

New Marske Primary School Curriculum Document

Skills and Knowledge

Year Groups



Year 1

Art

Knowledge	Skills
To know about the work of William Morris (1834 – 1896) To know the primary colours	To use a range of materials To use patterning techniques To use a digital camera

Computing

Knowledge	Skills
E Safety	
<p>To know how to keep a password safe</p> <p>To know what personal information is: name, address, password, school</p> <p>To know how to tell an adult when I see something unexpected or worrying online</p> <p>To know why it is important to be kind and polite</p> <p>To know simple E safety rules keeping passwords safe and not disclosing personal information</p>	
Programming	
<p>To know what an instruction is</p> <p>To know what an algorithm is</p> <p>To know how to use a paint program to create movements and patterns on a screen</p> <p>To know what it means to debug something</p>	<p>To give instructions to a friend</p> <p>To follow instructions to move around</p> <p>To make a robot do what I want it to do</p> <p>To plan a sequence of instructions to reach a goal</p>
Multi media	
To know how to use a mouse to control a program	To use technology to create and present ideas
Technology in our lives	
<p>To know how the interactive screen and computer are used in the classroom</p> <p>To know some benefits of using technology</p>	To use website links to find information
Word Processing	
<p>To know how to use a keyboard to enter text</p> <p>To know how to save and retrieve information</p>	

Design

Y1

Knowledge	Skills
<p>To know what a design is</p> <p>To know what a product is</p>	<p>To say what product I am designing and making and saying who it is for</p> <p>To design a product, show it and talk about it</p>
Make	
<p>To know how to use the tools – knives and scissors</p> <p>To know the safety routines for keeping safe when using knives and scissors and adhesives</p> <p>To know how to assemble and join using adhesives</p>	To cut and shape materials and components
Evaluate	
	To say if I like my finished product

Technical knowledge	
<p>To know how to make a structure more stable by using different materials: paper, card, corrugated card/plastic</p> <p>To know how to make a structure stronger by using different materials: paper, card, corrugated card/plastic</p>	

Geography

Knowledge	Skills
<p>To name the world's continents</p> <p>To name the world's oceans</p> <p>To name the four countries of the UK and their capital cities</p> <p>To know the four seasons</p> <p>To know different weather patterns: cold, warm, snow, fog, rain, storm, gale</p> <p>To identify simple human features: house, city, farm, town</p> <p>To identify simple features: cliff beach</p>	<p>To ask questions using geographical vocabulary</p> <p>To ask questions about the local environment</p> <p>To take photographs of the local area and identify features</p>

History

Knowledge	Skills
<p>To know the terms: now, then and yesterday; old/new, past, now</p>	<p>To use the terms now, then and yesterday to sequence events</p> <p>To use stories and pictures to find out about events in the past</p> <p>To make comparisons: old/new, past/now</p>

Religious Education

Knowledge	Skills
<p>To know the Christian creation story</p> <p>To know the Jewish creation story</p> <p>To know about the religion of Judaism</p> <p>To know how Jewish people worship at home: Sabbath, Shabbat, Torah, Mitzvoth</p>	<p>To know what it means to be a Christian</p> <p>To explain why Christians celebrate Harvest</p> <p>To explain why Christians give gifts at Christmas</p> <p>To explain why Jesus is special to Christians</p> <p>To explain why Easter is special to Christians</p> <p>To retell the Christian creation story</p> <p>To retell the Jewish creation story</p> <p>To explain why I am special (Begin to understand self-identity)</p>

Music

Knowledge	Skills
To know how to make a sound louder/softer To know how to make a sound faster/slower To know how to pitch sounds higher/lower To know a range of instrumental families: string, woodwind brass, percussion To link sounds to instruments	To copy/repeat a rhythm or song To explore ways of playing instruments

Physical Education

Knowledge	Skills
Dance	
To know a range of body movement patterns	To copy and explore body actions and choose own movement patterns <i>To link moods to ideas and feelings</i>
Gym	
To know how to do a simple jump To know how to do a simple roll To know how to do a simple balance To know how to do a travelling movement	To link a jump, roll, balance and travelling movement and perform a sequence To use space safely
Games	
To know how to hit a ball with a bat/racket To know how to throw a ball To know how to kick a ball To know how to aim a ball To know how to run with the correct movement	To use space wisely
Evaluation	
	<i>To be able to describe my own movements</i>

PHSE

Knowledge	Skills
Living in Harmony	
To know how to keep safe on a road <i>To know people who look after me: home, school and emergency services</i> <i>To explain the importance of family</i>	<i>To understand the importance of people who look after me</i> <i>To identify different family structures and how they all reflect loving and trusting relationships.</i> <i>To identify who is in your family?</i>
Desire to Inspire	
<i>To know things they did when they were a baby but do not do now</i>	

To know a person who has inspired me	
Keeping Healthy	
To know some similarities and difference about how I have changed over time To know how to keep healthy: exercise, healthy eating, mental wellbeing	
Onwards and Upwards	
To know the class rules To know groups/organisations that I belong to	
Safety First	
To know dangers around home and school	
World in Union	
To know about the lives of children in different parts of the UK	To write a diary entry for daily life at school

Science

Knowledge	Skills
Biology	
To know the names of common wild and garden plants which inhabit the local area To know the names of some deciduous trees and evergreen trees which inhabit the local area To know the basic structure of a variety of common, flowering plants – including trees - including the local area and Errington Woods To name a variety of common animals from the local area, including fish, amphibians, reptiles, birds and mammals To know the difference between carnivores, omnivores and herbivores – link to diet (British wildlife) To know and label the basic parts of the human body linked to senses: eye, ear, nose, hand, tongue	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals – including pets) To identify animals that may live in our local environment
Physics	
To know the difference between the object and the material it is made from To know a range of everyday materials: wood, plastic, glass, metal, water and rock To know that day length varies	To describe the simple properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties To observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies (linked to clothing choices, dark safety etc.)
Chemistry	

Year 2

Art

Knowledge	Skills
To know about the work of Claude Monet (1834 – 1896) and L. S. Laurie (1887 – 1976) To know the primary and secondary colours	To use the style of an artist To use a digital camera including zoom and delete

Computing

Knowledge	Skills
E Safety	
To know that not everyone is who they say they are on the internet	To explain why I need to keep my personal information private To describe the things that happen online that I must tell an adult about To talk about why it is important to be kind and polite online
Programming	
To know how to program a robot or software to reach a goal - Beebot To know how to use Beebot and Scratch Jr to make objects move	To give instructions to a friend using forward, backwards and turns and physically follow the instructions To tell someone the order I need to do things to make something happen, using the work algorithm. To look at a program and tell someone what will happen To watch a program and spot the problem so that it can be debugged
Multi media	
To know an online tool that will help me to share ideas with other people: Showbie/Teams	To use technology to present ideas in different ways
Technology in our lives	
To know that other people have created information To know the different between the internet and things in the physical world	To tell someone why I use technology in the classroom To tell someone why I use technology in my home or community
Word Processing	
To know how to use the keyboard to carry out simple calculations: add, multiply, divide, subtract To know how to save and open files on any device	To confidently use a keyboard and type efficiently

Design

Knowledge	Skills
To know what a template/pattern is	To say how my product will work To say who my product is for To plan and design a product To produce a template/pattern to present
Make	
<p>To know how to use the tools scissors, roller cutter and knives</p> <p>To know how to use the construction materials: art straws and corrugated plastic sheets</p> <p>To know the textiles Binka, felt and cotton</p> <p>To know the ingredients flour, butter, water eggs and yeast</p> <p>To know how to cut using scissors, knives, roller cutters</p> <p>To know how to measure using a 30cm rule and a 1m rule</p> <p>To know how to shape using cutting, folding and joining techniques</p> <p>To assemble and join using adhesives, including a glue gun and needle and thread</p> <p>To finish a product using appropriate packaging</p>	
Evaluate	
	To compare my product to the plan, saying if it is usable for the user and purpose
Technical Knowledge	
To know how to use various mechanisms: levers, sliders, wheels and axels	

Geography

Knowledge	Skills
<p>To know the surrounding seas of the UK: Irish Sea, North sea, English channel,</p> <p>To know about 5 differences between France and the UK</p> <p>To know the four seasons and link them to weather patterns</p> <p>To know the major UK cities: London, Cardiff, Belfast, Edinburgh, Manchester, Newcastle</p> <p>To know the four points of the compass</p> <p>To know the difference between a seaside environment and a town</p>	<p>To find the world's continents on a map or a globe</p> <p>To find the world's oceans on a map or a globe</p> <p>To find the four countries of the UK on a map or a globe</p> <p>To use aerial photographs and satellite images to identify geographical features</p> <p>To give directions using the four points of the compass</p> <p>To use geographical vocabulary to describe human and geographical features of the UK</p> <p>To use directional language to describe links between locations and routes on maps</p> <p>To present findings about the local area</p>

History

Knowledge	Skills
<p>To know about the great fire of London: pudding lane 1666, Samuel Pepys</p> <p>To know about Mary Seacole</p> <p>To know about Florence Nightingale</p> <p>To know the key dates of the fire of London</p> <p>To know features of the life of a child in the 1600s</p> <p>To know about primary sources: diaries, letters and drawings</p>	<p>To describe events that happened in the past</p> <p>To sequence events on a timeline</p> <p>To use vocabulary linked to time and duration</p> <p>To understand past and present</p> <p>To identify similarities between own life and that of a child in a different period</p> <p>To make comments about why people did things, why events happened and what happened as a result</p> <p>To use information from different sources to answer questions based on a given topic</p> <p>To talk about some of the ways that the past is recorded/represented</p> <p>To name sources that tell us about the past</p>

Religious Education

Knowledge	Skills
<p>To know what Sukkot is (similar to Harvest)</p> <p>To know who Moses was</p> <p>To know the main features of a church: altar, lectern, crucifix, pulpit, pews, font, organ, confessional, stained glass windows</p> <p>To know about St Francis, St Patrick, St George, St Andrew and St David, St Thomas (Saint of local church)</p>	<p>To explain how and why Jews celebrate Sukkot</p> <p>To understand that Christmas is a festival of light</p> <p>To explain why Moses is important to Jewish people</p> <p>To understand why the Bible is an important book</p> <p>To retell the Easter story</p> <p>To understand why Christians care for others</p>

Music

Knowledge	Skills
<p>To know what timbre is</p> <p>To know what dynamics are</p> <p>To know what tempo is</p>	<p>To apply timbre, dynamics and tempo to sounds</p> <p>To create and repeat a simple rhythm or song simple</p> <p>To play instruments within control (percussion)</p> <p>To play sounds in response in simple symbols</p>

Physical Education

Knowledge	Skills
Dance	
To know how about control, movement and rhythm	To explore ideas, moods, ideas and movements
Gym	
To know how to use floor apparatus safely: mats and benches	To repeat a sequence of gymnastic actions: rolls, jumps, climbs, balance and travelling To create, repeat, and perform actions using apparatus safely
Games	
To know how scoring works in various games: football, bench ball and tennis To know the rules of team games: football and rounders To know tactics for attacking To know tactics for defending	To use basic actions with a ball To score and keep rules in team games
Evaluation	
	To describe own movements and say how to improve it

PHSE

Knowledge	Skills
Living in Harmony	
To know rules for keeping safe online: keeping passwords safe, not disclosing personal information, using trusted sites, not downloading, communicating concerns to someone you trust. <i>To know different types of family (single parents, stepparents, and same sex parents etc.)</i>	To explain the importance of people in our community and research their role <i>To identify that not all family units are the same, yet they have common features such as loving, caring relationships (Linked to the story, 'And Tango makes three.')</i>
Desire to Inspire	
	To carry out a carousel of activities in small groups To nominate an inspirational child in class/school to be awarded
Keeping Healthy	
To know the five different food groups: carbohydrates, proteins, dairy, fruits and vegetables, fats and sugars	To design and healthy meal
Onwards and Upwards	
To know ways to look after my local environment To know what spending is To know what saving is	To explain how money can be used for spending and saving

Safety First	
<p>To know different types of crossing: pelican, school crossing, pedestrian, railway, zebra</p> <p>To know what an emergency is</p> <p>To know the different roles within the emergency services</p>	<p>To know different types of crossing and how they are adapted to help people with a disability</p>
World in Union	
<p>To know about the impact of being blind</p> <p>To know the impact of being deaf</p>	<p>To collect a list of how visual/hearing impaired people deal with their disability</p>

Science

Knowledge	Skills
Biology	
<p>To know the difference between things that are alive, dead and have never been alive</p> <p>To know a range of animals that are suited to their habitat - link to warm and cold climate</p> <p>To know how animals obtain their food from plants</p> <p>To be able to order a simple food chain</p> <p>To identify and name different sources of food</p> <p>To name different sources of food – linked to the food pyramid</p> <p>To know that animals, including humans, have offspring which grow into adults</p> <p>To know the basic needs of animals : food, water and air</p> <p>To know the importance for humans of exercise, eating the right amount of different types of food and hygiene</p> <p>To know that plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>To identify that most living things live in habitats 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</p> <p>To identify and name a variety of plants and animals in their habitats, including micro habitats</p> <p>To observe and describe how seeds and bulbs grow into mature plants</p>
Physics	
	<p>To identify and compare the suitability of a variety of everyday materials: including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>To investigate how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting and stretching</p>
Chemistry	

Year 3

Art

Knowledge	Skills
To know how to mix colours To know how to create effects in art to convey colour and mood To know the materials use for colour mixing	To mix colours for a purpose To edit digital photographs To use colours to create mood in artworks To use materials to mix colours

Computing

Knowledge	Skills
E Safety	
To know what makes a secure password To know why a secure password is important To know how to protect my personal information when I do things online To know how to recognise age appropriate websites and games To know how to make good choices about how long I spend on line To know to ask an adult before downloading files and games from the internet To know the safety features of websites as well as how to report concerns to adults: CEOP, reporting features on websites and Cookies	
Programming	
To know how to break a program into smaller parts To know simple programming commands To know what a repeat command is	To put programming commands into a sequence to achieve a specific outcome To be able to test a program and recognise when it needs to be debugged To describe the algorithm needed for a simple task To be able to detect a problem in an algorithm which could result in unsuccessful programming
Multi media	
To know how to create different effects using PowerPoint and other presentation software To know how to combine a mixture of text, graphics and sound to share ideas To use Office 365 – email/OneDrive (introduction of online communication and importance of appropriate relationships when using email)	
Technology in our lives	
To know how to retrieve work on the school network or my own device	To think about whether I can use images that I find on the internet in my work

<p>To know different parts of a computer: CPU, motherboard, disk drive, monitor, keyboard</p> <p>To know a range of ways to communicate with people online –emails, text and posts</p> <p>To know the World Wide Web as part of the internet that contains websites</p> <p>To know how to use search tools to find a website</p>	
Word Processing	
<p>To know how to use keyboard commands to amend text on a device, including using a spell checker</p>	<p>To evaluate my work and improve its effectiveness</p>

Design

Knowledge	Skills
<p>To know what a model is</p> <p>To know what an annotated sketch is</p>	<p>To gather information to develop my own design</p> <p>To develop, model and communicate my idea through discussion and annotated sketches</p>
Make	
<p>To know the tools: vice, coping saw, junior hacksaw, sandpaper and file and use these safely</p>	<p>To use a sequence of actions I need to complete and make my product</p>
Evaluate	
	<p>To carry out evaluations and record using tables and graphs</p>
Technical knowledge	
<p>To know how to strengthen, stiffen and reinforce complex structures using struts, rafters, cross brace and girders</p>	

French

Knowledge	Skills
<p>To know how to greet someone: Bonjour</p> <p>To know how to give a short answer to a greeting: bonjour, cava?</p> <p>Cava Bien merci et tu?</p> <p>Bien merci</p> <p>To know the numbers 1-10</p> <p>To know how to say my name</p> <p>To know how to tell someone how old I am</p>	

Geography

Knowledge	Skills
<p>To know at least 10 countries of the world: USA, Australia, Brazil, South Africa, China, India, Russia, Saudi Arabia, Iraq, Syria</p> <p>To know and locate at least 6 European countries: France, Germany, Italy, Spain, Poland, Portugal, Ireland</p> <p>To know and locate the Alps, the Rhine, the Seine and the Pyrenees</p> <p>To know the regions of the UK: North East, North West, Midlands, South East, South West</p> <p>To know and locate the northern hemisphere, southern hemisphere, the Arctic and the Antarctic</p> <p>To know and locate the surrounding seas of the UK: Irish Sea, North sea, English channel, Atlantic</p> <p>To know different types of volcano: active, extinct, dormant</p> <p>To know how places/counties are connected to each other: physically, economically</p> <p>To know the 8 points of a compass</p> <p>To know what a 4 and 8 figure grid reference is</p>	<p>To identify similarities between the UK and France and Spain</p> <p>To identify daily weather patterns in relation to hot and cold areas of the earth.</p> <p>To use the 8 points of the compass when giving directions</p> <p>To locate and identify locations using a 4 and 6 figure grid references</p> <p>To use a compass to read directions</p> <p>To create a short survey about the local area</p> <p>To describe what causes an earthquake</p>

History

Knowledge	Skills
<p>To know the terms: century, decade, AD, BC, BCE, CE</p> <p>To know about the Roman empire (27 BCE – 476 CE)</p> <p>To know about World War One and World War Two (1914 – 1918 and 1939 – 1945)</p> <p>To know about the Stone Age</p> <p>To know about Pliny the Elder (AD 23-79)</p> <p>To know about Adolf Hitler (1889 – 1945)</p> <p>To know about Winston Churchill (1874 – 1945)</p> <p>To know about Mary Anning (1799 – 1847)</p> <p>To know about primary sources: diaries, letters, oral histories, speeches, drawings, photographs and film</p>	<p>To begin to record information about the past through writing and discussions</p> <p>To use a timeline to place events, objects, people or themes in order</p> <p>To use the correct terminology for different historical periods studied.</p> <p>To identify similarities between own life and that of a child in a different time period.</p> <p>To explain why a certain individual has historical importance</p> <p>To compare different sources of evidence about a given topic</p>

Religious Education

Knowledge	Skills
To know about the religion of Hinduism To know what a Mandir is To know what advent is To know what Palm Sunday is To know the Bible (old and New testament), Torah, Qur'an, Guru Granth Sahib, Shreemad Bhagavad Gita To know the parables of the prodigal son, the lost sheep and the Pharisee and the tax collector	To explain what Hindus believe about God To explain the role of the Mandir in the Hindu religion To explain why advent is important to Christians To explain how Jesus conducted miracles To recall events of Palm Sunday To explain how parables help Christians live their lives

Music

Knowledge	Skills
To know how to create mood in music- understanding emotional significance of music	To describe the timbre, dynamics and tempo in music To perform a known song or rhythm in a group or solo To begin to use sounds to communicate different moods, e.g. choosing appropriate instruments To link symbols to notes of different pitch, speed and dynamic

Physical Education

Knowledge	Skills
Dance	
To know about different qualities in dance: Body, Action, Space, Time, Energy To know about different dynamics in dance	To perform short dance phrases using control, rhythm, and movement and showing awareness of others To perform in small groups/partners incorporating different qualities and dynamics
Gym	
To know about different levels: Low, mid, high To know about different speeds: slow fast	To adapt different gymnastic actions: jump, roll, climb, balance, or travelling to include different levels or speeds To show control, accuracy, and fluency when performing actions either alone or with a partner
Games	
To know how to throw To know how to run at speed	To keep possession and control of the ball by passing, receiving and dribbling: benchball, football, tag rugby

	<p>To use space effectively and follow the rules of the game: football, benchball and tag rugby, badminton or tennis</p> <p>When striking a ball, I can keep in line with the ball and keep the rally going: badminton and tennis</p>
Evaluation	
	To know how to describe my own movements and say how to improve it

PHSE

Knowledge	Skills
Living in Harmony	
<p>To know the school rules</p> <p>To know the rules within a community</p> <p>To know what anti-social behaviour is and how it affects people</p> <p><i>To know how to form trusting relationships with friends and peers</i></p> <p><i>To know the qualities of a good friend</i></p>	<p><i>To identify the features of trusting relationships.</i></p> <p><i>To understand the mutual positive effects of positive relationships between friends and peers</i></p> <p><i>To understand the difference between negative and positive relationships</i></p>
Desire to Inspire	
To know my proud moments in life so far	To set a challenge for myself
Keeping Healthy	
<p>To know the difference between healthy and unhealthy food</p> <p>To know a range of different food sources</p>	
Onwards and Upwards	
	<p>To suggest good ideas to raise money for class enterprise</p> <p>To explain my responsibilities in the community and towards the environment</p>
Safety First	
<p>To know the safe use of electrical equipment at home</p> <p>To know which clothing suits which weather conditions</p>	
World in Union	
<p><i>To understand the term racism and anti-Semitism (linked to WW1 and WW2)</i></p>	<p>To collect a list of how physically disabled people cope with their disability</p> <p>To analyse how buildings can be adapted for wheelchair users.</p> <p>To assess how the school could be altered</p>

Science

Knowledge	Skills
Biology	
<p>To know the parts of a flowering plants: roots, stem, trunk, leaves and flowers</p> <p>To know the cycle of a flowering plants: pollination, seed formation, seed dispersal</p> <p>To know that humans, including humans, need the right amount of nutrition and that they cannot make their own food</p> <p>To know that animals, including humans, get nutrition from what they eat</p> <p>To know that humans and some other animals, have skeletons and muscles for support, protection and movement</p>	<p>To describe the functions of the parts of a flowering plants: roots, stem, trunk, leaves and flowers</p> <p>To explore the requirements of plants for life and growth (air, light water, nutrients from soil and room to grow) and how they vary from</p> <p>To explore the part that flowers play in the life cycle of flowering plants</p> <p>To investigate the way water is transported within plants</p>
Physics	
<p>To that you need light in order to see in the dark and that dark is the absence of light</p> <p>To know that light is reflected from surfaces</p> <p>To know that it is dangerous to look directly at the Sun</p> <p>To know how to protect your eyes from the Sun</p> <p>To know that shadows are formed when the light from a source is blocked by an opaque object</p> <p>To know what friction is</p> <p>To know that a magnetic force can act at a distance</p> <p>To know that magnets attract or repel each other and attract some materials and not others</p> <p>To know which poles on a magnet will attract and which will repel</p>	<p>To find patterns in the way that the size of shadows change</p> <p>To compare how things move on different surfaces and notice that some forces need contact between two objects</p> <p>To compare and group together a variety of everyday materials on the basis of whether they are magnetic and identify some magnetic materials</p>
Chemistry	
<p>To be able to classify different types of rock: sedimentary, igneous and metamorphic</p> <p>To know that soil is made from rocks and organic matter</p>	<p>To describe how fossils form</p>

Year 4

Art

Knowledge	Skills
<p>To know about the work of Mackenzie Thorpe (1956 – present), Lucy Pittaway (1974 – present) and Augusta savage (1892 – 1962)</p> <p>To know how to use the effects of geometric shapes and colour in artwork.</p> <p>To know how to work with clay</p> <p>To know how to use sculpting tools for clay</p>	<p>To improve mastery of art and design techniques</p> <p>To use the effects of geometric shapes and colour in artwork</p> <p>To use clay for artistic purposes</p> <p>To use a sketch book</p> <p>To review work</p>

Computing

Knowledge	Skills
E Safety	
<p>To know about the ways in which I protect myself and my friends online</p> <p>To know the safety features of websites as well as how to report concerns to adults: HTTPS;, website privacy policy, contact information, accredited seals</p> <p>To know that anything I share online can be seen for others</p> <p>To know why I need to talk to a trusted adult before downloading files or games from the internet</p>	<p>To be able to choose a secure password</p> <p>To be able to choose games and websites that are appropriate for my age</p>
Programming	
<p>To know to keep testing a program while I am putting it together</p> <p>To know that an algorithm will help me to sequence more complex problems</p>	<p>To use logical thinking to solve an open ended problems by breaking it up into smaller parts</p> <p>I can use an efficient procedure to simplify a program</p> <p>To be able to recognise an error in a program and debug it</p> <p>To recognise that using algorithms will help solve problems in other learning</p>
Multi media	
	<p>To be able to choose and use appropriate photos, video and sound to create an atmosphere when presenting to different audiences</p> <p>To develop confidence to explore new media to extend what I can achieve – wider Office 365 suite</p> <p>To use appropriate tools to share my work online</p>

Technology in our lives	
<p>To know if a resource is on the internet, the school network or my own device</p> <p>To know how to check the ownership of photos, text and clipart</p> <p>To know how to create a hyperlink to a resource on the world wide web</p>	<p>To identify keywords to use when searching safely on the world wide web</p> <p>To think about the reliability of information I read on the world wide web</p>
Word Processing	
<p>To know how to change the appearance of text for a desired impact</p>	<p>To create, present and modify documents for a particular purpose</p> <p>To use a keyboard confidently and make use of a spellchecker to write and review my work</p> <p>To be able to give constructive feedback to my friends to help them improve and refine their work</p>

Design

Knowledge	Skills
<p>To know what a cross sectional diagram is</p>	<p>To gather information to develop my own design and use it to inform ideas</p> <p>To gather information to develop my design and use it to inform ideas through cross sectional diagrams</p>
Make	
<p>To know how to work with wood and plastic safely</p>	<p>To select and use appropriate equipment and tools to prepare and combine materials</p> <p>To be able to select materials according to preference</p>
Evaluate	
<p>To know what design criteria are</p>	<p>To evaluate on going work, making simple changes – for example colour and materials, with reference to design criteria</p>
Technical knowledge	
<p>To know how to use the mechanical systems: gears, pulleys, cams, levers and linkages</p>	

French

Knowledge	Skills
<p>To know how to say the days of the week</p> <p>To know the numbers 1-20</p> <p>To name the body parts: head, eyes, nose, ears, hands, feet</p> <p>To know basic sentences about family members</p>	

Geography

Knowledge	Skills
<p>To know and locate the countries of Europe: France, Germany, Italy, Spain, Poland, Portugal, Ireland, Finland, Sweden, Norway, Netherlands, Poland, Czech Republic, the Baltic nations</p> <p>To know and locate North American countries: USA, Alaska, Canada,</p> <p>To know and locate key topographical features of the UK: River Thames, River Seven, North East Coast, Grampians, lake district, Cheviots</p> <p>To know the climate zones of Earth: polar zone, temperate zone, tropical zone.</p> <p>To know the water cycle</p> <p>To know the features of a river</p>	<p>To use an ordinate survey map to locate features from a grid reference</p> <p>To create short surveys on the local area and to present using ICT</p> <p>To present findings using charts and graphs</p> <p>To use the 8 points of the compass and to give directions using the correct geographical terminology</p> <p>To compare the UK with the United States of America</p>

History

Knowledge	Skills
<p>To know the terms: century, decade, AD, BC, BCE, CE</p> <p>To know about the Vikings (8th – 11th century CE)</p> <p>To know about Ancient Egypt (3000 BCE – 332 CE)</p> <p>To know about Robert Falcon Scott (1868 – 1912)</p> <p>To know about Howard Carter (1874 – 1939)</p> <p>To know about Tutankhamen (1342 BCE – 1325 BCE)</p> <p>To know about primary sources: diaries, letters, oral histories, speeches, drawings, photographs and film</p> <p>To know about secondary sources: diaries, letters, oral histories, speeches, drawings, photographs and film</p>	<p>To begin to record information about the past through writing and discussions</p> <p>To use a timeline to place events, objects, people or themes in order</p> <p>To use the correct terminology for different historical periods studied</p> <p>To identify similarities between own life and that of a child in a different time period.</p> <p>To explain why a certain individual has historical importance</p> <p>To compare different sources of evidence about a given topic</p> <p>To know the difference between a primary and a secondary source</p> <p>To comment on how good a source is</p>

Religious Education

Knowledge	Skills
<p>To know the 10 commandments</p> <p>To know what Lent is</p> <p>To know what different religions say about the environment</p>	<p>To explain how and why Hindu's celebrate Diwali</p> <p>To explain how the celebration of Christmas has changed over time</p> <p>To explain how and why different religions pray</p> <p>To know why Lent is an important time in the Christian calendar</p> <p>To learn about symbols and beliefs from visiting/studying religious buildings</p>

Music

Knowledge	Skills
	<p>To use timbre, dynamics and tempo to represent musical elements through movement</p> <p>To perform a song or rhythm in groups or solo</p> <p>To use symbols to play notes of different pitch, speed and dynamic</p>

Physical Education

Knowledge	Skills
Dance	
<p>To know what unison is</p> <p>To know what canon is</p>	<p>To experiment with a wide range of actions in a short dance using control, rhythm and movement with expressions, moods and feelings and showing awareness of others</p> <p>To perform with unison and canon</p>
Gym	
<p>To know how to roll</p> <p>To know how to jump</p> <p>To know how to climb</p> <p>To know how to balance</p>	<p>To work with a partner to adapt a sequence of gymnastic actions: roll, jump, climb, balance or travel (3/4) to include different levels, speeds or directions</p> <p>To show consistency, control, accuracy, clarity and fluency when performing</p>
Games	
<p>To know how to keep possession of a ball: football, hockey, basketball</p> <p>To know how to control a ball</p> <p>To know how to pass a ball</p> <p>To know how to dribble a ball: football, hockey, basketball</p> <p>To know how to use space in a game</p> <p>To know how to strike a ball using a bat or racket</p> <p>To know how to maintain a rally</p> <p>To know how to throw a range of objects</p> <p>To know how to jump using power at take off</p>	<p>To keep possession and control of the ball by passing, receiving and dribbling and changing speed and direction</p> <p>To strike a ball by keeping in line with the ball and keep a rally going, ensuring a ball can be hit into space at speed and varying heights</p> <p>To run at different speeds, throw a range of objects accurately and jump in different styles using power at take-off.</p>
Evaluation	
	<p>To be able to describe my own movements and how I can improve them</p>

PHSE

Knowledge	Skills
Living in Harmony	
<p><i>I can identify the importance of self-respect</i> <i>I can explain the importance of self-identity</i> <i>I can explain how my own actions can have both positive and negative effects on others</i></p>	<p>To explain the importance of following the school rules To explain the importance of following community rules To understand anti-social behaviour and explain how it can affect people in different ways <i>To identify what is meant by the term self-respect and how these impacts upon mental wellbeing</i> <i>To explain what self-identity is and how others may see themselves differently (the boy in the dress by David Walliams)</i></p>
Desire to Inspire	
	<p>To research an inspirational person and discuss how personal experiences have affected them To set a challenge within groups/pairs</p>
Keeping Healthy	
To know different exercises to target different parts of the body	To understand why we need to make healthy choices (food, transport and exercise)
Onwards and Upwards	
<p>To know about a local, topical issue To know how to manage money To know what it means to be a critical consumer</p>	<p>To promote a local, topical issue To choose ways to manage money and how to be a critical consumer</p>
Safety First	
<p>To know the effects of smoking To know some points about emergency first aid</p>	
World in Union	
To know what bullying is	<p>To discuss positive characteristics of others and how to show appreciation To understand that it is wrong to tease or bully someone because they are different</p>

Science

Knowledge	Skills
Biology	
<p>To know what a classification key is To know a variety of living things in their local and wider environment. Build on Y2 – local – village and wood and wider British... including the sea</p>	<p>To construct and interpret a variety of food chains, identifying producers, predators and prey</p>

<p>To know that environments can change and that this can sometimes pose dangers to living things</p> <p>To know the function of basic parts of the digestive system: liver, gallbladder, rectum, anus, oesophagus, pancreas, stomach, large and small intestine</p> <p>To know different types of teeth: incisor, canine (cuspids) premolars (bicuspid) molars</p> <p>To know the functions of different types of teeth</p> <p>To know which animals could be prey</p> <p>To know which animals/plants could be producers</p> <p>To know which animals/plants could be predators</p>	
<p>Physics</p>	
<p>To know that a sound is made when something vibrates</p> <p>To know that vibrations from sounds travel through a medium to get to the ear</p> <p>To know that sounds get fainter as the distance from the sound source increases</p> <p>To know what a simple series circuit is</p> <p>To know what a cell is</p> <p>To know what a bulb is</p> <p>To know what a wire is</p> <p>To know what a switch is</p> <p>To know what a buzzer is</p> <p>To know 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>To know some common conductors: metals – copper, gold, aluminium and silver</p> <p>To know some common insulators: rubber, plastic, glass, wood</p> <p>To know which metals are good conductors: copper, gold, aluminium silver</p>	<p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>To identify common appliances that run on electricity</p> <p>To identify whether or not a lamp will light a simple series circuit, based on whether or not the lamp is part of a complete loop with the battery</p>
<p>Chemistry</p>	
<p>To know what a solid is</p> <p>To know what a gas is</p> <p>To know what a liquid is</p> <p>To know the temperature at which water freezes and boils</p> <p>To know what evaporation is</p> <p>To know what condensation is</p> <p>To know about the link between temperature and evaporation</p>	<p>To compare and group together, according to whether they are solids, liquids or gases</p> <p>To observe that some materials change state when they are heated or cooled</p>

Year 5

Art

Knowledge	Skills
<p>To know about art and design shows from the past</p> <p>To know the tools use for colour blocking and wax printing</p>	<p>To improve their mastery of art and design techniques</p> <p>To use reviews of work to improve future work</p>

Computing

Knowledge	Skills
E Safety	
<p>To know how to protect my password and other personal information</p> <p>To know that anything I post online can be seen, used and can affect others</p> <p>To know the dangers of spending too much time online or playing an online game</p> <p>To know how to protect a computer from harm</p>	<p>To choose a secure password and screen name</p> <p>To explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult</p> <p>To explain the importance of communicating kindly and respectfully online</p> <p>To discuss the importance of choosing age appropriate websites or games</p> <p>To explain why I need to protect my computer from harm</p>
Programming	
<p>To know what a variable is</p> <p>To know how to use 'if' and 'then' commands to select an action</p>	<p>To decompose a problem into small parts to design an algorithm for a specific outcome and use this to write a program</p> <p>To refine a program using a repeat command to improve a program</p> <p>To use a variable to increase programming possibilities</p> <p>To change an input to a program to change an output</p> <p>To use logical thinking, imagination and creativity to extend a program</p> <p>To use logical reasoning to detect and debug mistakes</p>
Multi media	
<p>To know how to use text, photo, sound and video editing tools to refine my work</p>	<p>To select an appropriate tool, online, or offline, to create and share ideas</p> <p>To select, use and combine the appropriate technological tools to create effects which will have an impact on others</p>
Technology in our lives	
<p>To know different parts of a computer: monitor, CPU, motherboard, hard drive, touch screen, USB ports, HDMI port</p>	<p>To use Office 365 for different purposes</p> <p>To recognise and evaluate different types of information I find on the world wide web</p>

<p>To know how to use a search engine to find appropriate information and check its reliability</p> <p>To know the different parts of a webpage: header/banner, navigation bar, side bar, content, footer</p> <p>To know how to find out who the information on a webpage belongs to</p> <p>To know which resources on the internet I can download and use</p> <p>To know ways in which websites advertise to me</p>	
Word Processing	
	<p>To use the skills I have already developed to create content using unfamiliar technology</p> <p>To use a keyboard and a spellchecker confidently</p> <p>To review own work using IYT and support others to improve their work</p>

Design

Knowledge	Skills
<p>To know what a prototype is</p>	<p>To gather a range of information to develop my own design and use it to inform ideas</p> <p>To gather a range of information to develop my own design and use it to inform ideas through prototypes</p>
Make	
<p>To know how to measure using various scales</p> <p>To know how to use a trigonometry set</p>	<p>To write instructions on how to make my product</p>
Evaluate	
	<p>To carry out evaluations on a range of products and record using labels, graphs and charts</p>
Technical knowledge	
<p>To know how to use electrical systems in their products incorporating: bulbs, switches, buzzers and motors</p>	

French

Knowledge	Skills
<p>To know and write the days of the week</p> <p>To know the times of the day: morning, lunchtime, afternoon, evening, night time</p> <p>To know the numbers 1-50</p> <p>To know the rules for French numbers</p> <p>To know and write the names of common classroom objects</p> <p>To know the names of some foods and can say what I like or dislike about them.</p>	

Geography

Knowledge	Skills
<p>To know and locate countries in Asia: China, India, Bangladesh, Japan, Laos, Cambodia, Vietnam and Indonesia</p> <p>To know the features of UK hills and mountains</p> <p>To know and locate mountainous regions of the world: Himalayas, Alps, Andes</p> <p>To know and locate the Tropic of Cancer and Capricorn and the Equator</p> <p>To know what an environmental issue is and to know what a social issue is and recognise the difference</p> <p>To know different types of mountain: fold mountain, block mountain, dome mountain, volcanic mountain and plateau mountain</p> <p>To know what trade links are</p>	<p>To compare the UK with Nepal</p> <p>To explain how human features can affect the local environment and increase resource demand</p> <p>To present findings about the local area of graphs and charts</p> <p>To use digital mapping software</p> <p>To debate a geographical issue</p>

History

Knowledge	Skills
<p>To know the terms: century, decade, AD, BC, BCE, CE</p> <p>To know about the Space Race (1950 – present)</p> <p>To know about the Kingdom of Benin (1100 CE – 1897 BCE)</p> <p>To know about Neil Armstrong (1930 – 2012)</p> <p>To know about Martin Luther King (1929 – 1968)</p> <p>To know about Jane Goodall (1934 – present)</p> <p>To know about David Attenborough (1926 – present)</p> <p>To know about Katherine Johnson (1918 to present)</p> <p>To know about primary sources: diaries, letters, oral histories, speeches, drawings, photographs and film</p> <p>To know about secondary sources: diaries, letters, oral histories, speeches, drawings, photographs and film</p>	<p>To begin to record information about the past through writing and discussions</p> <p>To use a timeline to place events, objects, people or themes in order</p> <p>To use the correct terminology for different historical periods studied</p> <p>To identify similarities between own life and that of a child in a different time period.</p> <p>To explain why a certain individual has historical importance</p> <p>To compare different sources of evidence about a given topic</p> <p>To know the difference between a primary and a secondary source</p> <p>To comment on how good a source is</p>

Religious Education

Knowledge	Skills
<p>To know who Muhammad was To know the 5 pillars of Islam To know what the Qur'an is To know about the importance of Rome, Jerusalem, the River Ganges and Mecca To know about the last supper To know what Pentecost is To know about the Christian denominations of Catholicism, Anglicanism, Methodism,</p>	<p>To know why Muhammad is important to Muslims To understand why the Qur'an is important to Muslims To understand why the birth of Jesus is important to Christians To understand why people travel to sacred places To recall what happened at the Last supper To explain why Christians believe about God To understand how Christians celebrate Pentecost To explain how the denominations of Christianity differ</p>

Music

Knowledge	Skills
<p>To know how to create textures in music To know what a crotchet, minim, quaver and semi-breve is To know music from various cultures: a piece of music from every continent</p>	<p>To describe the features of cultural music</p>

Physical Education

Knowledge	Skills
Dance	
	<p>To perform complex skills and movement patterns (6/7) with accuracy To use canon and unison To explore ideas, moods and feelings to create longer dances</p>
Gym	
<p>To know how to show extension To know how to show clear body shape</p>	<p>To show clear levels of speeds, flexibility, directions, fluency, clarity of movement and perform actions consistently To show extension, clear body shape and changes in direction with a partner and a small group</p>

Games			
Games To know techniques to maintain possession in invasion games: tag rugby, football, netball To know how to attack a ball: cricket or rounders To know how to defend a ball: cricket To know how to strike a ball with intent: cricket and rounders To know how to strike shots on both sides of the body cricket	Athletics To know how to use power to take off To know how to land safely To know how to run with endurance and stamina To know how to sprint	Games To strike the ball in a net/game sport with intent, with varying speed, height accuracy and direction, including shots on both sides of the body	Athletics
Outdoor education			
To know symbols on an orienteering map		To use symbols and pictures to plot a map To work cooperatively and take turns	

PHSE

Knowledge	Skills
Living in Harmony	
<p>To know about the roles and responsibilities I have had to participate in at home and school and within the community</p> <p><i>I can identify the importance of healthy and trusting relationships with others</i></p> <p><i>I can speak confidently about my self-identity (family, relationships, beliefs)</i></p>	<p>To explain the pressures people feel when comparing their lives to celebrities within the media</p> <p><i>I can identify positive and negative features of relationships</i></p> <p><i>I can talk about myself as an individual and understand the importance of my own self-identity</i></p>
Desire to Inspire	
	<p>To research an inspirational person and discuss how personal experiences have affected them</p> <p>To set a challenge within groups/pairs</p>
Keeping Healthy	
<p>To know what self-esteem is and what effects it can have on mental wellbeing</p>	<p>To understand what is meant by self-esteem and how it can affect an individual</p> <p>To explain how emotions can affect my health</p>
Onwards and Upwards	
<p>To know the responsibilities a council has to distribute money to different areas</p>	<p>To research and promote a current topical issues (local and national)</p>
Safety First	
<p>To know what addiction is</p> <p>To know the impact of alcohol on the body</p>	<p>To know how addiction can affect people's behaviour</p>

World in Union	
To know what racism is To know who Martin Luther King Jr was	To discuss the meaning of racism, and explain how the treatment has changed over time

Science

Knowledge	Skills
Biology	
<p>To know the life cycle of a mammal To know the life cycle of an amphibian To know the life cycle of a bird To know the life cycle of an insect To know the life processes of reproduction in some plants and animals: reptile, bird, amphibian, mammal and seed dispersal To know about the work of the naturalists: Jane Goodall, Diane Fossey, Mark Carwardine, Steve Irwin or David Attenborough To know about the conservation projects: Successful - Kakapo, southern white rhino, golden Lion Tamarin. Unsuccessful: Amazonian River Dolphin, Manatee, Northern White Rhino</p>	<p>To understand the stages of growth and development within humans – including puberty To research the gestation period of other animals and comparing them with humans: by finding out and recording the length and mass of a baby cow as it grows</p>
Physics	
<p>To know what transparency is To know what conductivity is To know what solubility is To know what hardness is To know the order of the planets To identify the planets To know that it takes approximately 29 days for the Moon to orbit the Earth To know that it takes 365.25 days for the Earth to orbit the Sun To know that the Earth, Moon and Sun are approximately spherical objects To know that gravity pulls objects to the centre of the Earth To know what air resistance is To know what water resistance is To know what friction is To know that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect</p>	<p>To compare and group everyday materials together on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets To give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To describe the movement of the earth and other planets, relative to the sun in the solar system To describe the movement of the Moon relative to the Earth To use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky To explain the unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object</p>
Chemistry	
<p>To know that some materials will dissolve in liquid to form a solution: salt compared to sand To know how to recover a substance from a solution</p>	<p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>

Year 6

Art

Knowledge	Skills
<p>To know about the work of William Morris, Henry Pease, Frieda Khalo and Anish Kapoor</p> <p>To know about art and design shows from the past</p>	<p>To improve their mastery of art and design techniques</p> <p>To use reviews of work to improve work and explain the changes I have made.</p>

Computing

Knowledge	Skills
E Safety	
	<p>To protect my password and my personal information</p> <p>To explain the consequences of sharing too much information about myself online</p> <p>To support my friends to protect themselves and make good choices online, including reporting concerns to an adult</p> <p>To explain the consequences of spending too much time online or on a game</p> <p>To explain the consequences to myself and others of not communicating kindly and respectfully</p> <p>To protect my computer or device from harm</p>
Programming	
<p>To know when to use a variable to achieve a desired output</p>	<p>To deconstruct a problem into smaller steps, recognising similarities to solutions used before</p> <p>To explain and programs each of the steps in my algorithm</p> <p>To evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of my algorithm</p> <p>To use a variable and operators to stop a program</p> <p>To use different inputs to control a device or onscreen action and predict what will happen</p> <p>To use logical reasoning to detect and correct errors in algorithms and programs</p>
Multi media	
<p>To know how to establish atmosphere in a presentation</p> <p>To know how to establish structure in a presentation</p>	<p>To use atmosphere and structure when planning a particular outcome for an audience</p> <p>To confidently identify the potential of unfamiliar technology to increase my creativity</p> <p>To combine a range of media, recognising the contribution of each to achieve a purpose</p>

Technology in our lives	
<p>To know a range of internet services and their purposes: self help, shopping, entertainment, news social media</p> <p>To know how information is transported on the internet</p> <p>To know how search results are selected and ranked</p> <p>To know how to evaluate the reliability of a website</p> <p>To know about copyright</p> <p>To know how to acknowledge the sources of information I find online</p> <p>To know that websites can use my data to target their advertising</p>	<p>To select an appropriate tool to communicate and collaborate online</p>
Word Processing	
	<p>To confidently choose appropriate software to produce a document with a purpose</p> <p>To be digitally discerning when evaluating my work and the work of others</p>

Design

Knowledge	Skills
To know what computer aided design is	<p>To gather information from a range of sources to develop my own design and use it to inform ideas</p> <p>To gather information from a range of sources to develop my own design and use it to inform ideas through pattern pieces and computer aided design</p>
Make	
	<p>To select and use appropriate tools for accurate measuring and combining materials</p> <p>To present my product appropriately for example with packaging</p>
Evaluate	
To know how key professionals have influenced changes for further improvement and development (John Ive - Apple)	To evaluate ongoing work, making simple changes: colour and materials with reference to design criteria and views of others and identify improvements
Technical Knowledge	
To know how to use computer programs to control products	

French

Knowledge	Skills
To tell the time in French To know the vocabulary for past, to and o'clock To order some food using	To build simple sentences and use this to engage in basic conversation To respond to basic classroom language

Geography

Knowledge	Skills
To know and locate countries in south America: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, French Guyana, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela To know parts of the 12 point compass To know the pros and cons of tourism	To compare the UK with Brazil To know about the importance of trade links between countries To describe how the features of the UK and how they have changed over time To locate different time zones and understand why they are important To know and locate the tropic of cancer and Capricorn and the equator To describe/evaluate the effects of land/resource use on the economic activities of communities (farming/tourism) To debate a geographical issue To present findings about the local/national area in graphs and charts

History

Knowledge	Skills
To know the terms: century, decade, AD, BC, BCE, CE To know about the Victorians To know about the Aztecs To know about the Shang Dynasty (1600 BCE – 1046 BCE) To know about Queen Victoria (1836 – 1901) To know about Henry the VIII and his six wives To know about William Morris (18740 – 1926) To know about primary sources: diaries, letters, oral histories, speeches, drawings, photographs and film To know about secondary sources: diaries, letters, oral histories, speeches, drawings, photographs and film	To use historical points as reference points To use a timeline to place events, objects, people or themes in order To use the correct terminology for different historical periods studied To describe changes within a time period To describe changes between time periods To give reasons behind the outcome of historical events To understand why there are different accounts for historical events To compare different sources of evidence about a given topic

Religious Education

Knowledge	Skills
<p>To know who Buddha is</p> <p>To know about the Gospels of Matthew, Mark, Luke and John</p> <p>To know what Good Friday and Easter day are</p> <p>To know how and why religious people inspire us</p>	<p>To explain why Buddha is important to Buddhists</p> <p>To understand how Buddhists follow the teachings of Buddha in their everyday life</p> <p>To understand what the gospels tell us about the birth of Jesus</p> <p>To understand how religions respond to prejudice and discrimination</p> <p>To explain why good Friday and Easter day are important to Christians</p> <p>To explain why and how religious people inspire others</p> <p>To explain why the main religions believe what happens after death</p>

Music

Knowledge	Skills
<p>To know what the basic C major scale is</p>	<p>To identify moods and textures in music and discuss the effects</p> <p>To use a crotchet, minim, quaver and semi-breve in a rhythm</p> <p>To compare and contrast cultural music</p> <p>To begin to relate musical notations to the basic C major scale</p>

Physical Education

Knowledge	Skills
Dance	
	<p>By responding to a range of stimuli, I can explore dance and use controlled movement ideas imaginatively</p> <p>To choose a range of compositional ideas to perform/communicate a dance idea of my own</p>
Gym	
	<p>To use clear levels of speed, flexibility, directions and perform actions consistently</p> <p>To show extension, clear body shape and changes in direction with a partner and small group (6/8)</p>

Games			
Games To know when to pass To know when to dribble To know attacking formations To know defensive formations To know how to bowl overarm To know how to bowl underarm To bat effectively	Athletics To know a range of running techniques: look ahead, hands at waist, relax hands, check posture, relax shoulders, arms at side, rotate arms at shoulder, don't bounce	Games To attack and defend using formations appropriately	Athletics To jump with power and consistency To throw different objects with control and consistency To run relay, sprints, short and long distances using different techniques
Evaluation			
To know how to find your location on a map/plan		To plan where I am on a map/plan To work in a team or as an individual	

PHSE

Knowledge	Skills
Living in Harmony	
<i>I can develop the skills required to form new relationships (Transition to secondary school)</i> <i>I can define the terms discrimination and prejudice</i> <i>I can talk about examples of discrimination and prejudice (sexism, homophobic, racism etc)</i>	To explain the pressures people feel when comparing their lives to celebrities within the media To know about the roles and responsibilities I have had to participate in at home and school and within the community
Desire to Inspire	
	To research inspirational people in the past and present To set a challenge within a group/pair
Keeping Healthy	
To know how puberty affects the body	To understand how my emotions can be affected during puberty
Onwards and Upwards	
To know what interest is To know what a loan is To know what debt is	To research and promote a current topic issues (national and international)
Safety First	
To know the impact of drugs on the body To know what peer pressure looks and feels like	To explain the meaning of peer pressure and how it affects our behaviour
World in Union	
To know about famous incidents of racism in the past: apartheid, BLM, slave trade To know how wars have been fought over racism: WW2	

Science

Knowledge	Skills
Biology	
<p>To know that living things are classified into broad groups, including microorganisms, plants and animals</p> <p>To identify and name the main parts of the human circulatory system,</p> <p>To know the function of the heart, blood vessels and blood</p> <p>To know that living things have changed over time</p> <p>To know that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>To give reasons for classifying plants and animals based on specific characteristics</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
Physics	
<p>To know that light appears to travel in straight lines</p> <p>To know symbols when representing a simple circuit in a diagram: wire, bulb, motor, buzzer, series, parallel, resistor</p>	<p>To 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</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>To 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>To 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>
Chemistry	

Key

Colour	Meaning
Red	Relationships Understanding the importance of healthy and trusting relationships and managing emotions. Self-respect and self-identity
Green	Health How to maintain a healthy lifestyle
Blue	Safety How to stay safe
Orange	Citizenship Understanding their role as a British and global citizen Fundamental British values
<i>Italics</i>	Added to reflect the new policy