

## Kirkby Malham Primary School Curriculum

### Rationale

We have designed our curriculum to **inspire and engage** pupils in their learning through **combining subjects creatively** into exciting topics. This allows us to be **flexible** when teaching different subjects, eg. running whole DT days or topic based theme days, and allows us to use **real-life learning opportunities** such as visitors and school trips in order to deliver many aspects of the curriculum together in a **cross-curricular** way to support our children who, due to rural living/location, struggle to access facilities such as museums, galleries, etc. However, we also allow for subject specific stand-alone lessons when needed to **ensure key knowledge and skills are not missed**, eg. Place knowledge in Geography. Our children have a huge range of ability and interests and also need help to develop resilience and focus, so this approach enables us to embed **STEM** sessions across the curriculum to help them problem solve and ‘think like an engineer’ as well as support their ability to self-regulate through regular ‘Zones of Regulation’ and positive mind-set sessions to develop self-confidence.

### Aims

- To inspire and engage pupils and make them motivated to learn
- To enable them to acquire knowledge progressively and develop skills sequentially: each step should link to previous steps.
- To be progressive and challenge all learners at all levels
- To ensure STEM subjects have a high priority and allow children to think like engineers
- To enable children to apply their reading, writing and mathematical skills across the curriculum
- To be clear and easy to understand by all members of the school community
- To ensure key knowledge (what they need to know) and key skills (what they need to do) are not missed
- To retain skills and knowledge (currently reviewing how we can use end of unit quizzes and knowledge organisers to do this)
- To ensure all children have a wide range of knowledge and skills by the time they move onto the next stage in their education
- To prepare children for later life (see also our ‘Curriculum for Life’ document and literacy/numeracy progression documents)

Science (Enquiry Skills)	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Planning & conducting experiments	<i>Having their own ideas– thinking of ideas; finding ways to solve problems; finding new ways to do thing Making predictions Planning making decisions about how to solve a problem and reach a goal</i>	Ask simple questions when prompted Suggest ways of answering a question	Ask simple questions Recognise that questions can be answered in different ways	Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests	Ask relevant questions  Plan different types of scientific enquiries to answer questions Set up simple and practical enquiries, comparative and fair tests	With prompting, plan different types of scientific enquiries to answer questions With prompting, recognise and control variables where necessary	Plan different types of scientific enquiries to answer questions  Recognise and control variables where necessary
Conducting Experiments	<i>Testing their ideas Finding ways to solve problems Learning by trial and error Paying attention to details</i> Children use everyday language as they explore to talk about size, weight, capacity. (SSM) They explore characteristics of everyday objects and shapes(SSM) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EX A&D)	Make relevant observations Conduct simple tests, with support	Observe closely, using simple equipment  Perform simple tests	Make systematic observations, using simple equipment Use standard units when taking measurements	Make systematic and careful observations using a range of equipment, including thermometers and data loggers Take accurate measurements using standard units, where appropriate	Select, with prompting, and use appropriate equipment to take readings Take precise measurements using standard units	Take measurements using a range of scientific equipment Take measurements with increasing accuracy and precision Take repeat readings when appropriate Take precise measurements using standard units
Recording evidence	<i>Developing ideas of grouping, sequencing, cause and effect.</i> Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (Ex A&D)	With prompting, suggest how findings could be recorded.	Record and communicate their findings in a range of ways and begin to use simple scientific language	Record findings in various ways With prompting, suggest how findings may be tabulated With prompting, use various ways of recording, grouping and displaying evidence	Record findings using simple scientific language, drawings and labelled diagrams Record findings using keys, bar charts, and tables Gather, record, classify and present data in a variety of ways to help to answer questions	Take and process repeat readings	Record data and results of increasing complexity using scientific diagrams and labels Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts. Record data and results using line graphs.
. Reporting Findings .	<i>Making links and noticing patterns in their experience</i> Can talk about things they have observed such as plants, animals, natural and found objects. Look closely at similarities, differences, patterns and change Uses talk to organise, sequence and clarify thinking and ideas. (Sp) Gives meaning to marks they make as the draw, write and paint.(Wr) Make observations about plants and animals and explain why some things occur talk about changes.	Recognise findings	Identify and classify	With prompting, suggest conclusions from enquiries Suggest how findings could be reported	Report on findings from enquiries, including oral and written explanations, of results and conclusions Report on findings from enquiries using displays or presentations	Record data and results Record data using labelled diagrams, keys, tables and charts Use line graphs to record data	Report and present findings from enquiries, including conclusions and causal relationships Report/present findings from enquiries in oral and written forms such as displays and other presentation Explain degree of, trust in results
Conclusions and Predictions	<i>Checking how well their activities are going changing strategy as needed, reviewing how well the approach worked.</i> Listens and responds to ideas expressed by others. (U) Discuss similarities and differences between living things, objects and materials.	Gather and record data.  Use observations to suggest answers to questions	Gather and record data to help answer questions Use their observations and ideas to suggest answers to questions	Suggest possible improvements or further questions to investigate	Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships With support, present findings from enquiries orally and in writing Suggest further comparative or fair tests	Identify scientific evidence that has been used to support or refute ideas or arguments Use test results to make predictions to set up further comparative and fair tests

Science	EYFS CofEL 30-50 40-60 ELG	1	2	3	4	5	6
Enquiry Vocabulary	<p>Extends vocabulary, especially grouping and naming. (CLL)</p> <p>Express themselves effectively, showing awareness of listeners needs (CLL)</p> <p>Similar /different Pattern Change order Describe Sort Positional language-behind, next to, Estimate Compare</p>	<p>questions answers equipment</p> <p>gather measure record results</p> <p>sort group</p> <p>test explore observe compare describe similar/similarities different/differences</p> <p>egg timers ruler tape measure metre stick beaker pipette syringe</p>	<p>pictogram tally chart block diagram Venn diagram table chart</p> <p>sort group test explore observe compare describe similar/similarities different/differences order observe changes over time notice patterns</p> <p>link secondary sources hand lenses egg timers stop watch</p>	<p>similarities differences changes identify classify order observe changes over time notice patterns fair tests careful accurate observations questions answers equipment gather measure record results evidence present data/evidence/results keys bar charts table results conclusions prediction support/not support thermometers data loggers magnifying glass microscope part</p>	<p>increase decrease identify classify sort group order observe changes over time link secondary sources fair tests careful accurate observations appearance</p>	<p>opinion/fact comparative tests fair tests variables careful accurate accuracy precision degree of trust observations gather measure record results evidence present data/evidence/results keys classification keys bar charts scatter graphs line graphs table results conclusions</p>	<p>independent variable dependent variable controlled variable causal relationships repeat measurements</p>

Science	EYFS <i>CofEL 30-50 40-60 ELG</i>	1	2	3	4	5	6
<b>Animals including humans</b>	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed such as animals. Show care and concern for living things.</p> <p>Look at similarities, differences, patterns &amp; change.</p> <p>Know the similarities and differences in relation to living things.</p> <p>Make observations of animals and explain why some things occur, talk about changes.</p> <p>Dog, puppy, cat, kitten, child, adult, baby, horse, foal, cow, calf, worm, snail, slug, spiders, Parts of the body arms, legs, feet, hands, paws, feathers, skin</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak</b></p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p><b>Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene</b></p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Movement, Muscles, Bones, Skull, Nutrition, Skeletons,</b></p>	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Mouth, Tongue, Teeth, Oesophagus, Stomach, Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar</b></p>	<p>Describe the changes as humans develop to old age</p> <p><b>Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty</b></p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p><b>Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration</b></p>
<b>Plants</b>	<p>Talk about some of the things they have observed such as plants. Show care and concern for the environment.</p> <p>Look at similarities, differences, patterns and change.</p> <p>Make observations of plants and explain why some things occur, talk about changes</p> <p>Deciduous trees, daffodils, daisies, seeds, bulbs, roots, stem, leaves, trunk, branches,</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><b>Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem</b></p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b>Seeds, Bulbs, Water, Light, Temperature, Growth</b></p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower</b></p>			
<b>Seasonal Changes</b>	<p>Develop an understanding of growth, decay and changes over time.</p> <p>Look at similarities, differences, patterns and change.</p> <p>Explain why some things occur, and talk about changes.</p> <p>Seasons, day, night, light, dark</p>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><b>Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</b></p>					

Science	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
<b>Materials</b>	<p>Talk about found objects. Beginning to be interested in and describing the texture of things ( Ex A &amp; D) Uses various construction materials ( Ex A &amp; D) Talk about similarities, differences. Experiments to create different textures. ( Ex A &amp; D)</p> <p>Know similarities and differences in relation to objects. Safely use and explore a variety of materials. . . Experiment with texture, form and function. ( Ex A &amp; D)</p> <p>Playdough, sand, wood, plastic, water, found materials e.g. acorns, Hard,soft, transparent, float, sink</p>	<p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</p>				
<b>Living things and their habitats</b>	<p>Talk about some of the things they have observed such as animals. Show care and concern for living things and the environment.</p> <p>Look closely at similarities, differences, pattern and change.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur and talk about change.</p> <p>Compost, wildlife area, mini beasts, fish tank,</p>		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</p>		<p>Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals</p> <p>Mammal, Reproduction, Insect, Amphibian, Bird, Offspring</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p> <p>Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects</p>
<b>Light</b>				<p>Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change</p> <p>Light, Shadows, Mirror, Reflective, Dark, Reflection</p>			<p>Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as objects that cast them</p> <p>Refraction, Reflection, Light, Spectrum, Rainbow, Colour,</p>

Science	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Forces & Magnets				<p>Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p><b>Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull</b></p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p><b>Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys</b></p>	
Rocks				<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p> <p><b>Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent</b></p>			
Sound	<p>Explored and learns how sounds can be changed. (Exp Art &amp; D)</p> <p>Explores the different sounds of instruments. ( Ex Art and D)</p> <p>Make music and experiment with ways of changing them. ( Ex Art &amp; D)</p>				<p>Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases</p> <p><b>Volume, Vibration, Wave, Pitch, Tone, Speaker</b></p>		

Science	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Earth & Space						<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><i>Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation</i></p>	
Properties of materials	<p>Explores colour and how colours can be changed.(Exp Art &amp; D)</p> <p>Be interested in and describe the texture of things. (Exp Art &amp; D)</p> <p>Use various construction materials. Joins construction pieces together to build and balance. (Exp Art &amp; D)</p> <p>Explores what happens when they mix colours.(Exp Art &amp; D)</p> <p>Experiments to create different textures. (Exp Art &amp; D)</p> <p>Manipulates materials to achieve a planned effect. (Exp Art &amp; D)</p> <p>Safely use and explore a variety of materials, tools and techniques experimenting with design, texture, form and function.(Exp Art &amp; D)</p>					<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><i>Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing</i></p>	

Science	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Evolution & Inheritance							<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><b>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics</b></p>
Electricity					<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><b>Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators</b></p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell</b></p>
States of matter					<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><b>Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing</b></p>		



History	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Key Topics	Bonfire Night Christmas My Family and other families	Houses and homes Queen Victoria Holidays and transport George Stephenson	Great Fire of London How Settle has changed Grace Darling Victorian seaside holidays	Roman Empire and its impact on GB Tudors Ancient Egypt	Roman Empire		The Globe Theatre World War 1 Life of John Lennon/Sixties History of Liverpool Magna Carta and history of Parliament
Chronology, knowledge and understanding of history	Can retell a simple past event in correct order. (CLL) Use a range of tenses (CLL) Use the past form accurately. (CLL) Remembers and talks about significant events in their own experience. Remembers and describes special times or events for family and friends. Children talk about past and present events in their own lives and the lives of family members. I can make some comments about things from the past eg. features, events, people and themes.	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	Uses talk to organise, sequence and clarify thinking . . And events.(CLL) Orders and sequences familiar events. (SSM) Use past, present and future forms accurately when talking about events that have happened. . .They develop their own narratives and explanations by connecting ideas or events. (CLL)	I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.	
	I can use everyday language related to time. (SSM) Orders and sequences familiar events. (SSM) Use everyday language to talk about time and to compare . . (SSM) Use terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	I can use a wider range of “time” terms including: recently, before, after, now, later. I can use past and present when describing events	I can use some “historical period” terms. I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms.	I use dates and historical period terms accurately.	I can use historical periods as reference points.	
Continuity and change (during and between periods)	Shows interest in different occupations and was of life. Can talk about past . . Events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, among families, communities and traditions.	I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can describe links between events, situations and changes within and between different periods and societies over long arcs of time.

Histo ry	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
<b>Diversity (within a period)</b>	<p>Show interest in the lives of people who are familiar to them.</p> <p>Shows an interest in different occupations and ways of life. (UW)</p> <p>Recognise and describe special times or events for family or friends.</p> <p>They know about similarities and differences between themselves and others, among families, communities and traditions. (UW)</p>	I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.
<b>Cause and consequence</b>	<p>Beginning to use more complex sentences to link thoughts. (CLL)</p> <p>Uses talk to connect ideas, explain what is happening. . (CLL)</p> <p>Link statements and stick to a main theme or intention. ( CLL)</p> <p>Use talk to organise, sequence and clarify thinking ideas, feelings and events. (CLL)</p> <p>They use the past, present and future forms accurately when talking about events that have happened or are to happen in the future. (CLL)</p> <p>They develop their own narratives and explanations by connecting ideas or events.(CLL)</p>	I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
<b>Significance</b>	<p>Shows interest in the lives of people who are familiar to them. (UW)</p> <p>Remembers and talks about significant events in their own experience.(UW)</p> <p>Recongises and describes significant events in their own experience..(UW)</p> <p>Children can talk about past and present events in their own lives dand in the lives of family members.(UW)</p>		I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
<b>Using &amp; understanding sources of evidence</b>	<p>I know information can be retrieved from computers.</p> <p>Use ICT equipment to interact with age-appropriate software.</p> <p>They can select and use technology for a particular purposes.</p> <p>I can pick out information about the past from sources like pictures, objects and stories.</p>	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change  in history and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past.	I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.	I can discuss why different sources of information are more accurate than other sources.
<b>Understanding historical interpretation</b>	<p>Knows that information can be retrieved from books and computers. (R)</p> <p>Demonstrate understanding when talking to others about what they have read. (R)</p> <p>They can select and use technology for particular purposes. (UW)</p>	<p>I can talk about some of the different ways that the past is recorded or represented.</p> <p>I can name some which tell us about the past.</p>	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed
<b>Communicating ideas in history</b>	<p>Sometimes gives meaning to marks they draw or write. (W)</p> <p>Can retell simple past events in correct order( CLL)</p> <p>Give meaning to marks as they draw, write and paint. ( W)</p> <p>Attempts to write own sentences in meaningful contexts. (W)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events( CLL)</p> <p>Write simple sentences which can be read by themselves or others. (W)</p> <p>Use past, present and future forms accurately . (CLL)</p>	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about the past using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	As Y3,4 and 5 combined.

Geography	EYFS <i>CofE</i> 30-50 40-60 ELG	1	2	3	4	5	6
Geographical Knowledge	Comments and asks questions about aspects of their familiar world such as the place where they live Make observations about their local environment e.g park, school, home	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Where is Settle compared to London?  Use world maps, atlases and globes to identify the above.  Compasses and maps - learning basic directions - forwards and backwards, left and right and how these correspond to North, South, East and West and how these might be used with a map.  To be able to point out where the Equator, North Pole and South Pole are on a globe or map.	Name and locate the world's seven continents and five oceans.  · Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  To be able to name the major cities of England, Wales, Scotland and Ireland.  To be able to find where they live on a map of the UK.	To be able to name a number of countries in the Northern Hemisphere.  To be able to name and locate some well-known European countries. Where is UK?  To be able to name and locate the capital cities of neighbouring European countries.  Locate and name the continents and five oceans on a World Map.  · Identify the significance of Equator, N. and S. Hemisphere, Arctic and Antarctic circles.  Seasonal weather patterns.	To know the difference between the British Isles, Great Britain and the UK.  To be able to name up to six cities in the UK and locate them on a map.  To be able to locate and name some of the main rivers and mountains in the UK.  Locate on a map the countries that make up Europe (including Russia).  Identify the capital cities of key European countries.  On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. ·	Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones (including night and day).  To be able to locate and name the main countries in Canada, North and South America and Africa on a world map and atlas .  Identify longest rivers in the world, largest deserts, and highest mountains.	· Locate and name the main counties and cities in England.  To be able to name and locate many of the world's major rivers and mountain regions on maps.  On a world map locate the main countries in Asia and Australasia/Oceania.  Identify their main environmental regions, key physical and human characteristics, and major cities.  To be able to recognise key symbols used on Ordnance Survey maps.
Geographical Enquiry	Use vocabulary focused on objects and people that are of particular importance to them (CLL) Builds up vocabulary that reflects the breadth of their experiences.(CLL)  Extends vocabulary, especially grouping and naming. (CLL)	To be able to answer some questions, using different resources, such as books the internet and atlas.  To be able to answer questions about the weather and keep a weather chart.  Identify seasonal weather patterns in the UK.  Make comparisons and links with the type of foods that are grown in hot/cold countries.	To be able to label a diagram or photograph using some geographical words .  To be able to find out about a locality by using different sources of evidence.  To find out about a locality by asking relevant questions of someone else.  To be able to say what they like of don't like about their locality and another locality like the seaside.	<b>To use the correct geographical words to describe a place and the events that happen there.</b>  📍 <b>To identify the key features of a locality by using a map.</b>  📍 <b>To accurately plot NSEW on a map</b>  📍 <b>To use some basic OS map symbols.</b>	To carry out a survey to discover features of cities and villages.  To be able to find the same place on a globe, in an atlas and using digital technology.  To be able to label the same features on an aerial photograph as on a map.  To be able to plan a journey to a place in England using a map/digital technology.  Simple grid references.	To collect information about a place and use it in a report.  To be able to map land use.  To find possible answers to their own geographical questions.  To be able to make detailed sketches and plans improving their accuracy later.  To be able to plan a journey to a place in another part of the world, taking account of distance and time.  4 figure grid references.	To confidently explain scale and use maps with a range of scales .  To be able to choose the best way to collect information needed and decide the most appropriate units of measure.  To use Google Earth.  To use OS maps to answer questions.  To use maps, aerial photos, plans and web resources to describe what a locality might be like.  6 figure grid references.
Topics	Local Area  Seasons  Hot and cold countries  Polar regions / deserts	Local area  Seasons  Map skills and directional work  Continents and countries	Local walk  Continents and oceans	UK link to Roman Britain  Fieldwork  Comparing an area in Egypt with Settle	Types of settlements: Why do people settle in different places, trade, economy, work, fossils and fuels, cities and rivers, land use, transportation and holidays .  Local area.	Rivers  Water Cycle	Europe and the world - relate to WWI history topic .  Interactive maps: London.  Trade, import/export- Liverpool, inc. canals and docks.  Famous theatres and buildings around the world  Mountains/Local geology/ Rangers for the day.

Geography	EYFS CofEL 30-50 40-60 ELG	1	2	3	4	5	6
Physical Geography	<p>Look closely as similarities and differences. Begin to compare features of different environments e.g park compared to house</p> <p>Know about similarities and differences in relation to places. Talk about features of their own immediate environment and how one environment might vary from another.</p>	<p>To be able to explain the main features of a hot and cold place.</p> <p>To be able to explain how the weather changes with each season.</p> <p>To be able to describe some of the features associated with an island.</p> <p>To be able to describe the key features of a place, using words like: forest, hill, mountain, beach, soil, sea, weather, hot, cold.</p>	<p>To be able to describe some physical features of their own locality and explain what makes their locality special.</p> <p>To be able to describe some places which are not near the school.</p> <p>To be able to describe a place outside Europe using geographical words.</p> <p>To be able to describe the key features of a place, using words like, coast, rainforest, ocean, valley.</p>	<p>To be able to use maps and atlases appropriately by using contents and indexes</p> <p>To be able to describe how volcanoes are created</p> <p>To be able to describe how earthquakes are created</p> <p>To be able to confidently describe the physical features of a locality.</p> <p>To be able to locate the Mediterranean and explain why it is a popular holiday destination.</p> <p>To be able to recognise the 9 points of the compass (N, NW, W, S, SW, SE, E, NE) .</p>	<p>To be able to describe the main features of a well-known city.</p> <p>To be able to describe the main features of a village.</p> <p>To be able to describe the main physical differences between cities and villages.</p> <p>To be able to use the appropriate symbols to represent different physical features on a map.</p>	<p>Rivers, mountains and the water cycle, climate zones, biomes and vegetation belts.</p> <p>To be able to create sketch maps when carrying out a field study.</p> <p>To be able to explain why many cities of the world are situated by rivers.</p> <p>To be able to explain how the water cycle works.</p> <p>To be able to explain why water is such a valuable commodity .</p>	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>To be able to describe how some places are similar and others are different in relation to their physical features.</p> <p>To be able to explain how a location fits into its wider geographical location; with reference to physical features.</p>
Human Geography		<p>City, town, village, factory, farm, house, office.</p> <p>To be able to begin to explain why they would wear different clothes at different times of the year</p> <p>To be able to say something about the people who live in hot and cold places</p> <p>To be able to explain what they might wear if they live in a very hot or a very cold place.</p>	<p>City, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To be able to describe some human features of their own locality, such as jobs people do and that these may be different in different parts of the world.</p> <p>To explain whether they think that people ever spoil the area or try to make the area better, if so, how.</p> <p>To be able to explain what facilities a town or village might need.</p>	<p>To be able to describe how volcanoes have an impact on people's lives.</p> <p>To be able to confidently describe human features in a locality .</p> <p>To be able to explain why a locality has certain human features .</p> <p>To be able to explain why a place is like it is.</p> <p>To be able to explain how the lives of people in different countries would be different from their own.</p>	<p>To be able to explain why people are attracted to live in cities and villages.</p> <p>To be able to explain how a locality has changed over time with reference to human features.</p> <p>To be able to find different views about an environmental issue and explain their view.</p> <p>To be able to suggest different ways that a locality could be changed and improved.</p> <p>Types of settlements in Viking Britain linked to History- types of land use</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>To be able to map land use with their own criteria.</p> <p>To be able to explain why people are attracted to live by rivers.</p> <p>To be able to explain how a locations fits into its wider geographical location; with reference to human economic features.</p> <p>To be able to explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>To be able to give an extended description of the human features of different places around the world.</p> <p>To be able to describe how some places are similar and others are different in relation to their human features.</p> <p>To develop a wider knowledge of understanding of famous landmarks and relate this to tourism.</p>

Geography	EYFS CofEL 30-50 40-60 ELG	1	2	3	4	5	6
<b>Key topics</b>	Local Area  Seasons  Hot and cold countries  Polar regions / deserts	Local area  Seasons  Map skills and directional work  Continents and countries	Local walk  Continents and oceans	<b>UK link to Roman Britain</b>  <b>Fieldwork</b>  Comparing an area in Egypt with Settle			Famous theatres and buildings around the world  Atlas work  Liverpool (import/export/trade)  Mountains/Local geology  Contrasting UK locality: London
<b>Skills</b>	Use vocabulary focused on objects and people that are of particular importance to them (CLL) Builds up vocabulary that reflects the breadth of their experiences.(CLL)  Extends vocabulary, especially grouping and naming. (CLL)	Identify seasonal and daily weather patterns in the United Kingdom and in other European countries. Children should be able to make comparisons and links with the type of foods that are grown in hot/cold countries.  Use, understand and apply basic geographical vocabulary to refer to:  <u>Key Physical Features</u>  Forest, hill, mountain, soil, sea, ocean,  weather.  <u>Key Human Features</u>  City, town, village, factory, farm, house,  office.  Be able to recognise and use simple compass directions (North, South, East and West)  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Use basic geographical vocabulary to refer to:  <u>Key Physical Features</u> Beach, cliff, coast, forest, hill, mountain, sea,  ocean, river, soil, valley, vegetation, season and weather  <u>Key Human Features</u> City, town, village, factory, farm, house,  office, port, harbour and shop Summer  Use world maps, atlases and globes to identify the seven	Compare a region of the UK with a region in Europe, eg. Local hilly area with a flat one or under sea level. Link with Science, rocks.  Look at the types of settlements in Early Britain linked to History. Why did early people choose to settle there?  Describe and understand key aspects of:  <u>Physical geography</u> including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Learn the eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.  Types of settlements in Viking Britain linked to History- types of land use  Types of settlements in modern Britain: villages, towns, cities.  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Learn the eight points of a compass, four-figure grid references.  Describe and understand key aspects of:  <u>Physical geography</u> , including: climate zones, biomes and vegetation belts.	· Link with a city compare land use maps from the past with the present, focusing on land use.  · Describe and understand key aspects of:  <u>Physical geography</u> including rivers, mountains and the water cycle.  <u>Human geography</u>  · Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  · Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	<u>Human Geography</u> : Linking with Liverpool or London, map how land use has changed over time. Make predictions about how it may continue to change in the future.  <u>Physical geography</u> Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.  Describe and understand key aspects of:  <u>Physical geography</u> including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.Import/export and trade between UK and Europe and ROW.  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Extend to 6 figure grid references with teaching of latitude and longitude in depth.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

ICT	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Programming	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.</p> <p>Bee-bots &amp; Code-a-pillars</p> <p>Give commands to go forwards and backwards</p> <p>Beebots &amp; Code-a-pillars</p> <p>Give commands to include straight forwards/backwards/turn one at a time— Travel on a grid to specific points.</p> <p>Explore what happens when a sequence of instructions is given.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p><u>Beebots</u></p> <p>Give a set of simple instructions to follow a task.</p> <p>Give a set of instructions to form a square.</p> <p>(iPad)-Scratch Junior</p>	<p><u>Beebots/ Probots</u>-Give a set of instructions to form a square and rectangle. To complete a course involving turns. Improve / change their sequence of commands.</p> <p>Use distance measures on the probot to make squares of different sizes.</p> <p>(iPad) -Scratch Junior Investigate moving images and backgrounds.</p>	<p><u>Probots</u>—Improve / change their sequence of commands.</p> <p>Introduce turns using degrees.</p> <p><u>Scratch</u>— Navigate the Scratch programming environment.</p> <p>Draw simple shapes</p> <p>Make a simple animation using sequence and repeat functions., Change backgrounds.</p>	<p><u>Scratch</u>-Add inputs to control their sprite.</p> <p>Use conditional statements within the program to control the sprite (if.. Then)</p> <p><u>Kodu</u>— Explore 3D environment &amp; new coding blocks</p> <p><u>Physical computing</u></p> <p><u>Crumbles</u>— Introduce software and hardware— and how to connect Write programme to control lights, buzzers, motors.</p>	<p>Scratch-Use external triggers and infinite loops to control sprites.</p> <p>Design their own game including sprites, backgrounds, scoring and /or timers.</p> <p>Use conditional statements, loops, variables, and broadcast messages in the game.</p> <p><u>Physical Computing</u></p> <p><u>Crumbles</u>— Introduce distance sensors</p>	<p>Scratch-Design a maths game when a player wins or loses and them must know they have won or lost.</p> <p>Evaluate the effectiveness of the game and debug as required.H</p> <p>Hour of Code, Bebras on line challenge (Nov)</p> <p><u>Physical Computing</u>-Micro:bit— make moving images, investigate sensors and use in game eg. Fit bit—</p> <p>VEX IQ</p>
Online	<p>Knows that information can be retrieved from computers-Know that images give information</p> <p>Find animal facts using a specific website</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Play online game —CBBC website</p> <p>Phonics play</p> <p>Ipad— Daisy the Dinosaur</p> <p>Talk about websites they have been on</p>	<p><u>Internet research</u></p> <p>Explore a website by clicking on the Arrows,</p> <p>iPads— Use QR codes to visit specific sites.</p> <p><u>Emails</u>— As a class</p> <p>Recognise an email address</p> <p>Contribute to a class email.</p>	<p><u>Internet research</u></p> <p>Explore a website by clicking on the arrows, menus and hyperlinks.</p> <p>iPads— Use QR codes and explore pages to find information/ images</p> <p>(pic collage)</p> <p><u>Emails</u>— As a class</p> <p>Recognise an email address</p> <p>Emails— Write an email to another class eg. (KIM) or the headteacher</p>	<p><u>Blogging</u></p> <p>Navigate to view their class blog.</p> <p>Understand it can be updated from a range of devices.</p> <p>Comment on their class blog.</p> <p><u>Internet Research</u></p> <p>Type in a URL to find a website</p> <p>Use a search engine to find a range of media. E.g. images, texts.</p> <p><u>Emails</u></p> <p>Log into an email account, open, create and send an email.</p>	<p><u>Internet Research</u></p> <p>Add websites to a favourites list.</p> <p>Think of search terms to use linked with questions they wish to answer.</p> <p>Talk about the reliability of information on the internet. E.g. the difference between fact and opinion.</p> <p>Emails- (Using class account)</p> <p>Attach files to an email.</p> <p>Email more than one person and reply to all.</p>	<p><u>Internet research</u>-Use advance search functions in Google (Quotations).</p> <p>Understand websites such as Wikipedia are made by users (link to e-safety).</p> <p>Use strategies to check the reliability of information. (Cross check with another source such as books or 3 separate sites.)</p> <p><u>Cloud Computing</u>-Understand files may be saved off their devices in 'clouds'.</p> <p>Upload and download a file to the cloud on different devices.</p> <p><u>Blogging</u>-Register for a blog, select a URL and navigate to their blog once it is created.</p> <p>Alter the theme and appearance of their blog once it is created.Create a new post, saving it as a draft and publishing it..</p>	<p><u>Internet research</u></p> <p>Use their knowledge of domain names to aid their judgement of the validity of websites.</p> <p><u>Cloud Computing</u>— One Drive &amp; Toello</p> <p>Understand about syncing files using cloud computing folders.</p> <p><u>Blogging</u>— Quad Blog</p> <p>Embed photos, hyperlinks and videos into posts.</p> <p>Reorganise posts and remove posts they no longer want.</p> <p>Like / follow other blogs and build their blog content over the year.</p>



ICT	EYFS <i>Ch of EL 30-50 40-60 ELG</i>	1	2	3	4	5	6
Multimedia	<p><i>Knows how to operate simple equipment</i></p> <p><i>Shows an interest in technological toys .</i></p> <p>Use iPads, cameras to take photos</p> <p>Explore sound cards, pegs.</p> <p><i>Completes a simple program on a computer.</i></p> <p><i>Uses ICT hardware to interact with age-appropriate computer software</i></p> <p>Use puppet pals to record a simple story.</p> <p>Video— Use iPads to video</p> <p>Use Splotch to make images, explore changing the colour of the brush.</p> <p>iPad— Explore painting apps</p> <p><i>They can select and use technology for particular purposes.</i></p> <p>Using a keyboard write own name</p> <p>Use a mouse to click</p> <p>Cursor control</p> <p>Sound recording— Use iPad, electronic pegs, discs to record and playback</p> <p>Use iPads to capture a video.</p>	<p><u>Graphics</u>-Use ICT to generate ideas for their work.</p> <p>Use various tools such as brushes, pens, rubber, stamps, shapes.</p> <p><u>Text</u> -Use space bar, backspace, delete, arrow keys, return</p> <p><u>Mouse control</u> use ok / cancel function</p> <p><u>Sound Recording</u>— Record sound at and away from a computer. Use software to record sounds. Save and retrieve.</p> <p>Video— Capture video, Discuss which videos to keep and which to delete.</p>	<p><u>Graphics</u>-Save, retrieve and print work</p> <p>Sound recording-Change sounds recorded. Save, retrieve and edit sounds.</p> <p>Mouse control— Use red cross to close programmes -</p> <p><u>Text</u>-</p> <p>Shut down the program correctly</p> <p>Type sentences with correct punctuation</p> <p>Video— Arrange clips to make a short film. Add title and credits.</p> <p>Presentation(2Connect?) Choose a suitable subject and collect some information. Create a mind map of this data. Link appropriate bubbles.</p> <p>Present the information to a group.</p>	<p><u>Graphics</u>- Acquire, store and combine images from cameras, iPads or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate and invert the image.</p> <p>iPad- Create a story- Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing. .Edit and improve their animation</p> <p><u>Text</u>-Start to use two hands when typing. Word process short texts to present.</p> <p>Use spell check function.</p>	<p><u>Graphics</u> Use Cropping tool to capture an image. Edit pictures using a range of tools in a graphics program</p> <p><u>Text</u>- Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. Align text left, right and centre</p> <p><u>Presentation- Powerpoint</u>- Create a title slide and choose a style. Change the layout of a slide. Insert a picture/text/ graph from the Internet or personal files. Decide upon and use effective transitions.</p> <p><u>iPads- Animation</u> (I Can animate) Plan what they would like to happen in their animation. Take a series of pictures to form an animation. Move items within their animation to create movement on playback. Edit and improve their animation</p> <p><u>Video</u> (imovie trailer) Capture video for a purpose. Choose which clips to keep and which to discard. Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects. Text Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. Align text left, right and centre</p>	<p><u>Sound Recording</u> (Audacity) Collect audio from a variety of resources including own recordings and internet clips. Create a multi-track recording using effects. Edit and refine their work to improve outcomes.</p> <p>Text— Using</p> <p><u>Animation</u> -Plan a multi-scene animation including characters, scenes, camera angles and special effects. Use stop –go animation software (Ican Animate / Hue animation) with an external camera to shoot animation frames. Adjust the number of photographs taken and the playback rate to improve the quality of the animation. Publish their animation and use a movie editing package to edit/refine and add titles.</p>	<p><u>Graphics</u> Use to create a 3D representation of an existing building. Use the tools available to design their own fit for purpose building. Change the style, colour and texture of the walls. Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.</p> <p><u>Video</u> (iMovie) Storyboard and capture videos for a purpose. Plan for the use of special effects and transitions. Trim, arrange and edit audio levels to improve quality of their outcome. Export their video.</p> <p><u>Presentation</u> -(Powerpoint) Work independently to create a multi slide presentation that includes speakers notes. Use transitions and animations to improve the quality of the presentation. Include sounds and moving graphics in the slides. Present to a large group or class using the notes made</p>
E-Safety	<p><i>They can select and use technology for particular purposes.</i></p> <p><i>Practises some appropriate safety measures without adult supervision. (HSC)</i></p> <p><i>Can talk about ways to keep safe (HSC)</i></p> <p>Can speak to an adult about what they have seen. Talk about what they are doing on a computer.</p> <p>Say if something they find on the internet makes them feel bad?</p> <p>Follow the school's safer internet rules.</p>	<p>Make decisions about whether or not statements found on the internet are true or not.</p> <p>Identify devices that can be used to search the Internet.</p> <p>Identify what things count as personal information.</p>	<p>Identify when inappropriate content is accessed and act appropriately.</p> <p>Recognise that a variety of devices can be used to connect a number of people. Consider other people's feelings on the Internet.</p>	<p>Tell an adult if anything worries them online</p> <p>Question the 'validity' of what they see on the internet.</p> <p>Use a browser address bar not just search box and shortcuts.</p> <p>Think before sending and comment on consequences of sending/posting.</p> <p>Recognise online behaviours that would be unfair.</p>	<p>Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles)</p> <p>Make judgments in order to stay safe, whilst communicating with others online. .</p> <p>Identify dangers when presented with scenarios, social networking profiles etc.</p> <p>Articulate examples of good and bad behavior online</p>	<p>Judge what sort of privacy settings might be relevant to reducing different risks.</p> <p>Judge when and when not to answer a question online.</p> <p>Be a good online citizen and friend. Use different sources to double check information found online.</p> <p>Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc).</p>	<p>Articulate what constitutes good behaviour online.</p> <p>Click-CEOP button and explain to parents what it is for.</p> <p>Discuss scenarios involving online risk. State the source of information found on the Internet. Act as a role model for younger pupils.</p>
Data	<p><i>Children use everyday language to . . . Solve problems. (SSM)</i></p> <p><i>Finding ways to solve problems</i></p> <p><i>Testing their ideas.</i></p> <p><i>Developing ideas of grouping, sequencing, cause and effect.</i></p> <p>Collect and discuss data as a class</p>	<p>Say what a pictogram is showing them.</p> <p>Put data into a program</p>	<p>Sort objects and pictures into lists or simple tables.</p> <p>Make a simple Y/N tree diagram to sort information.</p> <p>Create and search a branching database.</p>	<p>Choose information to put into a data table.</p> <p>Design a questionnaire to collect information.</p>	<p>Recognise which information is suitable for their topic.</p> <p>Sort and organize information to use in other ways.</p> <p>Create and search a branching database.</p> <p>Create a database from information I have selected.</p>	<p>Create data collection forms and enter data accurately from these. Collect live data using data logging equipment and present this data in different ways.</p> <p>Know how to check for and spot inaccurate data.</p>	<p>Know which formulas to use when I want to change my spreadsheet model. Make graphs from the calculations on my spreadsheet. Sort and filter information. Understand that changing the numerical data effects a calculation.</p>

Music	EYFS <i>CofE</i> 30-50 40-60 ELG	1	2	3	4	5	6
<p><b>Use of voice expressively and creatively. (KS1)</b></p> <p><b>Play and Perform (KS2)</b></p>	<p>Use intonation, rhythm and phrasing to make the meaning clear to others.(Sp) Sing a few simple songs. Sings of self and makes up simple songs (I) Begins to build a repertoire of songs. Children sing songs... and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music ..</p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.</p>	<p>Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence.</p>	<p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear.</p>	<p>Create songs with an understanding of the relationship between lyrics and melody. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion.</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p>
<p><b>Play tuned and untuned instruments. (KS1)</b></p> <p><b>Improvise and compose (KS2)</b></p>	<p>Explores and learns how sounds can be changed. Tap out repeated rhythms. Makes up rhythms (I) Explores the sounds of different instruments. Children make music and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music ..</p>	<p>Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given Understand how to control playing a musical instrument so that they sound, as they should.</p>	<p>To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases</p>	<p>Compose music that combines several layers of sound. Awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group.</p>	<p>Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns.  Use a variety of different musical devices including melody, rhythms, and chords.</p>
<p><b>Listen with concentration and understanding. (KS1)</b></p> <p><b>Listen to attention to detail and record sounds. Appreciate and understand a wide range of live and recorded music. (KS2)</b></p>	<p>Begin to move rhythmically. Imitates movement in response to music. Use movement to express feelings (I) Create movement in response to music.(I) Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music.</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types.</p>	<p>To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.</p>	<p>To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect. Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.</p>	<p>Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.  Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>
<p><b>Experimenting creating and combining. (KS1)</b></p> <p><b>Develop an understanding of the history of music (KS2)</b></p>	<p>Captures experiences and responses with a range of media such as music Children talk about the ideas and processes which have led them to make music.</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired.</p>	<p>Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) . Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea.</p>	<p>Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.</p>	<p>Understand that the sense of occasion affects the performance. Combine sounds expressively.</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.</p>	<p>Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. Use different venues and occasions to vary my performances.</p>



Music	EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Use and understand musical notation  (KS2)				Create own marks to represent different sounds.	Use Staff and musical notation when composing work.  Know how many beats in a minim, crotchet and semibreve and recognise their symbols.  Know the symbol for a rest in music, and use silence for effect in my music.	Know and use standard musical notation of crotchet, minim and semibreve.  To indicate how many beats to play.  Learn to read music during recorder lessons.  Read the musical stave and can work out the notes (FACE).  Draw a treble clef at the correct position on the stave.	Use of a variety of notation when performing and composing. Compose music for different occasions appropriate musical devises. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). Describe music using musical words and use this to identify strengths and weaknesses in music.
Knowledge	<p>Builds up vocabulary that reflects the breadth of their experiences.(CLL)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (CLL)</p> <p>Shows increasing control over an object ... (PD)</p> <p>Handles tools, objects,...safely and with increasing control. (PD)</p> <p>Children can express themselves effectively, showing awareness of the listeners' needs.(CLL)</p> <p>Children show good control and co-ordination in large and small movements) They handle equipment and tools effectively. (PD)</p>	<p>To begin to understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat.</p> <p>To begin to learn musical instruments names.</p> <p>To understand how to play an instrument with care and attention.</p>	<p>To continue to understand and demonstrate the differences between – pulses, rhythm, pattern, chanting, beat, pitch.</p> <p>To continue to learn musical instruments names.</p> <p>To understand how to play an instrument with care and attention.</p>	<p>To understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat, pitch</p> <p>To understand the difference between the term melodic and rhythmic.</p> <p>Begin to recognise and identify instruments being played and to be able to name these instruments.</p> <p>To begin to describe the different purposes of music throughout history and in other cultures.</p> <p>Recognise how musical elements can be used together to compose music. AT SP2</p>	<p>To understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat, pitch..</p> <p>To understand the difference between the term melodic and rhythmic</p> <p>Continue to recognise and identify instruments being played and to be able to name these instruments.</p> <p>To continue to describe the different purposes of music throughout history and in other cultures.</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>To begin to understand musical notation (minim, crotchet, semibreve) and recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music</p>	<p>To understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat, pitch etc.</p> <p>Continue to recognise and identify instruments being played and to be able to name these instruments and to be able to say what family the instrument comes from.</p> <p>To begin to describe the different purposes of music throughout history and in other cultures.</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>To begin to understand musical notation (minim, crotchet, semibreve) and recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music.</p> <p>To be know the musical notes (FACE) (Right hand).</p> <p>To understand what a treble clef/stave is.</p>	

Art	<b>EYFS</b> <i>CofEL 30-50 40-60 ELG</i>	1	2	3	4	5	6	Suggested Artists
<b>Drawing</b>  <b>(pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<p><b>Draw lines and circles using gross motor movements. (PD)</b></p> <p><b>Using lines to enclose shapes (PD)</b></p> <p>create large marks- continuous rotations, push/ pulls, vertical arcs Use large, chunky tools such as decorator brushes, , hands, sticks, chunky chalks, sticks, sponges Begin to use enclosed shapes to represent people or objects</p> <p><b>Uses simple tools and techniques competently and appropriately. (40-60 ExAD)</b></p> <p>Begin to include features such as circles for eyes, hair and limbs on pictures of figures Develop effective grip using smaller crayons, charcoals, pastels, pencils, pens Encourage accurate drawings of people.</p> <p><b>Experiment with form (Ex AD)</b> Explore making different marks with different resources, begin to compare e.g pencil lines and pastel smudges</p> <p><b>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts, feelings through . . .art ( I)</b></p>	<p>Extend the variety of drawings tools. Explore different textures.</p> <p>Observe and draw landscapes.</p> <p>Observe patterns.</p> <p>Observe anatomy (faces, limbs).</p>	<p>Experiment with tools and surfaces. Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p>	<p>Experiment with the potential of various Pencils. Close observation. Draw both the positive and negative shapes. Initial sketches as a preparation for painting. Accurate drawings of people, particularly faces.</p>	<p>Identify and draw the effect of light. Scale and proportion. Accurate drawings of whole people including proportion and placement. Work on a variety of scales. Computer generated drawings.</p>	<p>Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective.</p>		<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac</p>
<b>Colour</b>  <b>(painting, ink, dye, textiles, pencils, crayon, pastels)</b>	<p><b>Explores colour and how colour can be changed. ( Ex A&amp;D)</b> Explore paint using a wide variety of tools hands/cars/sponges/veg Use a range of tools to make coloured marks on Paper.</p> <p><b>Captures experiences and responses with paint. ( I 30-50)</b> <b>Explores what happens when they mix colours. ( ExAD)</b> Experimenting with and using primary colours Naming colours.</p> <p><b>Chooses a particular colour to use for a purpose (40-60 I)</b> Explore different types of paint- powder paint, textured paint, water colours, poster paint Learn the names of different tools that give Colour.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG ExAD)</b> Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names, change</p>	<p>Name all the colours. Mixing of colours. Find collections of colour.</p> <p>Applying colour with a range of tools.</p> <p>Primary/secondary colours.</p>	<p>Begin to describe colours by objects. Make as many tones of one colour as possible (using white). Darken colours without using black. Using colour on a large scale.</p>	<p>Colour mixing. Make colour wheels. Introduce different types of brushes. Techniques- apply colour using dotting, scratching, splashing.</p>	<p>Colour mixing and matching; tint, tone, shade. Observe colours. Suitable equipment for the task. Colour to reflect mood. Warm/cool colours.</p>	<p>Hue, tint, tone, shades and mood. Explore the use of texture in colour. Colour for different purposes. Colour to express feelings. Contrasting and complementary colours.</p>		<p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh,</p>
<b>Texture</b>  <b>(textiles, clay, sand, plaster, stone)</b>	<p><b>Beginning to be interested in and describe the texture of things. ( Ex AD)</b> Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures Handling, manipulating and enjoying using Materials.</p> <p><b>Experiments to create different textures. ( 40-60 ExAD)</b> <b>Understands that different media can be combined to create different effects.( 40-60 ExAD)</b> <b>Selects appropriate resources and adapts work as necessary (40-60 ExAD)</b></p> <p>Begin to combine resources with different textures, colours and shapes Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough,Simple weaving.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG ExAD)</b></p>	<p>Weaving. Collage.</p> <p>Sort according to specific qualities.</p> <p>How textiles create things.</p>	<p>Overlapping and overlaying to create effects. Use large eyed needles. Running stitches. Simple appliqué work. Start to explore other simple stitches. Collage.</p>	<p>Use smaller eyed needles and finer threads. Weaving. Tie dying, batik.</p>	<p>Use a wider variety of Stitches. Observation and design of textural art. Experimenting with creating mood, feeling, movement. Compare different fabrics.</p>	<p>Use stories, music, poems as stimuli. Select and use materials. Embellish work. Fabric making. Artists using textiles.</p>	<p>Develops experience in embellishing. Applies knowledge of different techniques to express feelings. Work collaboratively on a larger scale.</p>	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p>

Art	EYFS CofEL 30-50 40-60 ELG	1	2	3	4	5	6	Suggested Artists
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	Uses various construction materials (ExAD) Beginning to construct, stack blocks vertically and horizontally, making enclosures and creating spaces. (30-50 ExAD) Realises tools can be used for a purpose (30-50 Ex AD) Handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc Enjoying and manipulating materials. Building and destroying. Shape and model. Uses simple tools to effect changes to materials (40-60PD) Handles tools, objects, construction and malleable materials safely and with increasing control (40-60 PD) Manipulates materials to achieve a planned effect.(40-60 ExpAD) Selects tools and techniques needed to shape, assemble and join materials that are using (40-60 ExAD) Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure Show good control and co-ordination in large and small movements. Handles equipment and tools effectively. (PD ELG)	Construct. Use materials to make known objects for a purpose. Carve materials. Pinch and roll coils and slabs using a modelling media. Make simple joins.	Awareness of natural and man-made forms. Expression of personal experiences and ideas. To shape and form from direct observation (malleable and rigid materials). Decorative techniques. Replicate patterns and textures in a 3-D form. Reflect on own work and that of other sculptors.	Shape, form, model and construct ( malleable and rigid materials). Plan and develop. Understanding of different adhesives and methods of construction. Aesthetics.	Plan and develop. Experience surface patterns / textures. Discuss own work and work of other sculptors. Analyse and interpret natural and manmade forms of construction.	Plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media. Discuss and evaluate own work and that of other sculptors.		Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Realises tools can be used for a purpose Uses simple tools and techniques competently and appropriately. They can safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. Rubbings. Print with variety of objects. Print with block colours.	Create patterns. Develop impressed Images. Relief printing.	Print with a growing range of objects. Identify the different forms printing takes.	Relief and impressed Printing. Recording textures/patterns. Monoprinting. Colour mixing through overlapping colour prints.	Use sketchbook for recording textures/patterns. Interpret environmental and manmade patterns. Modify and adapt print.	Combining prints. Design prints. Make connections. Discuss and evaluate own work and that of others.	Builds up drawings and images of whole or parts of items using various Techniques. Screen printing. Explore printing techniques used by various artists.	Picasso, Dan Mather, Andy Warhol
Pattern ( paint, pencil, textiles, clay, printing)	Shows an interest in shape and space by playing with shapes, or making arrangements with objects.(SSM) Uses familiar objects and common shapes to create and recreate patterns . . (SSM) They recognise, create and describe patterns.(SSM) Repeating patterns Irregular painting patterns. Simple symmetry.	Awareness and discussion of patterns. Repeating patterns. Symmetry	Experiment by arranging, folding, repeating, overlapping. Natural and manmade Patterns. Discuss regular and Irregular patterns.	Pattern in the environment. Design using ICT. Make patterns on a range of surfaces. Symmetry.	Explore environmental and manmade patterns. Tessellation.	Create own abstract pattern to reflect personal experiences and expression. Create pattern for different purposes.		Joan Miro, Bridget Riley, Escher, Paul Klee,

DT	EYFS Ch of EL 30-50 40-60 ELG	1	2	3	4	5	6
Developing, planning and communicating ideas.	<p><i>Thinking of ideas.</i></p> <p><i>Finding ways to solve problems.</i></p> <p><i>Finding new ways to do things.</i></p> <p><i>Beginning to use more complex sentences to link thoughts ( using and , because ) (CLL)</i></p> <p><i>Uses talk to connect ideas, explain what is happening and anticipate what might happen next ( CLL)</i></p> <p><i>Uses talk to organise, sequence and clarify thinking, ideas, (CLL)</i></p> <p><i>Children express themselves effectively, showing awareness of the listeners needs. They develop their own narratives and explanations by connecting ideas. (CLL)</i></p>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation , drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p>	<p>Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Make drawings with labels when designing.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Evaluate products and identify criteria that can be used for their own designs.</p>	<p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p>	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p>
Working with tools, equipment and components to make quality products (including food)	<p><i>Testing their ideas.</i></p> <p><i>Changing the strategy needed</i></p> <p><i>Showing a 'can do' attitude</i></p> <p><i>Taking a risk, engaging in new experiences, and learning by trial and error.</i></p> <p><i>Maintaining focus on their activity for a period of time.</i></p> <p><i>Paying attention to detail.</i></p> <p><i>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</i></p> <p><i>Join construction pieces together to build and balance.</i></p> <p><i>Realise tools can be used for a purpose.</i></p> <p><i>Knows how to transport and store equipment safely( HSC)</i></p> <p><i>Practices some appropriate safety measures without direct adult supervision. (HSC)</i></p> <p><i>Manipulates materials to achieve a planned effect.</i></p> <p><i>Construct with a purpose in mind, using a variety of resources.</i></p> <p><i>Use simple tools and techniques competently and appropriately.</i></p> <p><i>Selects tools and techniques needed to shape, assemble and join materials they are using.</i></p> <p><i>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>They represent their own ideas, thoughts and feelings through design technology . . (I)</i></p>	<p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools eg scissors and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue/masking tape.</p> <p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve their product.</p>	<p>Begin to select tools and materials; use vocab to name and describe them</p> <p>Measure, cut, score with some accuracy</p> <p>Use hand tools safely.</p> <p>Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p> <p>Follow safe procedures for food safety and hygiene.</p> <p>Choose and use appropriate finishing techniques.</p>	<p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Demonstrate hygienic food preparation and storage.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>Select appropriate tools and techniques for making their product</p> <p>☑ Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Sew using a range of different stitches.</p> <p>Measure, tape or pin, cut/join fabric with some accuracy.</p> <p>Use simple graphical communication techniques.</p>	<p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Select appropriate tools, materials, components and techniques.</p> <p>Assemble components make working models.</p> <p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques.</p> <p>Make modifications as they go along.</p> <p>Pin, sew and stitch materials together create a product.</p> <p>Achieve a quality product.</p>
Evaluating processes and products	<p><i>Reviewing how well the approach worked</i></p> <p><i>Selects appropriate resources and adapts work where necessary.</i></p> <p><i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (I)</i></p>	<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Disassemble and evaluate familiar products.</p>	<p>Evaluate work both during and at the end of the assignment.</p> <p>Evaluate products carrying out appropriate tests.</p>	<p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p>

French	3	4	5	6
<b>Key Topics/ North York- shire Units</b> (Bold units cover key skills)	<b>Moi</b> <b>Les couleurs</b> La jungle Tutti Frutti Vive le sport <b>Le météo</b>	Les monstre <b>Le calendrier des fêtes</b> <b>Les animaux</b> <b>Au marché</b> Je suis le musicien À la mode	<b>Ma famille</b> On fait la fête Cher Zoo <b>Le petit déjeuner</b> <b>Vive le temps libre</b> À la plage	<b>Les portraits</b> <b>Les cadeaux</b> <i>Le carnaval des animaux</i> <b>Au café</b> <i>Tour de France</i> <i>Destinations</i>
<b>Listening</b>	Understand a few familiar spoken words and phrases - e.g. the teacher's instructions ☑ a few words and phrases in a song or a rhyme ☑ days of the week ☑ colours ☑ numbers	Understand a range of familiar spoken phrases - e.g. ☑ Basic phrases concerning myself, my family, my school, the weather.	Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. ☑ A short rhyme or song, a telephone message, announcement or weather forecast. ☑ Sentences describing what people are wearing, what they are doing, an announcement or message.	Understand and respond to spoken and written language from a variety of authentic sources.
<b>Speaking</b>	Say and repeat single words and short simple phrases – e.g. ☑ greeting someone ☑ saying oui, non, s'il vous plait, merci (or equivalents in other languages) ☑ naming classroom objects ☑ days of the week ☑ saying what the weather is like	Answer simple questions and give basic information – e.g. ☑ Saying where I live ☑ Whether I have brothers and sisters ☑ Whether I have a pet ☑ When my birthday is ☑ How old I am ☑ Saying the date	Ask and answer simple questions and talk about their interests - e.g. • taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ... ☑ discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions, discussing houses,	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ☑ give a short prepared talk, on a topic of choice, including expressing opinions ☑ describing a picture or part of a story; making a presentation to the class
<b>Reading</b>	Can recognise and read out a few familiar words and phrases - e.g. ☑ from stories and rhymes ☑ labels on familiar objects ☑ the date ☑ the weather	Understand and read out familiar written phrases - e.g. ☑ simple phrases ☑ weather phrases ☑ simple description of objects ☑ someone writing about their pet	Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. ☑ very simple messages on a postcard or e-mail or part of a story ☑ three to four sentences of information about my e-pal; a description of someone's school day.	Understand the main points and opinions in written texts from various contexts - e.g. ☑ A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... ☑ discover and develop an appreciation of a range of writing in French
<b>Writing</b>	Can write or copy simple words or symbols correctly - e.g. ☑ numbers ☑ Days of week ☑ colours ☑ classroom objects ☑ a shopping list	Can write one or two short sentences to a model and fill in the words on a simple form- e.g. ☑ personal information ☑ where I live ☑ how old I am ☑ holiday greetings by e-mail or on a postcard	Write a few short sentences with support using expressions which they have already learnt - e.g. ☑ a postcard, a simple note or message, an identity card  Write a short text on a familiar topic, adapting language which they have already learnt- e.g. ☑ three to four sentences for a wall display; a simple e-mail message.	Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ☑ paragraphs of three to four sentences about myself, ☑ about a story or a picture; a message containing three to four sentences; a postcard or greetings card

RE	EYFS CofEL 30-50 40-60 ELG	1	2	3	4	5	6
	Discovering	Exploring		Connecting			
<b>Believing</b> (religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<p>F1: Which stories are special and why?</p> <p>F2: Which people are special and why? Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life.</p>	<p>1.1: Who is a Christian and what do they believe?</p> <p>1.2: Who is a Muslim and what do they believe?</p> <p>1.3: Who is a Jewish and what do they believe?</p> <p>1.4: What can we learn from sacred books?</p>	<p>L2.1: What do different people believe about God?</p> <p>L2.2: Why is the bible so important for Christians today?</p> <p>L2.3: Why is Jesus inspiring to some people?</p>	<p>U2.1: Why do some people believe God exists?</p> <p>U2.2: What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>U2.3: What do religions say to us when life gets hard?</p>			
<b>Expressing</b> (religious and spiritual forms of expression; questions about identity and diversity)	<p>F3: What places are special and why?</p> <p>F4: What times are special and why?</p> <p>Recognises and describes special times or events for family friends. Enjoys joining in with family customs and routines. Children can talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>1.5: What makes some places sacred?</p> <p>1.6: How and why do we celebrate special and sacred times?</p>	<p>L2.4: Why do people pray?</p> <p>L2.5: Why are festivals important to religious communities?</p> <p>L2.6: Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>U2.4: If God is everywhere, why go to a place of worship?</p> <p>U2.5: Is it better to express your beliefs in arts or architecture or in charity and generosity?</p>			
<b>Living</b> (religious practices and ways of living; questions about values and commitments)	<p>F5: Being special: where do we belong? Showing interest in the lives of people familiar to them Knows some of the things that makes them unique, and can talk about some of the similarities and differences in relation to friends or family. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>F6: What is special about our world? Comment and ask questions about their familiar world such as the place where they live or the natural world. Look closely at similarities, differences . . . Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>1.7: What does it mean to belong to a faith community?</p> <p>1.8: How should we care for others and the world, and why does it matter?</p>	<p>L2.7: What does it mean to be a Christian in Britain today?</p> <p>L2.8: What does it mean to be a Hindu in Britain today?</p> <p>L2.9: What can we learn from religions about deciding what is right and wrong?</p>	<p>U2.7: What matters most to Christians and humanists?</p> <p>U2.8: What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p>			

PE	EYFS <i>CofEL 30-50 40-60 ELG</i>	1	2	3	4	5	6
Fundamental movement skills, Multi-skills, Gymnastics	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Observes the effects of activity on their bodies.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p><i>Persisting with activity when challenges occur</i></p> <p><i>Showing belief that more effort or a different approach will pay off</i></p>	<p>To explore movement, actions with control and link them together with flow.</p> <p>To explore gymnastic actions and shape.</p> <p>To explore travelling on benches and apparatus.</p> <p>To repeat and link combinations of movements and shape with control.</p> <p>To explore static balancing and explore the concept of bases.</p> <p>To practise ABC (agility, balance and coordination).</p>	<p>To remember and repeat simple gymnastic actions with control.</p> <p>To balance on isolated parts of the body, using floor and hold balance.</p> <p>To develop a range of moves, particularly balancing.</p> <p>To link together a number of actions in a sequence.</p> <p>To explore ways of travelling around on large apparatus.</p>	<p>To explore jumping techniques and link them with other actions.</p> <p>To work with a partner or small group to create a sequence that develops jumping skills.</p> <p>Develop and combine; flexibility, strength, technique, control and balance.</p>	<p>To identify and practise body shapes.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform and evaluate own and other sequences.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform movements in cannon and in unison.</p>	<p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To perform and evaluate own and other sequences.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform movements in cannon and in unison.</p> <p>Reflect on own performance and know ways of improving. Assist others in improving their performance.</p>	<p>To identify and practise gymnastic shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>Create well executed sequences that include a range of movements including: travelling, balances, jumps and rolls. Practise and improve these independently.</p> <p>Reflect on own performance and know ways of improving. Assist others in improving their performance.</p>
Dance	<p>Creates movement in response to music (I)</p> <p>Imitates movements in response to music ( EMM)</p> <p>Uses movement to express feelings (I)</p> <p>Initiates new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences. (I)</p> <p>Begins to build a repertoire of . . .dances (EMM)</p> <p>They represent their own ideas, thoughts and feelings through . . . .dance.(I)</p> <p>Children dance, and experiment with ways of changing them. (EMM)</p> <p><i>Thinking of ideas</i></p> <p><i>Finding new ways to do things</i></p>	<p>To link travelling moves that change direction and level.</p> <p>To link a variety of moves together.</p> <p>To explore basic body patterns and movements to music.</p> <p>To link a variety of dance moves incorporating speed, direction and gestures, in time to music.</p>	<p>To explore different levels and speeds of movement.</p> <p>To compose and perform simple dance phrases.</p> <p>To develop a range of dance movements and improve timing.</p> <p>To work to music, creating movements that show rhythm and control.</p>	<p>To explore dance movements and create patterns of movement.</p> <p>To work with a partner to create dance patterns.</p> <p>To perform a dance with rhythm and expression.</p> <p>To use knowledge of dance to create a story in small groups.</p> <p>If they choose, to perform a routine at the school Summer Fair.</p>	<p>To identify and practise the patterns of chosen dance styles.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Use a range of movements to develop and perform group and individual dances.</p> <p>If they choose, to perform a routine at the school Summer Fair.</p>	<p>To create and perform an individual dance that reflects the chosen dance style.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform and evaluate own and others work.</p> <p>If they choose, to perform a routine at the school Summer Fair.</p>	<p>To identify and practise the patterns and actions in a street dance style.</p> <p>To perform and analyse own and others performance.</p> <p>To use skills obtained throughout the year to participate in school production.</p> <p>If they choose, to perform a routine at the school Summer Fair.</p>



PE		EYFS <i>CofEL</i> 30-50 40-60 ELG	1	2	3	4	5	6
Brilliant ball skills	Invasion Games (rugby, football, hockey, netball, basketball)	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid objects.</p> <p>Can catch a large ball.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Seeking challenge</p> <p>Showing a 'can do' attitude</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Paying attention to detail</p> <p>Bouncing back after difficulties.</p>	<p>To be able to move forwards, backwards and sideways, low and high, with some speed.</p> <p>To develop balance, agility and co-ordination (ABC).</p> <p>To become spatially aware and move in and out of space safely.</p> <p>To be able to move forwards, backwards and sideways, low and high, with some speed.</p>	<p>To kick and move with a ball.</p> <p>To develop catching and dribbling skills.</p> <p>To use ball skills in a mini game.</p> <p>To become spatially aware and move in and out of space safely and quickly.</p>	<p>To be aware of others when playing games.</p> <p>To choose the correct skills to meet a challenge.</p> <p>To perform a range of actions, maintaining control of the ball.</p> <p>To apply skills and tactics in small-sided games.</p> <p>To identify and follow the rules of games.</p> <p>To choose and use simple tactics to suit different situations.</p> <p>To react to situations in ways that make it difficult for opponents to win.</p>	<p>To keep possession of a ball.</p> <p>To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.</p> <p>To use accurate passing and dribbling in a game.</p> <p>To identify and apply ways to move the ball towards an opponent's goal.</p> <p>To learn concepts of attack and defence.</p> <p>To play in a mini competition or match.</p> <p>To play an attack or defend position.</p>	<p>To demonstrate basic passing and receiving skills</p> <p>To use good hand/eye co-ordination to pass and receive a ball successfully.</p> <p>To understand the importance of 'getting free' in order to receive a pass.</p> <p>To understand how to make space by moving away and coming back and by dodging.</p> <p>To understand how to intercept a pass.</p> <p>To learn how to shoot.</p> <p>To understand different roles of attack and defend.</p> <p>To develop an understanding of the basic footwork rule of netball./dribbling rules in basketball.</p>	<p>To understand the basic rules of tag rugby.</p> <p>To work as a team, using ball-handling skills.</p> <p>To pass and carry a ball using balance and co-ordination.</p> <p>To use skills learned to play a game of tag rugby.</p> <p>To apply rules and skills learned to a game.</p> <p>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>To understand the different positions in a netball team (five-a-side) - which positions are attacking and which are defending.</p>



PE		EYFS <i>CofEL 30-50 40-60</i> ELG	1	2	3	4	5	6
Brilliant ball skills	Net/Wall Games (tennis/badminton)	<p>Can catch a large ball.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows a preference for a dominant hand.</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment .effectively.</p> <p><i>Showing a 'can do' attitude</i></p> <p><i>Seeking challenge</i></p> <p><i>Enjoying meeting challenges for their own sake rather than external reward or praise.</i></p> <p><i>Taking a risk, engaging in new experiences, and learning by trial and error.</i></p>	<p>To master basic sending and receiving techniques.</p> <p>To use ball skills in game-based activities</p>	<p>To use hand-eye coordination to control a ball.</p> <p>To catch a variety of objects.</p> <p>To vary types of throw.</p> <p>To balance things on a racket.</p>	<p>To master the basic catching technique and catch with increasing control and accuracy.</p> <p>To become familiar with balls/shuttlecocks and rackets.</p> <p>To get the ball/shuttlecock into play.</p> <p>To accurately serve underarm.</p> <p>To build up a rally.</p> <p>To become aware of the correct grip when using a racket.</p>	<p>To become more familiar with balls /shuttlecocks and rackets.</p> <p>To get the ball/shuttlecock into play.</p> <p>To accurately serve underarm.</p> <p>To build a rally, focusing on accuracy of strokes.</p> <p>To play a variety of shots in a game situation and to explore when different shots should be played.</p> <p>To play a competitive tennis game.</p>	<p>To identify and apply techniques for hitting a tennis ball/shuttlecock.</p> <p>To develop the techniques for ground strokes and volleys.</p> <p>To develop a backhand technique and use it in a game.</p> <p>To practise techniques for all strokes. •</p> <p>To play a tennis/badminton game using an overhead serve and the correct selections of shots.</p>	<p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>To understand how to use different shots to outwit an opponent in a game.</p> <p>To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.</p>
	Striking and Fielding Games (rounders/cricket)		<p>To practise basic striking, sending and receiving.</p> <p>To use throwing and catching skills in a game.</p> <p>To practise accuracy of throwing and consistent catching.</p> <p>To strike with a racket or bat.</p> <p>To use basic skills learnt in a mini game.</p>	<p>To learn skills for playing striking and fielding games.</p> <p>To position the body to strike a ball.</p> <p>To develop catching skills.</p> <p>To throw a ball for distance.</p> <p>To practise throwing skills in a circuit.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game.</p>	<p>To perform a range of throwing and catching and gathering skills with control.</p> <p>To practise the correct technique for catching, batting and fielding a ball and use it in a game.</p> <p>To throw and hit a ball in different ways (e.g. high, low, fast or slow).</p> <p>To know how to play a striking and fielding game competitively and fairly.</p> <p>To throw and hit a ball in different ways (e.g. high, low, fast or slow).</p>	<p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use ABC (agility, balance, co-ordination) to field a ball well and to move into good positions for catching and apply it in a game situation.</p> <p>To use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p>	<p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw. To learn batting control.</p> <p>To use all the skills learned by playing in a mini tournament.</p> <p>To strike the ball for distance.</p>	<p>To throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To learn batting control. To learn the role of backstop.</p> <p>To play in a match or tournament and work as team, using tactics in order to beat another team.</p>

In Key Stage 2, pupils are given many opportunities to participate in inter schools competitions, developing sporting behaviour.

PE		EYFS <i>CofEL 30-50 40-60 ELG</i>	1	2	3	4	5	6
Outdoor and adventurous activities	Orientation	<i>Observes the effect of activity on their bodies (PH)</i>  <i>Shows some good understanding that good practices with regard to exercise. . . can contribute to good health.</i>  <i>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</i>	Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom.  Use simple maps and diagrams to follow a trail.  Cone orienteering courses.  Recognising symbols games.  KS1 course.		Orientate simple maps and plans.  Mark control points in correct position on map or plan.  Find way back to a base point.  Star courses.  Red course.		Draw maps and plans and set trails for others to follow.  Use the eight points of the compass to orientate.  Plan an orienteering challenge using star courses.  Purple course.  Full orienteering course.	
	Communication	<i>Shows an understanding of how to transport and store equipment safely.</i>  <i>Practices some appropriate safety measures without direct supervision.</i>  <i>Children know the importance for good health of physical exercise, . . . And talk about ways to keep healthy and safe.</i>	Begin to work co-operatively with others. Plan and share ideas.		Co-operate and share roles within a group.  Listen to each other’s ideas when planning a task and adapt.  Take responsibility for a role within the group. Recognise that some outdoor adventurous activities can be dangerous.  Follow rules to keep self and others safe.		Plan and share roles within the group based on each other’s strengths.  Understand individuals’ roles and responsibilities.  Adapt roles or ideas if they are not working.  Recognise and talk about the dangers of tasks.  Recognise how to keep themselves and others safe.	
	Problem Solving	<i>Planning, making decisions about how to approach a task, solve a problem to reach a goal.</i>  <i>Checking how well their activities are going.</i>  <i>Changing strategy as needed.</i>  <i>Reviewing how well the approach worked.</i>	Discuss how to follow trails and solve problems.  Select appropriate equipment for the task.		Select appropriate equipment/route/people to solve a problem successfully.  Choose effective strategies and change ideas if not working.		Plan strategies to solve problems/plan routes/follow trails/build shelters etc.  Implement and refine strategies.	
Athletics		<i>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</i>  <i>Move freely and with pleasure and confidence in a range of ways , such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i>  <i>Jumps off an object and lands appropriately.</i>  <i>Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.</i>  <i>Show good control and co-ordination in large and small movements. They move safely in a range of ways, safely negotiating space..</i>  <i>They handle equipment and tools effectively.</i>  <i>Showing a can do attitude</i>  <i>Seeking challenge</i>	To use varying speeds when running.  To develop fundamentals of movement.  To practise short distance running.  To explore different methods of running.	To run with agility and confidence.  To learn the best jumping techniques for distance.  To throw different objects in a variety of ways.  To run for distance.  To complete an obstacle course with control and agility.	To run in different directions and at different speeds, using a good technique.  To improve throwing technique.  To reinforce jumping techniques.  To choose and understand appropriate running techniques.  To compete in a mini competition, recording scores.	To select and maintain a running pace for different distances.  To practise throwing with power and accuracy, displaying safety and understanding.  To demonstrate good running technique in a competitive situation.  To understand which technique is most effective when jumping for distance.	To use correct technique to run at speed.  To continue to develop skills required for distance running.  To develop throwing with accuracy and power.  To identify and apply techniques of relay running.  To understand which technique is most effective when jumping for distance.  Learn how to use skills to improve the distance of a pull throw.	To investigate running styles and changes of speed.  To develop throwing with power and accuracy, displaying safety and understanding.  To demonstrate good running technique in a competitive situation.  To reinforce techniques of relay running.  To understand which technique is most effective when jumping for distance.

Children take part in the outdoor residential in Year 5 (Peak Venture) which includes climbing, rafting, ropes courses, laser quest, etc

All students follow the Swim England Learn to Swim programme, which is carried out and assessed by qualified swimming instructors at Settle Swimming.Pool and is based on individual ability.