



WHOLE SCHOOL CURRICULUM PROGRESSION

2019-20

**Subject: Art and Design**

Pupils will learn to become creative and experimental learners.				Pupils will increase their awareness of different kinds of art, craft and design.			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Describe the work of others.	Examine the work of others.	Discuss and judge the work of others.	Evaluate the work of others.	Recognise a variety of different artistic techniques.	Discuss the importance of different artistic styles.	Propose a use for a variety of artistic techniques.	Critique the importance of different artistic styles.
Recall prior knowledge and learning to help design and create new works of art.	Use prior knowledge and learning to design and create new works of art.	Select past works of art and designs to generate ideas for their own works of art.	Choose past works of art and designs to generate ideas for their own works of art.	Use a range of different techniques.	Develop artistic style with a range of different techniques.	Choose from a range of techniques appropriately.	Design work using a range of different techniques.

Pupils will record their observations, reflect, review and revisit ideas.				Pupil will master a range of art and design techniques.			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Identify different ways to record observations.	Choose an appropriate way to record observations.	Explain their choice of recording techniques.	Recommend an appropriate way to record observations.	Demonstrate a basic knowledge of a range of art and design techniques.	Manipulate a range of artistic techniques.	Combine a range of artistic techniques.	Create a work of art demonstrating a mastery understanding of a range of art techniques.
Reflect on ideas based on prior learning,	Modify ideas based on prior learning.	Defend their learning choices.	Devise new ideas based on prior learning.	Recognise the appropriate artistic technique for the task.	Use the appropriate artistic technique for the task.	Evaluate the appropriate artistic technique for the task.	Justify the appropriate artistic technique for the task.

<i>Pupils will deepen their knowledge and understanding of a variety of artists, architects and designers.</i>			
Year 3	Year 4	Year 5	Year 6
Recall the names and styles of different artists.	Distinguish the difference between artists, architects and designers.	Discuss and critique the various styles of different artists.	Debate the difference between artists, architects and designers and argue 'What is art?'
Reproduce work in the style of an artist.	Interpret artist style to reproduce similar work.	Create works of art inspired by the style of an artist.	Invent new styles of work inspired by the style of an artist.

**Subject: Computing**

<i>Demonstrate the ability to think technologically</i>				<i>Develop thinking in order to create and innovate</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Name the different uses of technology, giving some purposes.	Explain the use of technology and describe the different purposes and benefits.	Examine the different uses of technology, analysing the pros and cons.	Examine and compare the uses of technology, evaluating the pros and cons.	Visualise different uses of programmes.	Adapt ideas to produce new programmes.	Create and develop ideas manipulating different programmes in order to do this.	Discuss and evaluate original ideas with peers in order to develop and improve ideas.
Demonstrate an understanding of various uses of technology.	Demonstrate an understanding of various uses of technology and how to swap between them.	Select the appropriate technology required to complete activity.	Differentiate between different technologies and evaluate their uses.				

<i>Become computer literate</i>				<i>Show progressive communication skills through the use of IT</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Locate the letters of the alphabet on the keyboard with accuracy.	Memorise the location of the alphabet, and other important keys (eg shift, ctrl, alt, del), on the keyboard with accuracy.	Demonstrate accuracy and efficiency when typing.	Choose and select short cut keys when appropriate.	Understand online risks and give examples of them.	Recognise the need for responsibility when communicating online.	Understand and explain online risks.	Evaluate the impact on others of irresponsible online communications.

<p><b>Reproduce</b> Databases using applications designed for this purpose in areas across the curriculum.</p>	<p><b>Devise and construct</b> databases using applications designed for this purpose in areas across the curriculum.</p>	<p><b>Examine</b> different appropriate applications to devise, construct and manipulate data.</p>	<p><b>Select</b> appropriate applications to <b>devise, construct</b> and <b>manipulate</b> data and present it in an effective and professional manner</p>	<p><b>Recognise</b> some of the advanced features of applications and devices in order to <b>communicate</b> ideas, work or messages professionally.</p>	<p><b>Use</b> some of the advanced features of applications and devices in order to <b>communicate</b> ideas, work or messages professionally.</p>	<p><b>Choose</b> the most suitable applications and devices for the purposes of communication.</p>	<p><b>Combine</b> the most suitable applications and devices for the purposes of communication</p>
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**Subject: Design and Technology**

<i>Pupils will learn to become creative and imaginative learners.</i>				<i>Pupils will acquire a broad range of subject knowledge and draw on disciplines from other subject areas.</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>Examine</b> the work of others.	<b>Use</b> prior knowledge and learning to design and create new prototypes.	<b>Evaluate</b> the work of others.	Using a variety of tools, <b>construct</b> purposeful models for a wide range of users.	<b>Investigate</b> the principals of nutrition and learn how to cook.	<b>Compare</b> the effectiveness of a wide range of models created across the key stage (make comparisons to prior designs and models).	<b>Weigh up</b> the nutritional values of foods in order to design and create a nutritional meal.	<b>Combine</b> and draw prior knowledge from other subject areas to support in designing and constructing a final product.
<b>Compare</b> designs to others and evaluate the effectiveness of their work.	<b>Use</b> a variety of tools, to put together a range of materials to create a model.	<b>Choose</b> past models and designs to generate ideas for their own prototypes.	<b>Critique</b> their own and other's work, making suggestions for future designs.	<b>Use</b> prior subject knowledge to support in designing and constructing a final product.	<b>Measure</b> accurately.	<b>Estimate</b> and measure accurately – converting units of measure where necessary.	<b>Discuss</b> the effectiveness of a wide range of models created across the key stage (make comparisons to prior designs and models).

<i>Pupils will learn to take risks and how to become resourceful, innovative, enterprising and capable citizens.</i>				<i>Pupils will develop a critical understanding of the impact which design and technology has on daily life and the wider world.</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>Discuss</b> how your learning might be useful in the wider world.	<b>Produce</b> innovative designs that improve upon existing products.	<b>Justify</b> how your learning may be applied in the wider world.	<b>Devise</b> and <b>formulate</b> an effective way to present, advertise and make profit from your product.	<b>Categorise</b> areas of design and technology and discuss their use in daily life.	<b>Analyse</b> how design and technology has changed over the years.	<b>Imagine</b> themselves as inventors and discuss the impact they may have on daily life.	<b>Evaluate</b> past and present designs and judge the effectiveness of each.

<p>Show a willingness to take creative risks to produce innovative ideas and prototypes.</p>	<p>Choose an effective way to present or advertise your product.</p>	<p>Prioritise the value of materials in order to build upon and improve existing products.</p>	<p>Show a willingness to take creative risks to produce innovative ideas and prototypes, defending the risks that you have taken.</p>	<p>Investigate what life might be like without aspects of design and technology.</p>	<p>Predict how design and technology may develop in the future.</p>	<p>Forecast what life may be like without design and technology in the world.</p>	<p>Hypothesise how design and technology may progress in coming years.</p>
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Subject: Geography

<i>Collect and analyse a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</i>				<i>Locate the world's countries, with a focus on Europe, America and countries of particular interest to pupils.</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Examine data gathered through fieldwork.	Use simple fieldwork and observational skills to collect and interpret a range of data to study the geography of their school and its grounds (human and physical features).	Select a range of data and analyse statistics to deepen their understanding of geographical processes.	Evaluate statistics and other information in order to draw clear conclusions about locations.	Identify the countries and capitals of the United Kingdom.	Compare and contrast a small area of the United Kingdom with that of a non-European country	Evaluate Europe and other countries of interest to pupils.  Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.	Compile and evaluate the world's countries, with a focus on North and South America and countries of particular interest to pupils.

<i>Through investigations, pupils should develop a deep understanding of the Earth's key physical and human processes.</i>				<i>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Recall basic geographical vocabulary to refer to and describe key physical and human features of locations.  Explore weather and climate in the United Kingdom	Use basic geographical vocabulary to refer to and describe key physical and human features of locations.	Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom	Formulate geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.	Examine 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	Analyse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use a range of geographical resources to give	Criticise the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps -

<p>and around the world.</p>		<p><b>Summarise</b> geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p><b>Explain</b> key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>Analyse</b> seasonal and daily weather patterns in the United Kingdom and showcase the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>Assess</b> the key aspects of human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p><b>Measure</b> different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p>	<p><b>Use</b> fieldwork and observational skills</p>	<p>right], to describe the location of features and routes on a map.</p> <p><b>Use</b> aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>detailed descriptions and opinions of the characteristic features of a location.</p>	<p>as in London’s Tube map).</p> <p><b>Evaluate</b> 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)</p>
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			<p><b>Compose</b> an understanding of diverse places, people, resources and natural and human environments. The ability to reach clear conclusions and develop a reasoned argument to explain findings.</p> <p><b>Hypothesise</b> how locations around the world are changing and explain some of the reasons for change.</p> <p><b>Evaluate</b> and summarise geographical diversity across the world.</p>				
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<i>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</i>			
Year 3	Year 4	Year 5	Year 6
	<p>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, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Apply questioning skills and use effective analytical and presentational techniques</p> <p>Compose information to reach clear conclusions and develop a reasoned argument to explain findings.</p>	<p>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.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Develop questioning skills and use effective analytical and presentational techniques.</p> <p>Plan to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the</p> <p>Develop relationships with the local community.</p>

Subject: History

<i>Investigate and interpret evidence</i>				<i>Understand chronology</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b>Use</b> a source of evidence to ask and answer questions about the past.</li> <li>• <b>Suggest</b> a suitable source of evidence for historical enquiries.</li> <li>• <b>Use</b> a source of evidence for historical enquiry to explain a historical event.</li> <li>• <b>Describe</b> different accounts of historical events</li> <li>• <b>Describe</b> causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> more than 1 source of evidence to ask and answer questions about the past.</li> <li>• <b>Suggest</b> suitable sources of evidence for historical enquiries.</li> <li>• <b>Compare</b> multiple sources of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• <b>Describe</b> different accounts of historical events, explaining some of the reasons the accounts may differ.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> sources of evidence to deduce information about the past</li> <li>• <b>Suggest</b> suitable sources of evidence, giving reasons for choices</li> <li>• <b>Use</b> sources of information to form testable hypotheses about the past</li> <li>• Seek out and <b>analyse</b> a range of evidence in order to explain claims about the past.</li> <li>• <b>Explain</b> the concept of propaganda</li> <li>• <b>Evaluate</b> a range of sources and understand that no single source of evidence gives the full answer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> multiple sources of evidence to deduce information about the past</li> <li>• <b>Suggest</b> suitable sources of evidence, giving reasons for choices</li> <li>• <b>Compare</b> different sources of information to form testable hypotheses about the past</li> <li>• Seek out and <b>analyse</b> a wide range of evidence in order to justify claims about the past.</li> <li>• <b>Explain</b> the concept of propaganda and how historians must understand the social</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Place</b> events, artefacts and historical figures on a time line using dates.</li> <li>• <b>Understand</b> the concept of change over time, representing this on a time line.</li> <li>• <b>Use</b> dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Place</b> events, artefacts and historical figures, from different periods in history, on a time line using dates.</li> <li>• <b>Understand</b> the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Accurately <b>use</b> dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe</b> a change in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• <b>Identify</b> and <b>describe</b> periods of rapid change in history.</li> <li>• <b>Understand</b> the concepts of continuity and change over time, representing them on a time line</li> <li>• <b>Use</b> dates and terms accurately in describing events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• <b>Identify</b> periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• <b>Understand</b> the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• <b>Use</b> dates and terms accurately in describing events</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Suggest</b> causes and consequences of some of the main events and changes in history.</li> </ul>	to questions about the past	context of evidence studied <ul style="list-style-type: none"> <li>• <b>Evaluate</b> a wide range of sources and understand that no single source of evidence gives the full answer to questions about the past</li> </ul>				
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<i>Build an overview of world history</i>				<i>Communicate historically</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b>Identify</b> changes that have happened in the locality of the school throughout history.</li> <li>• <b>Describe</b> some aspects of life in Britain from ancient until medieval times.</li> <li>• <b>Compare</b> a period of British History with that of another area of interest from world History.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe</b> changes that have happened in the locality of the school throughout history.</li> <li>• <b>Describe</b> life in Britain from ancient until medieval times.</li> <li>• <b>Compare</b> some of the times studied with those of other areas of interest around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> continuity and change in the history of the locality of the school.</li> <li>• <b>Describe</b> some aspects of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• <b>Compare</b> and <b>contrast</b> some of the times studied with those of the other areas of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> continuity and change in the history of the locality of the school.</li> <li>• <b>Describe</b> life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• <b>Compare</b>, <b>contrast</b> and <b>evaluate</b> some of the times studied with those of the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>✓ time period</li> <li>✓ change</li> <li>✓ chronology.</li> </ul> </li> <li>• <b>Use</b> literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>✓ dates</li> <li>✓ time period</li> <li>✓ era</li> <li>✓ change</li> <li>✓ chronology.</li> </ul> </li> <li>• <b>Use</b> literacy, numeracy and computing skills to a good standard in order to communicate inf</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>✓ dates</li> <li>✓ time period</li> <li>✓ era</li> <li>✓ chronology</li> <li>✓ change</li> <li>✓ century</li> <li>✓ decade</li> </ul> </li> <li>• <b>Use</b> literacy, numeracy and computing skills to a high standard in order to communicate inf</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>✓ dates</li> <li>✓ time period</li> <li>✓ era</li> <li>✓ chronology</li> <li>✓ continuity</li> <li>✓ change</li> <li>✓ century</li> <li>✓ decade</li> <li>✓ legacy.</li> </ul> </li> <li>• <b>Use</b> literacy, numeracy and computing skills to an exceptional</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Recognise</b> the social, ethnic, cultural or religious diversity of past society.</li> <li>• <b>Recognise</b> some features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the social, ethnic, cultural or religious diversity of past society.</li> <li>• <b>Describe</b> some features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>interest around the world.</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>explain</b> the social, ethnic, cultural or religious diversity of past society.</li> <li>• <b>Describe</b> and <b>explain</b> the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<p>other areas of interest around the world.</p> <ul style="list-style-type: none"> <li>• <b>Describe</b>, explain and evaluate the social, ethnic, cultural or religious diversity of past society.</li> <li>• <b>Describe</b>, explain and evaluate the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>		<p>information about the past.</p>	<p>information about the past.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> original ways to present information and ideas.</li> </ul>	<p>standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> original ways to present information and ideas.</li> </ul>
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Subject: Languages

To foster curiosity about foreign languages and deepen cultural understanding.				Understand and respond to spoken and written language from a variety of authentic sources.			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b>Identify</b> the countries in the world in which Spanish is spoke.</li> <li>• <b>Know</b> some facts about Spain.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> similarities and differences between festivals and celebrations in Spain and England.</li> <li>• <b>Know</b> about some aspects of everyday life and <b>compare</b> with their own.</li> <li>• <b>Compare</b> traditional stories.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognise</b> similarities and differences between places (e.g. England and South America).</li> <li>• <b>Reflect</b> on cultural issues using empathy and imagination to understand other people’s experiences.</li> <li>• <b>Compare</b> symbols, objects or products which represent their own culture with those of another country.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> attitudes towards aspects of daily life.</li> <li>• <b>Recognise</b> and <b>understand</b> some of the differences between people.</li> <li>• <b>Present</b> information about an aspect of culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listen and respond</b> to simple rhymes, stories and songs.</li> <li>• <b>Understand</b> simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Memorise</b> and present a short spoken text.</li> <li>• <b>Listen</b> for specific words and phrases.</li> <li>• <b>Follow</b> a short familiar text, listening and reading at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand</b> and express simple opinions.</li> <li>• Listen attentively and <b>understand</b> more complex phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand</b> the main points and simple opinions in a spoke story, song or passage.</li> <li>• <b>Understand</b> longer or more complex phrases or sentences.</li> </ul>

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions.				Read and write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b>Recognise and respond</b> to sound patterns and words.</li> <li>• <b>Recall</b>, retain and <b>use</b> vocabulary in simple communicative tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recite</b> and <b>modify</b> questions and answers.</li> <li>• <b>Ask and answer</b> questions on several topics.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prepare</b> and practise a simple conversation.</li> <li>• <b>Prepare</b> a short presentation on a familiar topic.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform</b> to an audience.</li> <li>• <b>Use</b> spoken language confidently to initiate and sustain conversations and tell stories.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recall</b> questions and responses.</li> <li>• <b>Recognise</b> some familiar words in the written form</li> <li>• <b>Experiment</b> with the writing of simple words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read and understand</b> some familiar words and phrases</li> <li>• <b>Write</b> simple words and phrases using a model</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read and understand</b> a variety of short texts.</li> <li>• <b>Make</b> simple sentences and short texts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read and understand</b> the main points and some details from a short written passage.</li> <li>• <b>Identify</b> different text types.</li> <li>• <b>Write</b> sentences on a range of topics using a model</li> </ul>

**Subject: Music**

<i>Listen, with attention to detail, to different pieces of music and describe how they sound.</i>				<i>Play and perform musical ideas.</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<p><b>Describe</b> (using words or movements) how a piece of music makes you feel.</p>	<p><b>Interpret</b> 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.</p>	<p><b>Discuss</b> 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.</p> <p><b>Use</b> musical vocabulary to describe how a piece of music sounds.</p>	<p><b>Identify</b> features about a piece of music, using musical vocabulary. For example, dynamics, timbre, instrumentation, tempo.</p>	<p>Take part in singing, accurately following the melody and rhythm.</p>	<p>Follow instructions from a leader about how and when to play or sing so that musical ideas are performed accurately as a group.</p> <p>Follow a beat and play or sing in time with a group.</p>	<p>With increased confidence and accuracy, take part in singing, accurately following the melody and rhythm.</p>	<p><b>Understand</b> and read musical notation (rhythms and pitch).</p>
<p><b>Describe</b> how a piece of music sounds using words such as, 'loud, quiet, fast, slow' etc.</p>	<p><b>List</b> 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.</p>	<p><b>Identify</b> the beat of the music and be able to clap along in time.</p>	<p><b>Appraise</b> pieces of music that are used to celebrate important events (in both the past and the present).</p>	<p>Be able to play or sing loudly or softly as directed.</p>	<p>Listen to, and then <b>repeat</b>, familiar musical rhythms.</p> <p><b>Apply</b> knowledge of rhythms when playing an unpitched instrument (such as a drum).</p>	<p><b>Apply</b> knowledge of rhythms when playing an unpitched instrument (such as a drum) and play these rhythms in time as a group, or independently.</p>	<p><b>Recognise</b> a range of pitches and be able to play them on a pitched instrument such as a recorder, ocarina or keyboard.</p>

<i>Compose musical ideas, a song, or sound effects</i>				<i>Understand how music has changed through history.</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<p><b>Create</b> a simple musical composition using a graphic score (pictures to represent sounds).</p>	<p><b>Compose</b> 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.</p>	<p><b>Select</b> sounds to create a wider variety effects. For example, creating the sounds of the rainforest using percussion instruments.</p>	<p><b>Use</b> digital technologies to compose pieces of music, for example, Garage Band software on the iPads.</p>	<p><b>Listen</b> to music from a variety of time periods.</p>	<p><b>Identify</b> and have knowledge about some famous classical composers, for example Mozart and Beethoven.</p>	<p><b>Compare</b> and <b>contrast</b> music from the past, with music we listen to today.</p>	<p><b>Evaluate</b> why/how music has changed throughout history (e.g. technology)</p>
<p>Select or <b>create</b> sounds to create specific effects that accompany a story or a video clip.</p>	<p><b>Write</b> the lyrics to a song that uses verse and chorus structure.</p>	<p><b>Create</b> short melodic tunes and rhythmic phrases either using voice, a musical instrument or technology.</p>	<p><b>Apply</b> knowledge of musical notation to write down musical ideas.</p>				<p><b>Understand</b> and <b>explain</b> how music has changed over time and listen to famous composers from different time periods to hear how music has changed.</p>

**Subject: Physical Education**

<i>Athletics</i>				<i>Gymnastics</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
I can change speed and direction whilst running.	I can run at speed appropriate to the distance I am running.	I can improve and sustain running technique at different speeds.	I can demonstrate good control, strength, speed and stamina in a variety of athletic events.	I can copy, remember, explore and repeat simple actions varying speed and levels.	I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination.	I can link ideas, skills and techniques with control, precision and fluency when performing basic skills.	I can perform and create movement sequences with some complex skills and displaying accuracy and consistency.
I can jump accurately from a standing position.	I can take a running jump.	I can demonstrate accuracy and technique in a range of throwing and jumping actions.	I understand how to apply athletic skills and tactics to competitive situations.	I am beginning to select simple actions to construct basic sequences.	I can apply compositional ideas to sequences alone and with others.	I understand composition by performing more complex sequences.	I can select and use a wide range of compositional skills in complex sequences alone and in groups.
I can throw a variety of objects with one hand.	I can demonstrate a range of throwing actions using a variety of objects.	I can identify and explain good athletic performance.	I can explain how to improve technique in a variety of events.	I am beginning to identify the difference between my performance and that of others.	I can describe my own and others work noting similarities and differences.	I can describe how to refine, improve and modify performances.	I can analyze skills and can suggest ways to improve quality of performance showing sound knowledge and understanding.
I can recognise a change in temperature and heart rate during exercise.	I can recognise a change in heart rate, temperature and breathing rate.	I can describe the changes in my body when running, jumping and throwing.	I understand and can explain short and long term effects of exercise, and I understand the need for specific warm up and cool down.	I understand the need for warm up and cool down, and also what is happening to my body during exercise.	I can make suggestions for improvements.	I can describe how to refine, improve and modify performances.	I can lead own warm up and demonstrate all round safe practice.

<i>Games/Invasion Games</i>				<i>Dance</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
I can stop/catch a ball with control.	I am beginning to influence opposed conditioned games.	I can control and catch a ball and accurately pass whilst moving.	I can control movement with a ball in an opposed situation whilst moving.	I can perform with control and co-ordination.	I can improve freely on my own and with a partner.	I can demonstrate precision, control and fluency in response to stimuli.	I can perform and create motifs in a variety of dance styles with accuracy and consistency.
I can pass a ball to someone else.	I can control and catch a ball with movement.	I can take part in a conditioned game with understanding of the tactics and rules.	I can combine accurate passing skills/techniques in game situation.	I can respond imaginatively to a variety of stimuli.	I can translate ideas from a variety of stimuli into movement.	I can vary dynamics and develop actions with a partner or as part of a group.	I can select and use a wide range of compositional skills to demonstrate ideas.
I can take part in opposed conditioned games.	I can accurately pass to someone else.	I can move with a ball in opposed situations.	I can advise and help others in their techniques in a game.	I can vary dynamics, levels, speed and directions.	I can compare, develop and adapt movement and motifs to create longer dances.	I can continually demonstrate rhythm and spatial awareness.	I can suggest ways to improve quality of performance showing sound knowledge and understanding.
I understand about exercising, safety and short term effects of exercise.	I can move with a ball.	I understand/use principles of a warm up and why exercise is good for health.	I understand and explain short term effects of exercise, warming and cooling.	I can discuss my own and others performance with simple vocabulary. I understand the need for warm up and cool down.	I can use dance vocabulary to compare and improve my work.	I can modify my performance and that of others as a result of observation and basic understanding of the structure of the body.	I can lead my own warm up and demonstrate all round safe practice.
	I can talk about the reasons for warming up and why exercise is good for health.		I understand and can explain long term effects of exercise.		I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health.		

Subject: PHSE & Citizenship

<i>Developing confidence and responsibility and making the most of their abilities</i>				<i>Preparing to play an active role as citizens</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<p><b>Describe</b> their worth as individuals by identifying positive things about themselves and their achievements, and setting personal goals.</p> <p>Begin to <b>talk</b> about their opinions and explain their views on issues that affect themselves.</p> <p><b>List</b> some positive ways to face new challenges.</p>	<p><b>Recognise</b> their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes and making amends.</p> <p><b>Talk</b> and <b>write</b> about their opinions and confidently explain their views on issues that affect themselves and society.</p> <p><b>Identify</b> and <b>discuss</b> positive ways to face new challenges.</p>	<p><b>Value</b> the worth of others.</p> <p><b>Justify</b> their opinions and views on issues that affect themselves and society.</p> <p>Face new challenges positively by collecting information, looking for help, making responsible</p>	<p><b>Value</b> the worth of others by identifying positive things about them and their achievements.</p> <p><b>Express</b> their opinions and confidently <b>debate</b> and <b>justify</b> their views on issues that affect themselves and society.</p> <p>Face new challenges positively and <b>argue</b> the importance of demonstrating a growth mind-set attitude.</p>	<p><b>Recognise</b> how to make positive choices and that their actions have consequences.</p> <p><b>Identify</b> the nature of bullying.</p>	<p><b>Compare</b> and <b>contrast</b> positive and negative choices and <b>recognise</b> that these actions have consequences.</p> <p><b>Describe</b> the nature and consequences of bullying and express ways of responding to bullying.</p>	<p><b>Justify</b> the importance of making positive choices and <b>evaluate</b> how their actions have consequences for themselves and others.</p> <p><b>Evaluate</b> the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals.</p>	<p><b>Debate</b> the importance of making positive choices and <b>evaluate</b> how their actions have consequences for themselves and others.</p> <p><b>Evaluate</b> the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p>

		<p>choices, and taking action.</p> <p>Identify and discuss some of the bodily and emotional changes at puberty.</p> <p>Identify and discuss the range of jobs carried out by people they know.</p> <p>Identify ways to look after their money.</p>	<p>Discuss some of the bodily and emotional changes at puberty and demonstrate some way of dealing with these in a positive way.</p> <p>Discuss the range of jobs carried out by people they know and understand how they can develop skills to make their own contribution in the future.</p> <p>Discuss how to look after their money and realise that future wants and needs may be met through saving.</p>				
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<i>Developing a healthy, safer lifestyle</i>				<i>Developing good relationships and respecting the differences between people</i>			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<p><b>Recognise</b> what makes a healthy lifestyle, including the benefits of healthy eating.</p> <p><b>Recognise</b> that pressure comes in different forms.</p> <p><b>Recognise</b> why some people need drugs.</p>	<p><b>Summarise</b> what makes a healthy lifestyle, including the benefits of exercise and healthy eating, and how to <b>make</b> informed choices.</p> <p><b>List</b> some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p><b>Recognise</b> the different types of drugs, and some of their effects and dangers.</p>	<p><b>Examine</b> all of the factors that affect emotional health and wellbeing.</p> <p><b>Assess</b> the risks of a given situation and know the risks according to the time and place. <b>Recognise</b> people they can trust to help and support them.</p> <p><b>Analyse</b> the impact of drugs on physical and mental health and lifestyles.</p>	<p><b>Discuss</b> all of the factors that affect emotional health and wellbeing and <b>evaluate</b> what affects mental health.</p> <p><b>Discuss</b> how pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p><b>Discuss</b> commonly available substances and drugs that are legal and illegal and describe some of the effects of these.</p>	<p><b>List</b> different types of relationships.</p> <p><b>Identify</b> feelings that they and other people have in common and <b>recognise</b> that their actions can have positive effects on others.</p> <p><b>Recognise</b> the difference between right and wrong and empathise with people who have been treated unfairly.</p>	<p><b>Identify</b> different types of relationships.</p> <p><b>Show</b> respect for themselves and the views of others and <b>recognise</b> how to form positive relationships.</p> <p><b>Recognise</b> and challenge stereotypes.</p>	<p><b>Examine</b> the different kinds of love that exist and <b>identify</b> areas in their own lives where this applies.</p> <p><b>Discuss</b> the structure of a positive relationship.</p> <p><b>Discuss</b> how they can be responsible for one another's feelings and empathise with the feelings of others.</p> <p><b>Evaluate</b> the differences between teasing, bullying, discrimination and aggression.</p>	<p><b>Discuss</b> different types of relationships, including marriage and those between friends and families, and develop the skills to be effective in relationships.</p> <p><b>Discuss</b> the importance of demonstrating respect and tolerance towards people different from themselves and <b>recommend</b> ways to maintain good relationships.</p> <p><b>Evaluate</b> the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to</p>

<p>Summarise what risk taking is.</p>	<p>Identify some risks and how to manage them, including sensible road use.</p>	<p>Recognise the difference between risk, danger and hazard, and justify how risks should be assessed.</p>	<p>Recommend how to manage risks in different situations, and judge what kind of physical contact is acceptable or unacceptable.</p>		<p>Describe some of the beliefs and values in society.</p>	<p>Discuss the importance of valuing other people and respecting differences.</p>	<p>them and ask for help.  Explain that differences and similarities between people arise from a number of factors, including cultural, racial, ethnic and religious diversity, gender and disability.</p>
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**Subject: Religious Education**

To understand the beliefs and teachings				To know about and understand a range of religions and world views			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>Describe</b> some of the teachings of a religion.	<b>Role-play</b> the key teachings and beliefs of a religion.	<b>Summarise</b> the key teachings and beliefs of a religion.	<b>Modify and develop</b> the key teachings and beliefs of a religion.	<b>Name</b> some religious symbols.	<b>Explain</b> the meaning of some religious symbols.	<b>Identify</b> religious symbolism in literature and the arts.	<b>Present and defend</b> different opinions of religious symbols and arts.

To know the value of wisdom from different communities and disagree respectfully.				To think rigorously, creatively, imaginatively and respectfully about their ideas.			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>Identify</b> how they have to make their own choices in life.	<b>Explain</b> how actions affect others.  <b>Demonstrate</b> an understanding of the term 'morals'.	<b>Explain</b> how beliefs about right and wrong affect people's behaviour.	<b>Describe</b> how some of the values held by communities or individuals affect behaviour and actions.  <b>Discuss</b> and give opinions on stories involving moral dilemmas.	<b>Prepare</b> key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	<b>Construct</b> key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	<b>Enquire</b> into what enables different communities to live together respectfully for the wellbeing of all;	<b>Rewrite</b> beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives

<i>To reflect</i>			
Year 3	Year 4	Year 5	Year 6
<p><b>Identify</b> the things that are important in their own lives and compare these to religious beliefs.</p>	<p><b>Solve</b> questions about puzzling aspects of life.</p>	<p><b>Show</b> an understanding that personal experiences and feelings influence attitudes and actions.</p>	<p><b>Devise</b> questions that have no universally agreed answers.</p>

Subject: Science

Essential aspects of the knowledge, methods, processes and uses of Science				Recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena			
Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<p><b>Ask</b> relevant questions and using different types of scientific enquiries to answer them</p> <p><b>Construct</b> a simple practical enquiry and comparative and fair tests.</p> <p><b>Make</b> systematic and careful observations and, where appropriate, taking accurate measurements using standard units</p>	<p><b>Construct</b> a practical enquiry and comparative and fair tests.</p> <p><b>Gather, record, classify</b> and present data in a variety of ways to help in answering questions</p> <p><b>Record</b> findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p><b>Report</b> on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p><b>Plan</b> different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p><b>Record</b> and results of increasing complexity using scientific diagrams and labels, classification keys,</p>	<p><b>Use</b> test results to make <b>predictions</b> to set up further comparative and fair tests</p> <p><b>Report</b> and <b>present</b> 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</p> <p><b>Identify</b> scientific evidence that has been used to support or refute ideas or arguments</p>	<p><b>Ask</b> relevant questions and using different types of scientific enquiries to answer them</p> <p><b>Set</b> up simple practical enquiries, comparative and fair tests</p>	<p><b>Set</b> up practical enquiries, comparative and fair tests</p> <p>Gather, record, classify and <b>present</b> data in a variety of ways to help in answering questions</p> <p><b>Record</b> findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p><b>Plan</b> different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p><b>Plan</b> different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>

		tables, scatter graphs, bar and line graphs					
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Encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Year 3	Year 4	Year 5	Year 6
<p><b>Identify</b> differences, similarities or changes related to simple scientific ideas and processes</p> <p><b>Use</b> straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>Gather, record, classify</b> and present data in a variety of ways to help in answering questions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p>	<p><b>Record</b> data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make <b>predictions</b> to set up further comparative and fair tests</p>	<p><b>Report and present</b> 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</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>