



# WHOLE SCHOOL CURRICULUM PROGRESSION

2022-23

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# Art and Design

1. Deepen knowledge and understanding of a variety of artists, architects and designers				
	Year 3	Year 4	Years 5	Year 6
a	Provide details of the techniques used by notable artists, artisans and designers.		Evaluate the styles of some notable artists, artisans and designers.	
b			Show how the work of those studied was influential in both society and to other artists.	
c	Create original pieces that are influenced by the studies of others.			

2. Become creative and experimental learners and develop ideas through an artistic process				
	Year 3	Year 4	Year 5	Year 6
a	Develop ideas from starting points.		Develop and imaginatively extend ideas from starting points throughout the curriculum.	
b	Collect information, sketches and resources.		Collect information, sketches and resources and present ideas imaginatively in sketch books.	
c	Explore ideas in a variety of ways.		Spot the potential in unexpected results as work progresses.	
d	Comment on artworks using visual language.		Comment on artworks with a fluent grasp of visual language.	

3. Master a range of art and design techniques				
	Year 3	Year 4	Year 5	Year 6
a painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.		Use brush techniques and the qualities of paint to create texture.	
b painting/ pastels	Mix colours effectively		Create a colour palette based upon colours observed in the natural or built world.	
c painting	Use watercolour paint to produce washes for background then add detail.		Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	
d painting/ pastels	Experiment with creating mood with colour.		Combine colours, tones and tints to enhance the mood of a piece.	
e drawing	Use different hardnesses of pencils to show line, tone and texture.		Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	
f drawing	Use shading to show light and shadow.		Use a choice of techniques to depict movement, perspective, shadows and reflection.	
g drawing	Use hatching and cross-hatching to show tone and texture.		Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	
h sculpture	Create and combine shapes to create recognisable forms (e.g shapes made from nets of solid materials).		Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.	
i sculpture	Include texture that conveys feelings, expression or movement.		Use tools to carve and add shapes, texture and pattern.	
j sculpture	Add materials to provide interesting detail.		Use frameworks (such as wire or moulds) to provide stability and forms.	
k collage	select and arrange materials for a striking effect.		Mix textures (rough and smooth, plain and patterned)	
l collage	Use coiling, overlapping, tessellation, mosaic and montage.		Use ceramic mosaic materials and techniques.	
m printing	Use layers of two or more colours.		Build up layers of colours.	
n printing	Replicate patterns observed in natural or built environments.		Create an accurate pattern, showing fine detail.	

<b>o printing</b>	Make printing blocks (e.g. from coiled string glued to a block)	Use a range of visual elements to reflect the purpose of the work.
<b>p digital media</b>	Create images, video and sound recordings and explain why they were created.	Enhance digital media by editing (including sound, video, animation, still images and installations)
<b>q digital media</b>	Replicate some of the techniques used by notable artists, artisan and designers.	Give details (including own sketches) about the style of some notable artists, artisans and designers.
<b>r digital media</b>	Create original pieces that are influenced by studies of others.	Show how the work of those studied was influential in both society and to other artists.

# Computing

1. Demonstrate the ability to think technologically				
	Year 3	Year 4	Year 5	Year 6
a	Name some of the different ways people use technology (e.g. internet, email, Google slides, gaming etc). Explain the benefits of some of the uses of technology (e.g. emailing is a faster way to communicate than posting letters)		Examine and compare the uses of technology, evaluating the pros and cons.	
b	Demonstrate an understanding of various uses of technology (e.g. internet browsing, email, Google apps etc.)		Select the appropriate technology required to complete an activity.	

2. Coding: Develop thinking in order to create and innovate				
	Year 3	Year 4	Year 5	Year 6
a. motion	Use specified screen coordinates to control movement.		Set IF conditions for movements. Specify types of rotation giving the number of degrees.	
b. looks	Set the appearance of objects and create sequences of changes.		Change the position of objects between screen layers (send to back, bring to front).	
c. sound	Create and edit sounds. Control when they are heard, their volume, duration and rests.		Upload sounds from a file and edit them. Add effects such as fade in and fade out and control their implementation.	
d. draw	Control the shade of pens.		Combine the use of pens with movement to create interesting effects.	
e. events	specify conditions to trigger events.		Set events to control other events by 'broadcasting' information as a trigger.	
f. control	Use IF THEN conditions to control events or objects.		Use IF THEN ELSE conditions to control events or objects.	
g. sensing	Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).		Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.	
h. variables and lists	Use variables to store a value. Use the functions, define, set, change, show and hide to control the variables.		Use lists to create a set of variables.	
i. operators	Use the Reporter operators () + () () - () () * () () / () to perform calculations.			

3. Communicate: Use applications to become computer literate and communicate ideas				
	Year 3	Year 4	Year 5	Year 6

<b>a</b>	Locate the letters of the alphabet on the keyboard with accuracy.	Memorise the location of the alphabet, and other important keys (e.g. shift, ctrl, alt, del), on the keyboard with accuracy.	Demonstrate accuracy and efficiency when typing.	Choose shortcut keys when appropriate.
<b>bi</b>	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.		Choose the most suitable applications and devices for the purposes of communication.	
<b>bii</b>			Use many of the advanced features in order to create high quality, professional or efficient communications.	
<b>c</b>	Devise and construct databases using applications designed for this purpose in areas across the curriculum.		Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	

<b>4. Connecting: Show progressive communication skills through the use of IT</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Understand online risks and give examples of them.	Understand that comments made online that are hurtful or offensive and can be interpreted as the same as bullying.	Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	Evaluate the impact on others of irresponsible online communications.
<b>b</b>	Recognise some features of applications and devices in order to communicate ideas, work or messages.		Choose the most suitable applications and devices for the purposes of communication.	
<b>c</b>		Understand the term 'copyright'.		Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission from the copyright holder.
<b>d</b>	Understand how online services work.		Understand how simple networks are set up and used.	

# Design and Technology

## I. Become creative and imaginative learners, designing, making, evaluating and improving

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Examine and compare their designs and the work of others, evaluating the effectiveness.		Critique their own and others' work, making suggestions for future designs.	
<b>b</b>	Using prior subject knowledge, design with purpose by identifying opportunities to design.		Drawing on prior knowledge from other subject areas, design with the user in mind, motivated by the service a product will offer.	
<b>c</b>	Make products, selecting appropriate materials and tools.		Make products by working efficiently.	
<b>d</b>	Refine work and techniques as work progresses, continually evaluating the product design.		Make products through stages of prototypes, making continual refinements.	

## 2. Master practical skills and acquire a broad range of subject knowledge

	Year 3	Year 4	Year 5	Year 6
<b>a food</b>	Prepare ingredients hygienically using appropriate utensils.		Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms).	
<b>b food</b>	Following a recipe, measure ingredients to the nearest gram accurately.		Measure accurately, converting units of measure where necessary, and calculate ratios of ingredients to scale up or down from a recipe.	
<b>c food</b>	Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).		Demonstrate a range of baking and cooking techniques whilst creating and refining recipes, including ingredients, methods, cooking times and temperatures.	
<b>d materials</b>	Cut materials accurately and safely by selecting appropriate tools.		Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).	
<b>e materials</b>	Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).		Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).	
<b>f materials</b>	Measure and mark out to the nearest millimetre.			
<b>g materials</b>	Select appropriate joining techniques.			
<b>h textiles</b>	Understand the need for a seam allowance.		Create objects (such as a cushion) that employ a seam allowance.	
<b>i textiles</b>	Join textiles with appropriate stitching.		Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).	
<b>j textiles</b>	Select the most appropriate techniques to decorate textiles.		Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	
<b>k construction</b>	Choose suitable techniques to construct products or to repair items, and strengthen materials.		Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, glueing, filing and sanding).	
<b>l mechanics</b>	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).		Use innovative combinations of electronics and mechanics in product designs.	

m mechanics		Convert rotary motion to linear using cams.
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**3. Take inspiration from design throughout history, appreciating the design process that has influenced the products we use in everyday life.**

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Identify some of the great designers in all of the areas of study to generate ideas for designs.		Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.	
<b>b</b>	Improve upon existing designs, giving reasons for choices.		Create designs that improve upon existing products.	
<b>c</b>	Disassemble products to understand how they work.		Evaluate the design of products so as to suggest improvements to the user experience.	

# Geography

## 1. Collect and analyse a range of data through fieldwork

	Year 3	Year 4	Year 5	Year 6
a	Use fieldwork to observe and record the human and physical features of the school locality.		Select a range of fieldwork methods to record and present an understanding of geographical processes of the school's region.	Evaluate a range of information, including statistics, to draw clear conclusions about wider locations.

## 2. Locate the world's countries

	Year 3	Year 4	Year 5	Year 6
a	Identify the countries and capitals of the United Kingdom.	Locate the countries within Europe and find similarities and differences between one European country and a country in the UK.	Locate the world's countries, with a focus on North and South America and countries of particular interest to pupils.	Compare and contrast the world's countries, with a focus on European and North and South American countries and those of particular interest to pupils.

## 3. Develop a deep understanding of the earth's key physical and human processes

	Year 3	Year 4	Year 5	Year 6
a	Use basic geographical vocabulary to describe key <b>physical</b> and <b>human</b> features of locations.		Understand similarities and differences through the study of <b>human</b> and <b>physical</b> geography of a region or area of the United Kingdom.	Understand similarities and differences through the study of the <b>human</b> and <b>physical</b> geography of a region or area within North or South America.
b		Summarise similarities and differences through the study of <b>human</b> and <b>physical</b> geography of a region or area in a European country.		
c	Describe the weather and climate in the United Kingdom and wider world, including seasonal and daily weather patterns.			
d	Use basic geographical vocabulary to describe the key aspects of <b>physical geography</b> , including settlements, rivers, mountains, soil, vegetation, rocks and weather.		Describe key aspects of <b>physical</b> geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Identify and describe how the <b>physical</b> features affect the human activity within a location.

<b>e</b>		Use basic geographical vocabulary to describe the key aspects of <b>human geography</b> , including city, town, village, factory, farm, house, office and shop.	Describe key aspects of <b>human</b> geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.
<b>f</b>			Hypothesise about the diversity of places, people, resources and natural and human environments and draw conclusions from their findings.
<b>g</b>			Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Justify how locations around the world are changing and explain some of the reasons for change.

#### 4. Interpret a range of sources of geographical information

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Use world maps, atlases and globes to identify the countries of the United Kingdom, and the continents and oceans of the world.	Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right), to describe the location of features and routes on a map.	Analyse maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.	Criticise the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
<b>b</b>		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Evaluate a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
<b>c</b>			Know the position of latitude, longitude, Equator, Northern & Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Discuss the 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)

#### 5. Communicate geographical information in a variety of ways

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Devise a simple map; and use basic symbols in a key.		Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

<b>b</b>		Use simple grid references.		
<b>c</b>			Plan to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the wider world.	
<b>d</b>				Develop relationships with the local community.

# History

1. Investigate and interpret evidence		
	Years 3 and 4	Years 5 and 6
a	Use evidence to ask and answer questions about the past.	Use sources of evidence to deduce information about the past.
b	Suggest suitable sources of evidence for historical enquiries.	Select suitable sources of evidence, giving reasons for choices.
c	Use more than one piece of evidence for historical enquiry in order to gain a more accurate understanding of history.	Use different sources of information to form testable hypotheses about the past.
d	Describe different accounts of historical events, explaining some of the reasons the accounts may differ.	Seek out and analyse a wide range of evidence in order to justify claims about the past.
e	Suggest causes and consequences of some of the main events and changes in history.	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
f		Evaluate a wide range of sources and understand that no single source of evidence gives the full answer to questions about the past.
g		Refine lines of enquiry as appropriate.

2. Understand chronology				
	Year 3	Year 4	Year 5	Year 6
a	Place events, artefacts and historical figures, from different periods in history, on a timeline using dates.		Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	
b			Identify periods of rapid change in history and contrast them with times of relatively little change.	
c	Understand the concept of change over time, representing this, along with evidence, on a timeline.		Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	
d	Accurately use dates and terms to describe events.		Use dates and terms accurately in describing events.	

a. Build an overview of world history				
	Year 3	Year 4	Year 5	Year 6
a	Describe changes that have happened in the locality of the school throughout history.		Identify continuity and change in the history of the locality of the school.	
b	Give a broad overview of life in Britain from ancient until medieval times.			Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
c	Compare some of the times studied with those of other areas of interest around the world.		Compare, contrast and evaluate some of the times studied with those of the other areas of interest around the world.	
d	Describe the social, ethnic, cultural or religious diversity of past society.		Describe and evaluate the social, ethnic, cultural or religious diversity of past society.	

e	Describe some features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe and evaluate the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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### 3. Communicate historically

	Year 3	Year 4	Year 5	Year 6
a	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• time period</li> <li>• change</li> <li>• chronology</li> <li>• dates</li> <li>• era</li> </ul>		Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• time period</li> <li>• change</li> <li>• chronology</li> <li>• dates</li> <li>• era</li> <li>• century</li> <li>• decade</li> <li>• continuity</li> <li>• legacy</li> </ul>	
b	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	
c			Use original ways to present information and ideas.	

# Languages

## 1. Foster curiosity about foreign languages and deepen cultural understanding

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Locate Spain on a map of Europe, map of the world, atlas.	Locate on a world map and know the name of some other Spanish speaking countries in the world.	Identify similarities and differences between Rotherham/England and a town/city in Spain.	Compare and contrast Rotherham/England and a town/city in another Spanish speaking country.
<b>b</b>	Know some facts about Spain.	Know about some specific aspects of everyday life in a Spanish speaking country and compare with their own.		
<b>c</b>	Identify similarities and differences between festivals and celebrations in Spain and England.		Compare symbols, objects or products which represent their own culture with those of a Spanish speaking country.	Present information about an aspect of culture in a Spanish speaking country.

## 2. Understand and respond to spoken language from a variety of authentic sources

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Listen and respond to simple rhymes, stories and songs.		Understand the main points and opinions in spoken passages.	
<b>b</b>	Understand simple instructions listening for specific words and phrases.		Listen attentively and understand longer or more complex phrases and sentences.	

## 3. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Recognise and respond to sound patterns and words.	Ask and answer questions on several topics.	Use spoken language confidently to take part in conversations to seek or give information.	
<b>b</b>	Recall, retain and use simple vocabulary.	Demonstrate a growing vocabulary.	Apply their growing vocabulary to produce extended responses.	Give a short, prepared talk that includes opinions.

## 4. Read and write at varying length, for different purposes and audiences, using the variety of grammatical structures learned

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Recognise some familiar words in the written form.	Read and understand some familiar words and phrases.	Read and understand short texts.	Read and understand the main points, and some details, from a short written passage.
<b>b</b>	Write simple words using a model.	Write simple sentences using familiar vocabulary.	Write short texts on familiar topics.	Choose imaginative and adventurous vocabulary choices when writing short texts.

# Music

## 1. Listen, with attention to detail, to different pieces of music and describe how they sound

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Describe (using words or movements) how a piece of music makes you feel.	Interpret music through visual or linguistic means. E.g. drawing how a piece of music makes you feel or an image it makes you think of.	Discuss a favourite song or piece of music and be able to say features of music that they like. For example, the lyrics, rhythm, instruments etc.	Identify features about a piece of music, using musical vocabulary. For example, dynamics, timbre, instrumentation, tempo.
<b>b</b>	Describe how a piece of music sounds using words such as, 'loud, quiet, fast, slow' etc.	List ways in which people interact with music in their daily life. Listen to, and name pieces of music, which are used to celebrate important events in the present day.	Use musical vocabulary to describe how a piece of music sounds.	Appraise pieces of music that are used to celebrate important events (in both the past and the present).
<b>c</b>			Identify the beat of the music and be able to clap along in time.	

## 2. Play and perform musical ideas

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Take part in singing, accurately following the melody and rhythm.	Follow instructions from a leader about how and when to play or sing so that musical ideas are performed accurately as a group.	With increased confidence and accuracy, take part in singing, accurately following the melody and rhythm.	Understand and read musical notation (rhythms and pitch).
<b>b</b>	Be able to play or sing loudly or softly as directed.	Follow a beat and play or sing in time with a group.	Apply knowledge of rhythms when playing an unpitched instrument (such as a drum) and play these rhythms in time as a group, or independently.	Recognise a range of pitches and be able to play them on a pitched instrument such as a recorder, ocarina or keyboard.
<b>c</b>		Listen to, and then repeat, familiar musical rhythms.		
<b>d</b>		Apply knowledge of rhythms when playing an unpitched instrument (such as a drum).		
<b>e</b>	Play and perform with confidence to an audience.			

## 3. Compose musical ideas, a song or sound effects

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Create a simple musical composition using a graphic score (pictures to represent sounds).	Compose a short musical composition by arranging rhythm cards. Be able to indicate the tempo of the music and the volume it should be played at.	Select sounds to create a wider variety of effects. For example, creating the sounds of the rainforest using percussion instruments.	Use digital technologies to compose pieces of music, for example, Garage Band software on the iPads.

<b>b</b>	Select or create sounds to create specific effects that accompany a story or a video clip.	Write the lyrics to a song that uses verse and chorus structure.	Create short melodic tunes and rhythmic phrases either using voice, a musical instrument or technology.	Apply knowledge of musical notation to write down musical ideas.
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#### 4. Understand how music has changed through history

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Listen to music from a variety of time periods.	Identify and have knowledge about some famous classical composers, for example Mozart and Beethoven.	Compare and contrast music from the past, with music we listen to today.	Evaluate why/how music has changed throughout history (e.g. technology).
<b>b</b>				Understand and explain how music has changed over time and listen to famous composers from different time periods to hear how music has changed.

# PSHE and Citizenship

1. Being me in my World				
	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Recognise my worth and can identify positive things about myself and my achievements.	Understand that my attitudes and actions make a difference to the class team.	Face new challenges positively and know how to set personal goals.	Identify my goals for this year, understand my fears and worries about the future and know how to express them.
<b>b</b>	Face new challenges positively, make responsible choices and ask for help when I need it.	Understand who is in my school community, the roles they play and how I fit in.	Understand my rights and responsibilities as a citizen of my country.	Know that there are universal rights for all children but for many children these rights are not met.
<b>c</b>	Understand why rules are needed and how they relate to rights and responsibilities.	Understand how democracy works through the School Council.	Understand my rights and responsibilities as a citizen of my country and as a member of my school.	Understand that my actions affect other people locally and globally.
<b>d</b>	Understand that my actions affect myself and others and I care about other people's feelings.	Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	Make choices about my own behaviour because I understand how rewards and consequences feel.	Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
<b>e</b>	Make responsible choices and take action.	Understand how groups come together to make decisions.	Understand how an individual's behaviour can impact on a group	Understand how an individual's behaviour can impact on a group.
<b>f</b>	Understand my actions affect others and try to see things from their points of view.	Understand how democracy and having a voice benefits the school community.	Understand how democracy and having a voice benefits the school community and know how to participate in this.	Understand how democracy and having a voice benefits the school community.

2. Celebrating Difference				
	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Understand that everybody's family is different and important to them.	Understand that, sometimes, we make assumptions based on what people look like.	Understand that cultural differences sometimes cause conflict.	Understand there are different perceptions about what normal means.
<b>b</b>	Understand that differences and conflicts sometimes happen among family members.	Understand what influences me to make assumptions based on how people look.	Understand what racism is.	Understand how being different could affect someone's life.
<b>c</b>	Know what it means to be a witness to bullying.	Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.	Understand how rumour-spreading and name-calling can be bullying behaviours.	Explain some of the ways in which one person or a group can have power over another.
<b>d</b>	Know that witnesses can make the situation better or worse by what they do.	Explain why witnesses sometimes join in with bullying and sometimes don't tell.	Explain the difference between direct and indirect types of bullying.	Know some of the reasons why people use bullying behaviours.
<b>e</b>	Recognise that some words are used in hurtful ways.	Identify what is special about me and value the ways in which I am unique.	Compare my life with people in the developing world.	Give examples of people with disabilities who lead amazing lives.

<b>f</b>	Recall a time when my words affected someone's feelings and what the consequences were.	Describe a time when my first impression of someone changed when I got to know them.	Understand a different culture from my own.	Explain ways in which difference can be a source of conflict and a cause for celebration.
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### 3. Dreams and Goals

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Discuss a person who has faced difficult challenges and achieved success.	Describe some of my hopes and dreams.	Understand that I will need money to help me achieve some of my dreams.	Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).
<b>b</b>	Identify a dream/ambition that is important to me.	Understand that sometimes hopes and dreams do not come true and that this can hurt.	Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
<b>c</b>	Enjoy facing new learning challenges and working out the best ways for me to achieve them.	Know that reflecting on positive and happy experiences can help me to counteract disappointment.	Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	Identify problems in the world that concern me and talk to other people about them.
<b>d</b>	Remain motivated and enthusiastic about achieving our new challenges.	Know how to make a new plan and set new goals even if I have been disappointed.	Describe the dreams and goals of young people in a culture different to mine.	Work with other people to help make the world a better place.
<b>e</b>	Recognise obstacles which might hinder my achievement and can take steps to overcome them.	Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.	Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.	Describe some ways in which I can work with other people to help make the world a better place.
<b>f</b>	Evaluate my own learning process and identify how it can be better next time.	Identify the contributions made by myself and others to the group's achievement.	Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.	Know what some people in my class like or admire about me and can accept their praise.

### 4. Healthy Me

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Understand how exercise affects my body and know why my heart and lungs are such important organs.	Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	Take responsibility for my health and make choices that benefit my health and well-being.

<b>b</b>	Know that the amount of calories, fat and sugar I put into my body will affect my health.	Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.	Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
<b>c</b>	Tell you my knowledge and attitude towards drugs	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.	Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.	Understand that some people can be exploited and made to do things that are against the law.
<b>d</b>	Identify things, people and places that I need to keep safe from.	Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.	Understand how the media, social media and celebrity culture promotes certain body types.	Know why some people join gangs and the risks this involves.
<b>e</b>	Identify when something feels safe or unsafe	Recognise when people are putting me under pressure and can explain ways to resist this when I want.	Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
<b>f</b>	Understand how complex my body is and how important it is to take care of it.	Know myself well enough to have a clear picture of what I believe is right and wrong.	Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

<b>5. Relationships</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.	Recognise situations which can cause jealousy in relationships.	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	Know that it is important to take care of my mental health.
<b>b</b>	Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.	Identify someone I love and can express why they are special to me.	Understand that belonging to an online community can have positive and negative consequences.	Know how to take care of my mental health.
<b>c</b>	know and use some strategies for keeping myself safe online.	Describe someone I know that I no longer see.	Understand there are rights and responsibilities in an online community or social network.	Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
<b>d</b>	Explain how some of the actions and work of people around the world help and influence my life.	Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.	Know there are rights and responsibilities when playing a game online.	Recognise when people are trying to gain power or control.

e	Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.	Recognise when I am spending too much time using devices (screen time).	Judge whether something online is safe and helpful for me.
f	know how to express my appreciation to my friends and family.	Know how to show love and appreciation to the people and animals who are special to me.	Explain how to stay safe when using technology to communicate with my friends.	Use technology positively and safely to communicate with my friends and family.

## 6. Changing Me

	Year 3	Year 4	Year 5	Year 6
a	Understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.		Show awareness of my own self-image and how my body image fits into that.	Show awareness of my own self-image and how my body image fits into that.
b			Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
c			Describe how boys' and girls' bodies change during puberty.	
d		Know how the circle of change works and can apply it to changes I want to make in my life.		Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.
e	Start to recognise stereotypical ideas I might have about parenting and family roles.	Identify changes that have been and may continue to be outside of my control that I learnt to accept.	Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).	Show awareness of the importance of a positive self-esteem and what I can do to develop it.
f	Identify what I am looking forward to when I move to my next class.	Identify what I am looking forward to when I move to a new class.	Identify what I am looking forward to when I move to my next class.	Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

# Religious Education

1. Understand beliefs and teachings				
	Year 3	Year 4	Year 5	Year 6
a	Present the key teachings and beliefs of a religion.		Explain how some teachings and beliefs are shared between religions.	
b	Refer to religious figures and holy books to explain answers.		Explain how religious beliefs shape the lives of individuals and communities.	

2. Understand practices and lifestyles				
	Year 3	Year 4	Year 5	Year 6
a	Identify religious artefacts and explain how and why they are used.		Explain the practices and lifestyles involved in belonging to a faith community.	
b	Describe religious buildings and explain how they are used.		Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	
c	Explain some of the religious practices of both clerics and individuals.		Show an understanding of the role of a spiritual leader.	

3. Understand values				
	Year 3	Year 4	Year 5	Year 6
a	Explain how beliefs about right and wrong affect people's behaviour.		Explain why different religious communities or individuals may have a different view of what is right and wrong.	
b	Describe how some of the values held by communities or individuals affect behaviour and actions.			
c	Discuss and give opinions on stories involving moral dilemmas.		Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	
d			Express their own values and remain respectful of those with different values.	

4. Understand how beliefs are conveyed				
	Year 3	Year 4	Year 5	Year 6
a	Identify religious symbolism in literature and the arts.		Explain some of the different ways that individuals show their beliefs.	

5. Reflect				
	Year 3	Year 4	Year 5	Year 6
a	Show an understanding that personal experiences and feelings influence attitudes and actions.		Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.	

<b>b</b>	Give some reasons why religious figures may have acted as they did.	
<b>c</b>	Ask questions that have no universally agreed answers.	Explain their own ideas about the answers to ultimate questions and explain why their answers may differ from those of others.

## **Scientific Enquiry (disciplinary)**

<b>I. Working Scientifically</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Ask relevant questions and use different types of scientific enquiries to answer them.		Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	
<b>b</b>	Set up simple practical enquiries, comparative and fair tests.			
<b>c</b>	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.		Measure, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	
<b>d</b>	Gather and record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.		Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
<b>e</b>	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.		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.	
<b>f</b>	Use results to draw simple conclusions, make predictions, suggest improvements and ask further questions.		Use test results to make predictions to set up further comparative and fair tests.	
<b>g</b>			Identify scientific evidence that has been used to support or refute ideas or arguments.	

## **Scientific Knowledge (substantive)**

<b>I. Living things and their habitats</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Identify and describe the functions of different parts of flowering plants.			
<b>b</b>	Identify requirements of plants for life and growth and how they vary from plant to plant.			
<b>c</b>	Investigate the way in which water is transported within plants.			
<b>d</b>	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		Describe the life process of reproduction in some plants and animals	
<b>e</b>			Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	

<b>f</b>		Explain using food chains / webs how feeding relationships occur in a habitat. Identify producers, predators, prey, herbivores, carnivores, omnivores. Recognise that environments can change and that this can sometimes pose dangers to living things.		
<b>g</b>		Construct and interpret a variety of food chains, identifying producers, predators and prey.		
<b>h</b>		Recognise that living things can be grouped in a variety of ways.		Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
<b>i</b>		Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.		Give reasons for classifying plants and animals based on specific characteristics
<b>j</b>		Recognise that environments can change and that this can sometimes pose dangers to living things.		

<b>2. Animals including humans</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Explain 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.			Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<b>b</b>	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.			
<b>c</b>		Describe the simple functions of the basic parts of the digestive system in humans.		
<b>d</b>		Identify the different types of teeth in humans and their simple functions.		
<b>e</b>			Describe the changes as humans develop to old age.	

<b>f</b>				Describe the ways in which nutrients and water are transported within animals, including humans.
<b>g</b>				Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

### 3. Materials

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Compare and group materials together according to whether they are solids, liquids or gases.	Compare and group everyday materials according to their properties	
<b>b</b>	Describe in simple terms how fossils are formed when things that have lived are trapped within rock		Dissolving and evaporating	
<b>c</b>	Recognise that soils are made from rocks and organic matter		Reversible and irreversible changes	
<b>d</b>		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	Filtering and sieving materials	
<b>e</b>		Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		

### 4. Light

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Recognise that they need light in order to see things and that dark is the absence of light.			
<b>b</b>	Notice that light is reflected from surfaces.			

<b>c</b>	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.			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.
<b>d</b>	Find patterns in the way that the size of shadows change.			Find patterns in the way that the size of shadows change (link to sunlight). - same as Y3
<b>e</b>	Recognise that shadows are formed when the light from a light source is blocked by an opaque object.			Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<b>f</b>				Recognise that light appears to travel in straight lines.
<b>g</b>				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.
<b>h</b>				Explain that light can be broken into colours.

<b>5. Sound</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>		Identify how sounds are made, associating some of them with something vibrating.		
<b>b</b>		Recognise that vibrations from sounds travel through a medium to the ear.		
<b>c</b>		Find patterns between the pitch of a sound and features of the object that produced it.		
<b>d</b>		Recognise that sounds get fainter as the distance from the sound source increases.		
<b>e</b>		Find patterns between the volume of a sound and the strength of the vibrations that produced it.		

<b>6. Forces</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>a</b>	Compare how things move on different surfaces.		Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	
<b>b</b>	Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.			
<b>c</b>	Observe how magnets attract or repel each other and attract some materials and not others.			
<b>d</b>	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.			
<b>e</b>	Describe magnets as having 2 poles.			
<b>f</b>	Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.			
<b>g</b>			Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	
<b>h</b>			Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	
<b>i</b>			Measure the size of a force. Explain that forces push / pull objects making them change shape. Explain the idea of speed.	

<b>7. Electricity</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>		Identify common appliances that run on electricity.		
<b>b</b>		Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.		

<b>c</b>		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.		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
<b>d</b>		Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series 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.
<b>e</b>				Use recognised symbols when representing a simple circuit in a diagram.
<b>f</b>		Recognise some common conductors and insulators, and associate metals with being good conductors.		

<b>8. Earth and Space</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>			Describe the movement of the Earth and other planets relative to the sun in the solar system.	
<b>b</b>			Describe the movement of the moon relative to the Earth.	
<b>c</b>			Describe the sun, Earth and moon as approximately spherical bodies.	
<b>d</b>			Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	

<b>9. Evolution and inheritance</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>				Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

<b>b</b>				Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
<b>c</b>				Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

# Physical Education

Athletics				Gymnastics			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Change speed and direction whilst running.	Run at a speed appropriate to the distance.	Improve and sustain running technique at different speeds.	Demonstrate good control, strength, speed and stamina in a variety of athletic events.	Copy, remember, explore and repeat simple actions of varying speed and levels.	Copy, remember, explore and repeat simple actions, and link and vary ideas with control and coordination.	Link ideas, skills and techniques with control, precision and fluency when performing basic skills.	Perform and create movement sequences with some complex skills and display accuracy and consistency.
Jump accurately from a standing position.	Take a running jump.	Demonstrate accuracy and technique in a range of throwing and jumping actions.	Understand how to apply athletic skills and tactics to competitive situations.	Begin to select simple actions to construct basic sequences.	Apply compositional ideas to sequences alone and with others.	Understand composition by performing more complex sequences.	Select and use a wide range of compositional skills in complex sequences alone and in groups.
Throw a variety of objects with one hand.	Demonstrate a range of throwing actions using a variety of objects.	Identify and explain good athletic performance.	Explain how to improve technique in a variety of events.	Begin to identify the difference between my performance and that of others.	Describe my own and others' work, noting similarities and differences.	Describe how to refine, improve and modify performances.	Analyse skills and suggest ways to improve quality of performance showing sound knowledge and understanding.
Recognise a change in temperature and heart rate during exercise.	Recognise a change in heart rate, temperature and breathing rate.	Describe the changes in my body when running, jumping and throwing.	Understand and explain short and long term effects of exercise, and the need for specific warm up and cool down.	Understand the need for warm up and cool down, and also what is happening to my body during exercise.	Make suggestions for improvements.	Describe how to refine, improve and modify performances.	Lead my own warm up and demonstrate all round safe practice.

Games/Invasion Games				Dance			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Stop/catch a ball with control.	Begin to influence opposed conditioned games.	Control and catch a ball and accurately pass whilst moving.	Control movement with a ball in an opposed situation whilst moving.	Perform with control and coordination.	Improve freely on my own and with a partner.	Demonstrate precision, control and fluency in response to stimuli.	Perform and create motifs in a variety of dance styles with accuracy and consistency.
Pass a ball to someone else.	Control and catch a ball with movement.	Take part in a conditioned game with understanding of the tactics and rules.	Combine accurate passing skills/techniques in game situations.	Respond imaginatively to a variety of stimuli.	Translate ideas from a variety of stimuli into movement.	Vary dynamics and develop actions with a partner or as part of a group.	Select and use a wide range of compositional skills to demonstrate ideas.
Take part in opposed conditioned games.	Accurately pass to someone else.	Move with a ball in opposed situations.	Advise and help others in their techniques in a game.	Vary dynamics, levels, speed and directions.	Compare, develop and adapt movement and motifs to create longer dances.	Continually demonstrate rhythm and spatial awareness.	Suggest ways to improve quality of performance, showing sound knowledge and understanding.
Understand about exercising, safety and short term effects of exercise.	Move with a ball.	Understand/use principles of a warm up and why exercise is good for health.	Understand and explain short term effects of exercise, warming and cooling.	Discuss my own and others' performance with simple vocabulary.	Use dance vocabulary to compare and improve my work.	Modify my performance and that of others as a result of observation and basic understanding of the structure of the body.	Lead my own warm up and demonstrate all round safe practice.
	Talk about the reasons for warming up and why exercise is good for health.		Understand and can explain long term effects of exercise.	Understand the need for warm up and cool down.	Understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health.		

Outdoor Adventurous Activities				Striking and Fielding			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Follow a map in a familiar context.	Move from one location to another following a map.	Follow a map in a more demanding familiar context.	Plan a route and series of clues for someone else.	Use overarm and underarm throwing and catching skills.	Use overarm and underarm throwing, and catching skills with increasing accuracy	Sometimes strike a bowled ball.	Strike a bowled ball with increasing consistency.
Move from one location to another following a map.	Use clues to follow a route.	Use clues and compass directions to navigate a route.	Plan with others taking account of safety and danger.	Begin to strike a bowled ball.	Strike a bowled ball either after a bounce or without a bounce.	Strike a bowled ball in opposed game situations.	Be confident at playing in different positions (batter, bowler and fielder)
Use clues to follow a route.	Follow a route accurately, safely and within a time limit.	Change my route if there is a problem.	Develop and refine orienteering and problem-solving skills when working in groups and on their own.	Bowl a ball towards a target.	Bowl a ball with some accuracy, and consistency.	Use tactics effectively in a competitive situation.	Select the appropriate action for the situation.
Follow a route accurately and safely.	Develop the range and consistency of my skills and work with others to solve challenges	Change my plan if I get new information.		Develop an understanding of tactics and begin to use them in game situations	Choose and use simple tactics for different situations.		

