



KEY

Stage 1 / 2 = ●

Stage 3 / 4 = ●

Stage 5 / 6 = ●

History

Investigating and interpreting the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Understand that no single source of evidence gives the full answer to questions about the past.

Building an overview of World history

- Describe historical events and roleplay these events.
- Describe changes that have happened in the locality of the school throughout history.
- Recall detail of life in Britain from ancient times until Roman Times.
- Compare some of the times studied with those of other areas of interest around the world.
- Recall detail of life in Britain during the time of the Anglo-Saxons and Vikings.
- Compare some of the times studied with those of the other areas of interest around the world.

Understanding chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Describe the main changes in a period of history
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

Communicating historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of war and peace.
- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.
- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy.

Geography

Investigating places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- Use fieldwork to observe 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.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Use different types of fieldwork sampling) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Name and locate some of the countries and cities of the world (including North and South America) and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Investigating patterns

- To compare similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Describe geographical similarities and differences between countries.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.

Communicating geographically

- Begin to recognise physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- Refer to key human features, including: city, town, village, factory, farm, house, office and shop.
- Describe key aspects of:
 - **Physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
 - **Human geography**, including: settlements and land use.
 - **Physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
 - **Human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.



Design Technology

Practical Skills

Food

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Materials / Construction

- Use and cut a wide range of materials, including textiles, exploring how to make and strengthen products.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Apply appropriate cutting and shaping techniques
- Select appropriate joining techniques.
- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

Designing, making, evaluating, improving

- Design products that have a clear purpose and an intended user.
- Use talk, drawings, templates and mock-ups.
- Analyse a range of existing products
- Evaluate their own products against their own design criteria
- Choose suitable techniques to construct products or to repair and strengthen items.
- Use prototypes, pattern pieces, cross-sectional and exploded diagrams and computer aided designs to represent designs.
- Analyse a range of existing products
- Evaluate their own products against their own design criteria, considering the views of others.
- Understand how key events and individuals in design and technology have helped shape the world

Music

Performing

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Sing or play from memory with confidence. Perform solos or as part of an ensemble.
- Maintain a simple part within a group. Pronounce words within a song clearly.
- Show control of voice.

Composing

- Create a sequence of long and short sounds.
- Clap rhythms, make a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect make short musical pattern and rhythmic phrases.
- Combine a variety of musical devices, including melody and rhythm.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use sound to create abstract effects.
- Create repeated patterns with instruments.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody and rhythm.

Describing music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.
- Be familiar with duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
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Computing

Computers

- Know what a computer is
- Know when it can be useful
- Understand the terms: display, input and output, memory, and CPU
- Use search engines effectively
- Communicate and collaborate responsibly and safely

Algorithms

- Know what an algorithm is
- Write and debug a simple algorithm
- Recognise acceptable and unacceptable behaviour online
- Know the strengths and weaknesses of a simulation
- Write and debug programs
- Use a variable to keep track of something

Staying Safe

- Recognise the importance of keeping some information private
- Send messages safely and responsibly
- Recognise the pros and cons of using the Internet to communicate and collaborate
- Produce an animation. Create content for a web site

Using Computers

- Collect and store data
- Create digital content. Open, edit and save digital files
- Use blocks to make a script
- Run and evaluate usefulness of a script
- Find maximum and minimum results .Multiply and divide results

Art and Design

Developing ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.
- Use the qualities of materials to enhance ideas.
- Comment on artworks with a fluent grasp of visual language.

Mastering techniques

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and tones.
- Mix colours effectively.
- Experiment with creating mood with colour.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Collage

- Use a combination of materials that are cut torn and glued, sort and arrange materials

- Select and arrange materials for a striking effect.
- Combine visual and tactile qualities.

Sculpture

- Use a combination of shapes, lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

- Include texture that conveys feelings, expression or movement, add details.
- Use clay and other mouldable materials.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools to carve and add shapes, texture and pattern.

Drawing

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.

- Use coiling, overlapping, tessellation, mosaic and montage. • Use shading to show light and shadow.

- Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (realistic impressionistic).
- Use lines to represent movement.

Taking inspiration

- Describe the work of notable artists, craft makers and designers.
- Use some of the ideas of artists studied to create pieces.
- Create original pieces that are influenced by studies of others
- Give details about the style of some notable artists and designers.



Physical Education

Fundamental movement skills with a focus away from competition: ALL STAGES.

- Balance skills - Movements where the body remains in place, but moves around its horizontal and vertical axes.
- Locomotor skills - such as running, jumping, hopping, and galloping.
- Ball skills - such as catching, throwing, kicking, underarm roll and striking.
- Run around obstacles and corners, navigate sharp turns and manage on a variety of surfaces.

Stop quickly on a signal and can run backward as well as forward and run around obstacles.

To develop self-awareness, personal space, simple body movements, coordination, and to develop own skills and self-expression using the body.

Games and Athletics / Outdoor and adventurous activities

- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate.
- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- Remain positive even in the most challenging circumstances, rallying others if need be.
- Show control in take off and landings when jumping.
- Keep track of personal best performances, setting targets for improvement

Dance

- Copy and remember moves and positions • Move with careful control and coordination.
- Link two or more actions to perform a sequence • Choose movements to communicate a mood, feeling or idea.
- Create dances and movements that convey a definite idea. • Change speed and levels within a performance.
- Compose creative and imaginative dance sequences.

Gymnastics

- Copy and remember actions • Move with some control and awareness of space.
- Link two or more actions to make a sequence • Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body. • Climb safely on equipment.
- Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Swing and hang from equipment safely (using hands).
- Hold shapes that are strong, fluent and expressive.

Swimming

- Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements.
- Swim at the surface and below the water.

Social, Emotional and Communication Skills. ALL STAGES.

- Raise their hand and wait to be called on before talking aloud in a group.
 - Work cooperatively (sharing) with peers in small group settings.
- Develop an understanding of the relationship between his/her verbalizations and actions.
 - Engage in appropriate cooperative social play interactions (turn-taking.)
- Increase social awareness of environment by stating what is taking place in environment or imitating actions of others.
- Increase safety awareness by stating the effect of various situations 4/5 opportunities to do so.
 - Refrain from interrupting others by exhibiting appropriate social interaction skills.
 - Listen to others when they are speaking and listen and respond appropriately.
 - Learn to identify various emotional states in others 4/5 opportunities to do so.
- Begin to understand why a person might be feeling a particular emotion, discuss simple emotional states.
 - Begin to develop the ability to seek assistance.
 - Learn to initiate communicative interactions with others by asking questions 4/5 opportunities to do so.
- Identify and understand various non-verbal social communication behaviours; tone of voice, personal space, vocal volume, body orientation, and facial expressions.
- relate information (ie. Past events, stories, situations, etc...) sequentially 4/5 opportunities to do so.
 - Gain general independence (school work and self.)