects of everyday lives from the perspective of someone from another country • Learn about places of interest/ importance within the county studied | <p>Pupils:</p> <ul style="list-style-type: none"> • Present information about an aspect of culture • Compare and contrast countries where language is spoken with this country • Investigate famous people / events from the chosen country to be studied • Investigate cultural differences |



Progression in Music

| | | Year R | Year 1/2 | Year 3/4 | Year 5/6 |
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| Performing - Singing | | | Pupils learn to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes | Pupils learn to: <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 | |
| | Vocal Expression | | Pupils: <ul style="list-style-type: none"> • Use their voices confidently to create sound effects • Explore different types of voices • Sing songs in different ways and discuss the effect | Pupils: <ul style="list-style-type: none"> • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) | Pupils: <ul style="list-style-type: none"> • Create different vocal effects when singing and rapping |
| | Chants and Rhymes | | Pupils: <ul style="list-style-type: none"> • Chant words expressively using known songs and rhymes • Chant and clap in time with a steady pulse | Pupils: <ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. • Be aware of correct posture whilst singing/playing • Play singing games and clapping games • Sing/perform rhythmically straightforward parts | Pupils: <ul style="list-style-type: none"> • Sing songs in unison and two parts • Maintain their own part when singing songs written in two parts • Sing songs written in different metres |

| Performing - Singing | | Pitch | |
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| Singing | | | |
| | <ul style="list-style-type: none"> • Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. ' I' m the Kingof the Castle' , to find their singing voice and match pitches • Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice • Follow the shape of the melody when singing songs. (Use hand/arm to <i>gesture</i>) | <p>Pupils:</p> <ul style="list-style-type: none"> • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) | |
| | <ul style="list-style-type: none"> • Sing songs while maintaining a steady beat: tapping/walking • Sing songs at different speeds • Sing the same song in different ways: loud, quiet; fast, slow, and in various moods • Use the ' thinking voice' - ie singthe words in their head • Play singing games in which children sing phrases alone • Sing songs expressively increasingly in tune within a limited pitch • Recognise phrase lengths and know when to breathe with an attention to posture • Use movements to show phrases • Perform each phrases in different ways | <p>Pupils:</p> <ul style="list-style-type: none"> • Sing words/phrases of a song in their heads (thinking voice) • Sing with expression • Sing/play appropriate material confidently and fluently • Make improvements to singing - rehearse together to achieve objectives • Use graphic notation to illustrate the shape and formation of melodies | <p>Pupils:</p> <ul style="list-style-type: none"> • Sing/play with increased control, expression, fluency and confidence • Sing with clear diction, a sense of phrase and musical expression • Control breathing, posture and sound projection. • Breathe in agreed places to identify phrases. • Recognise structures in known songs (identify repeated phrases) • Sing a round in two parts - identify the melodic phrases and how they fit together • Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies |

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| Performing - Playing | | | Pupils learn to: <ul style="list-style-type: none"> • play tuned and un-tuned instruments musically | Pupils learn to: <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 |
| | Instrument identification and sound qualities | | Pupils: <ul style="list-style-type: none"> • Describe, name and group a variety of instruments • Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together | Pupils: <ul style="list-style-type: none"> • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) • Select instruments and create sounds to describe visual images |

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| | Control | | <p>Pupils:</p> <ul style="list-style-type: none"> • Handle and play a variety of tuned and un-tuned instruments with control • Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands • Add an instrument to play on the beat and one to play with the rhythm • Mark the pulse of a song with stamps/ claps • Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting • Count with a steady pulse • Contribute ideas and control sounds as part of a class composition and performance | <p>Pupils:</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse • Maintain own part with awareness of how the different parts fit together to achieve an overall effect | <p>Pupils:</p> <ul style="list-style-type: none"> • Play instruments with control and rhythmic accuracy • Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING • Perform a round confidently using voices and instruments. • Be aware of other parts when playing an independent part • Play simple chords in sequence • Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment Subdivide the pulse keeping to a steady beat. |
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| Improving | | | | | |
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| | Evaluating | Notation | | | |
| | | | <p>Pupils:</p> <ul style="list-style-type: none"> Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet Play together, using symbols as a support Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short. Perform long and short sounds in response to symbols | <p>Pupils:</p> <ul style="list-style-type: none"> Play new pieces by ear and from simple notations | <p>Pupils:</p> <ul style="list-style-type: none"> Perform significant parts from memory and from notations |
| | <p>Pupils learn to:</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music | <p>Pupils:</p> <ul style="list-style-type: none"> Evaluate own music and that of others Discuss what was good Suggest how it might be improved | <p>Pupils:</p> <ul style="list-style-type: none"> Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it Contribute to a class performance Rehearse together to achieve objectives Suggest Ideas and preparations for performances | <p>Pupils learn to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory | <p>Pupils:</p> <ul style="list-style-type: none"> Rehearse with others and help achieve a high quality performance showing an awareness of the audience, venue and occasion Refine and improve their own and others' work in relation to the intended effect |

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| Explore and Make Sounds | <p>Pupils:</p> <ul style="list-style-type: none"> • Explore different sounds using body percussion • Make various sound effects to describe selected/ thematic words • Suggest which instruments would make a particular sound • Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas • Make sounds and recognise how they can communicate ideas • Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support • Create a sound story | <p>Pupils:</p> <ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively • Identify how songs are structured and accompanied • Express song meanings/lyrics using voices or instruments • Identify and control different ways instruments make sounds | <p>Pupils:</p> <ul style="list-style-type: none"> • Develop musical imagination through experimenting, improvising and adapting sounds • Explore different textures of un-tuned sounds • Explore the relationship between sounds • Explore different combinations of vocal sounds |
| | Control and Change Sounds | <p>Pupils:</p> <ul style="list-style-type: none"> • Identify how sounds can be changed • Identify the pulse and explore getting faster and slower • Experiment with different timbres (sound qualities) • Explore the concepts: loud/quiet, high/low, fast/slow • Explore the effect of silence <p>Experiment and change sounds</p> | <p>Pupils:</p> <ul style="list-style-type: none"> • Explore repeated patterns in music/art/dance • Create repeated patterns and combine several layers of sound with awareness of the combined effect |

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| | Create Rhythms and Melodies | | <p>Pupils:</p> <ul style="list-style-type: none"> • Begin to internalise and create rhythmic patterns • Use words/phrases (these could be from songs days of week/months of year) - tap them out • Make up simple dance patterns • Use voices to provide sound effects • Create long and short sounds on instruments. • Find and play by ear, phrases of well-known songs on tuned instruments • Make up three-note tunes independently • Create songs of their own using high-middle-low pitches | <p>Pupils:</p> <ul style="list-style-type: none"> • Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) | <p>Pupils:</p> <ul style="list-style-type: none"> • Recognise combinations of pitched sounds - concords and discords • Identify and play CM diatonic Chords C-F-G-Am-Dm • Improvise - developing rhythmic and melodic material within given structures - when performing |
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| Composing | | | <p>Pupils learn to:</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimension of music • listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations | |
| | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Pupils:</p> <ul style="list-style-type: none"> • Combine sounds to create textures • Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements • Compose sequences using notated rhythms • Join sequences together to create structures of rhythmic, descriptive or dance patterns • Select and sequence pitches (limited range) to create melodic phrases • Add words to melodic phrases to create a class/group song • Compose music in pairs - and small groups • Explore, choose, combine, organise and record musical ideas within musical structures • Use a variety of notations including 'graphic score' - pictograms etc. • Develop an ability to represent sounds and symbols in movement/words/with instruments • Use staff notation as a support • Look at the music and follow each part </td> <td style="width: 50%; vertical-align: top;"> <p>Pupils:</p> <ul style="list-style-type: none"> • Create textures by combining sounds • Compose music to describe images • Create music that describes two contrasting moods • Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic) • Develop more complex rhythmic ideas • Devise rhythmic, melodic and harmonic accompaniments • Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects • Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures) • Use standard and additional methods of notation as appropriate across a range of different contexts. • Play from pitched notation (read music) • Show understanding of how music is produced in different ways and described through relevant established and invented notations </td> </tr> </table> | <p>Pupils:</p> <ul style="list-style-type: none"> • Combine sounds to create textures • Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements • Compose sequences using notated rhythms • Join sequences together to create structures of rhythmic, descriptive or dance patterns • Select and sequence pitches (limited range) to create melodic phrases • Add words to melodic phrases to create a class/group song • Compose music in pairs - and small groups • Explore, choose, combine, organise and record musical ideas within musical structures • Use a variety of notations including 'graphic score' - pictograms etc. • Develop an ability to represent sounds and symbols in movement/words/with instruments • Use staff notation as a support • Look at the music and follow each part |
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| Listening, Developing Knowledge and Understanding | Listening | Pupils learn to: | Pupils learn to: |
| | | <ul style="list-style-type: none"> listen with concentration and understanding to a range of high quality live and recorded music | <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians develop an understanding of the history of music |
| | | <p>Pupils:</p> <ul style="list-style-type: none"> Listen to short excerpts of music from a variety of styles, genres and traditions Identify a variety of instruments that can be heard and describe sounds Identify the pulse in different pieces of music Tap knees in time with 'steady beat' music Listen to different sounds in the environment Recall short sequences / patterns of sounds Sing a familiar song, identify then tap the rhythm of the words Sing back melodic phrases from known songs Listen to pieces of music that describe e.g. The Sea/ Fireworks etc Describe different images created by music Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects... Listen to a selection of music that has long (often slow) and short (often fast) sounds Recognise long and short sounds and make longer and shorter sounds with their voices | <p>Pupils:</p> <ul style="list-style-type: none"> Listen with attention to detail and internalize and recall sounds with increasing aural memory Learn new songs quickly; sing from memory Identify rhythmic patterns, instruments and repetitions of sound/pattern Internalise short melodies and play these on pitched instruments (play by ear) Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised Explain how sounds can create different intended effects Recognise how the different musical elements are combined and used expressively |
| | | | <p>Pupils:</p> <ul style="list-style-type: none"> Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods Recognise different tempi – speeds of music Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord Appraise own work by comparing/contrasting with work of others Improve performance through listening, internalising and analysing |

Pupils:

- Recall and perform rhythmic patterns to a steady pulse
- Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments
- Use movement and dance to reinforce the enjoyment of music and the sense of pulse
- Respond to long and short sounds through movement - match actions to long and short sounds
- Talk about high and low sounds in the environment and everyday life and imitate them with voices
- Sing back melodic phrases from known songs
- Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response

Pupils:

- Identify descriptive features in art and music
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- Evaluate how venue, occasion and purpose affects the way music is created performed and heard
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary
- Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians

Pupils:

- Listen with concentration and some engagement to longer pieces of instrumental and vocal music
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- Identify how music reflects different intentions Identify how music reflects time and place
- Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.
- Identify and explore musical device
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics
- Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians



Progression in Physical Education

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|--------------|---|---|---|--|---|--|
| Physical Education Skills | Dance | <ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. • To practise taking off from different positions. • To complete an obstacle course with control and agility. | <ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control. | <ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence | <ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. | <ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work. | <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a street dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance moves. • To perform and analyse own and others' performance. |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Physical Education Skills | Gymnastics | <p>To explore movement actions with control and link them together with flow.</p> <ul style="list-style-type: none"> • To explore gymnastic actions and shapes. • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. | <ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence. | <ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. | <ul style="list-style-type: none"> • To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. | <ul style="list-style-type: none"> • To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. : • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. | <ul style="list-style-type: none"> • To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Physical Education Skills | Games | <ul style="list-style-type: none"> • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with control and fluency. • To practise ABC (agility, balance and coordination) at circuit stations. • To learn skills for striking and fielding games. • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. | <ul style="list-style-type: none"> • To use hand-eye coordination to control a ball. • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. • To develop catching and dribbling skills. • To use ball skills in a mini festival. • To learn skills for playing, striking and fielding games. • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance. • To practise throwing skills in a circuit. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. | <ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for catching a ball and use it in a game. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct batting technique and use it in a game situation. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for fielding and use it in a game situation. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. | <ul style="list-style-type: none"> • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. • To play in a mini competition. | <ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'getting free' in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending. | <ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition. • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team. |

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| Physical Education Skills | Athletics | <ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running. | <ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective running style. • To run for distance. • To complete an obstacle course with control and agility. | <ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini competition, recording scores. | <ul style="list-style-type: none"> • I can run at fast, medium and slow speeds, changing speed and direction. • I can make up and repeat a short sequence of linked jumps. • I can take part in a relay activity, remembering when to run and what to do. • I can link running and jumping activities with some fluency, control and consistency. • I can throw a variety of objects, changing my action for accuracy and distance. • I can run over a long distance. • I can link running and jumping activities with some fluency, control and consistency. • I can throw a variety of objects, changing my action for accuracy and distance. • I can run over a long distance. | <ul style="list-style-type: none"> • I am controlled when taking off and landing in a jump • I can throw with accuracy. • I can follow specific rules. | <ul style="list-style-type: none"> • I can demonstrate stamina. • I can use my skills in different situations. |

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| Physical Education | Swimming | <p>Working Towards end of KS2 expectation:</p> <p>I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve.</p> | <p>Working at end of KS2 expectation:</p> <p>I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges.</p> <ul style="list-style-type: none"> I can suggest activities and practices to help improve my own performance. | <p>Working above end of KS2 expectation:</p> <p>I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges.</p> <ul style="list-style-type: none"> I can describe good swimming technique and show and explain it to others. |
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| Physical Education Skills | Health and Fitness | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | <p>Pupils talk about how to exercise safely and how their bodies feel during activities.</p> | <p>Pupils understand how to exercise safely and describe how their bodies feel during various activities.</p> | <p>Pupils begin to understand why they warm up and why physical activity is important for good health.</p> | <ul style="list-style-type: none"> Pupils give reasons why they warm up before exercise and why physical activity is good for their health. | <p>Pupils explain and apply basic safety principles in preparing for exercise. They describe the effects exercise has on their own bodies and how it is valuable to their own health and fitness.</p> | <ul style="list-style-type: none"> Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular safe exercise is good for their fitness and health. |

