|  |  |  |  |
| --- | --- | --- | --- |
|  | Nightingales  Years Three and Four | Kestrels  Years Five and Six | Falcons  Years Three, Four, Five and Six |
| Art | **Printmaking**  **Op art/ Bridget Riley**   * Create printing blocks using relief or impressed techniques (Y3) * Understand and identify key aspects such as complimentary colours, colour as tone, warm and cold colours (Y3) * Print on fabrics using tie-dye or batik (Y4) * Use a variety of techniques, e.g. marbling, silkscreen and cold water paste * Use sketchbook to collect, record and evaluate ideas (NC) * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC)   learn about great artists, architects and designers (NC) | **Printmaking**  **Op art/ Bridget Riley**   * Experiment with using layers and overlays to create new colours/textures   (Y5)   * create intricate printing patterns by simplifying and modifying sketchbook designs (Y6) * use different techniques, colours and textures when designing and making pieces of work and explain his/her choices (Y6) * Use sketchbook to collect, record and evaluate ideas (NC) * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC)   learn about great artists, architects and designers (NC) | **Years Three and Four**  **Printmaking**  **Op art/ Bridget Riley**   * Create printing blocks using relief or impressed techniques (Y3) * Understand and identify key aspects such as complimentary colours, colour as tone, warm and cold colours (Y3) * Print on fabrics using tie-dye or batik (Y4) * Use a variety of techniques, e.g. marbling, silkscreen and cold water paste * Use sketchbook to collect, record and evaluate ideas (NC) * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC)   learn about great artists, architects and designers (NC)  **Years Five and Six**  **Printmaking**  **Pop art/ Bridget Riley**   * Experiment with using layers and overlays to create new colours/textures   (Y5)   * create intricate printing patterns by simplifying and modifying sketchbook designs (Y6) * use different techniques, colours and textures when designing and making pieces of work and explain his/her choices (Y6) * Use sketchbook to collect, record and evaluate ideas (NC) * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) * Learn about great artists, architects and designers (NC) |
| Computing | Drawing and desktop publishing  Internet research and communications | Online safety  3D modelling | Y3 online/ drawing and desktop publishing  Y5 online safety |
| Design and Technology | **Textiles**  **Art Objective:**   * **add detail to work in different types of stitch. Including cross stitch (Y3)** * Use research and criteria to develop products which are fit for purpose (NC) * Use annotated sketches and prototypes to explain ideas (NC) * Evaluate existing products and improve own work (NC) * demonstrate that his/her design meets a range of requirements (Y3) * complete a plan that shows the order and also what equipment and tools he/she needs (Y3) * use equipment and tools accurately (Y3) * explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality (Y3) * investigate and analyse a range of existing products (Y3) * investigate similar products to the one to be made to give starting points for a design (Y4) * generate alternative plans and expound on the good points and drawbacks of his/her original design (Y4) * select from and use a wider range of tools and equipment to perform practical tasks, e.g cutting, shaping, joining and finishing, accurately (Y4) * explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/ her finished product (Y4) * consider how the finished product might be improved and how well it meets the needs of the user (Y4) * join and combine materials and components accurately in temporary and permanent way (Y4) | **Textiles**   * Use research and criteria to develop products which are fit for purpose (NC) * Use annotated sketches and prototypes to explain ideas (NC) * Evaluate existing products and improve own work (NC) * use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (Y5) * create prototypes to show his/her ideas YY5) * use tools and materials precisely (Y5) * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (Y5) * evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work (Y5) * apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures (Y5) * make modifications to the original design as he/she proceeds (Y6) * cut and join with accuracy to ensure a high quality finish to his/her product (Y6) * understand how key events and individuals in design and technology have helped shape the world (Y6) * construct products using different techniques (Y6) * use market research to inform plans (Y6) * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and Computer aided design (Y6) | **Years Three and Four**   * **add detail to work in different types of stitch. Including cross stitch (Y3)** * Use research and criteria to develop products which are fit for purpose (NC) * Use annotated sketches and prototypes to explain ideas (NC) * Evaluate existing products and improve own work (NC) * demonstrate that his/her design meets a range of requirements (Y3) * complete a plan that shows the order and also what equipment and tools he/she needs (Y3) * use equipment and tools accurately (Y3) * explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality (Y3) * investigate and analyse a range of existing products (Y3) * investigate similar products to the one to be made to give starting points for a design (Y4) * generate alternative plans and expound on the good points and drawbacks of his/her original design (Y4) * select from and use a wider range of tools and equipment to perform practical tasks, e.g cutting, shaping, joining and finishing, accurately (Y4) * explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/ her finished product (Y4) * consider how the finished product might be improved and how well it meets the needs of the user (Y4) * join and combine materials and components accurately in temporary and permanent way (Y4   **Years Five and Six**  **Textiles**   * Use research and criteria to develop products which are fit for purpose (NC) * Use annotated sketches and prototypes to explain ideas (NC) * Evaluate existing products and improve own work (NC) * use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (Y5) * create prototypes to show his/her ideas YY5) * use tools and materials precisely (Y5) * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (Y5) * evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work (Y5) * apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures (Y5) * make modifications to the original design as he/she proceeds (Y6) * cut and join with accuracy to ensure a high quality finish to his/her product (Y6) * understand how key events and individuals in design and technology have helped shape the world (Y6) * construct products using different techniques (Y6) * use market research to inform plans (Y6) * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and Computer aided design (Y6) |
| Geography | * Study a region of the UK (not local) (NC) | * Name and locate counties, cities, regions and features of UK (NC) | Year three and four   * Study a region of the UK (not local) (NC)   Years Five and Six   * Name and locate counties, cities, regions and features of UK (NC) |
| History | By end of the Key Stage:   * describe a study of an aspect or theme in British history that’s extends pupils knowledge beyond 1066 (NC) * Use dates to place events, artefacts and historical figures on a timeline (Y3) * Study two different accounts of the same event, exploring similarities and differences (Y3) * Refer to more than one source of evidence for more accurate understanding of events (Y3) * Describe features of period studied e.g. clothes, beliefs, homes, attitudes. (Y3) * Describe similarities and differences between people, events and objects over time. (Y3) * subject related vocabulary (Y3) * Understand that changes occur over time. Add evidence and dates to timeline to represent this (Y4) * Use dates and historical terminology to describe events (Y4) * Give reasons why separate versions of the same event may differ in the accounts (Y4) * Explore main events and changes in history, giving causes and consequences (Y4) * Independently suggest sources of evidence to answer their questions (Y4) * Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. (Y4) * Describe how some past events and actions of people affect life today. (Y4) * Subject related vocabulary: during, chronology, era, dates, time period, change (Y4) | By end of the Key Stage:   * describe a study of an aspect or theme in British history that’s extends pupils knowledge beyond 1066 (NC) * Identify significant changes within and across historical periods studied (Y5) * Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this (Y5) * Select reliable sources of evidence to answer questions about the past. (Y5) * Appreciate that there is not always a single answer to historical questions. (Y5) * Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others. (Y5) * Describes causes and consequences of the main events, situations and changes in the period studied. (Y5) * Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. (Y5) * Identifies links and changes within and across the time periods and localities studied. (Y5) * Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) (Y6) * Relate current studies to previous learning and make comparisons between different times in history (Y6) * Select suitable sources of evidence, giving reasons for the choice. (Y6) * Explore all available evidence to form their own opinion on a historical event (Y6) * Evaluate the usefulness and accuracy of different sources of evidence (Y6) * Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretation of history. (Y6) * Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. (Y6) * Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. (Y6)   In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural (Y6) | By end of the Key Stage:   * describe a study of an aspect or theme in British history that’s extends pupils knowledge beyond 1066 (NC) * Use dates to place events, artefacts and historical figures on a timeline (Y3) * Study two different accounts of the same event, exploring similarities and differences (Y3) * Refer to more than one source of evidence for more accurate understanding of events (Y3) * Describe features of period studied e.g. clothes, beliefs, homes, attitudes. (Y3) * Describe similarities and differences between people, events and objects over time. (Y3) * subject related vocabulary (Y3) * Understand that changes occur over time. Add evidence and dates to timeline to represent this (Y4) * Use dates and historical terminology to describe events (Y4) * Give reasons why separate versions of the same event may differ in the accounts (Y4) * Explore main events and changes in history, giving causes and consequences (Y4) * Independently suggest sources of evidence to answer their questions (Y4) * Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. (Y4) * Describe how some past events and actions of people affect life today. (Y4) * Subject related vocabulary: during, chronology, era, dates, time period, change (Y4)   Year Five and Six  By end of the Key Stage:   * describe a study of an aspect or theme in British history that’s extends pupils knowledge beyond 1066 (NC) * Identify significant changes within and across historical periods studied (Y5) * Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this (Y5) * Select reliable sources of evidence to answer questions about the past. (Y5) * Appreciate that there is not always a single answer to historical questions. (Y5) * Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others. (Y5) * Describes causes and consequences of the main events, situations and changes in the period studied. (Y5) * Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. (Y5) * Identifies links and changes within and across the time periods and localities studied. (Y5) * Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) (Y6) * Relate current studies to previous learning and make comparisons between different times in history (Y6) * Select suitable sources of evidence, giving reasons for the choice. (Y6) * Explore all available evidence to form their own opinion on a historical event (Y6) * Evaluate the usefulness and accuracy of different sources of evidence (Y6) * Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretation of history. (Y6) * Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. (Y6) * Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. (Y6)   In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural (Y6) |
| Music | * use voice and instruments with increasing accuracy, control and expression (NC) * improvise and compose music (NC) * listen with attention to detail(NC) * appreciate wide range of live and recorded music (NC) * begin to develop understanding of history(NC) * Sings Rounds and Partner songs in tune. (Y3) * Keeps to a steady beat in 2, 3 and 4 metre (Y3) * Starts to develop rehearsal routines and strategies (Y3) * Begins to compare and contrast different pieces in mood, character and changes. (Y3) * Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency. (Y4) * Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. (Y4) * Create graphic notation for pitch, duration and rhythm (Y4) * Compare and contrast different pieces recognising how different musical elements are combined and used expressively. (Y4) * Pupils can listen with increasing attention to detail and recall sounds with growing aural memory (Y4) * Pupils recognise how the different musical elements are combined and used expressively (Y4) | * perform with control and expression solo and in ensembles (NC) * improvise and compose using dimensions of music (NC) * listen to detail and recall aurally (NC) * use and understand basics of staff notation (NC) * develop an understanding of the history of music, including great musicians and composers(NC) * Pupils start to sing songs in parts. (Y5) * Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics (Y5) * They improvise and compose melodic and rhythmic phrases through rehearsals (Y5) * They understand and start to use the staff and other musical notations. (Y5) * Compare and contrast a range of pieces showing awareness of dimensions, context and purpose. (Y5) * They suggest improvements to their own and others' work (Y5) * Pupils sing songs in parts with increasing control and expression. (Y6) * Play pieces with parts with accurate control of pitch, duration, tempo and dynamics (Y6) * They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures (Y6) * Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose. (Y6) * Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians (Y6) | * use voice and instruments with increasing accuracy, control and expression (NC) * improvise and compose music (NC) * listen with attention to detail(NC) * appreciate wide range of live and recorded music (NC) * begin to develop understanding of history(NC) * Sings Rounds and Partner songs in tune. (Y3) * Keeps to a steady beat in 2, 3 and 4 metre (Y3) * Starts to develop rehearsal routines and strategies (Y3) * Begins to compare and contrast different pieces in mood, character and changes. (Y3) * Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency. (Y4) * Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. (Y4) * Create graphic notation for pitch, duration and rhythm (Y4) * Compare and contrast different pieces recognising how different musical elements are combined and used expressively. (Y4) * Pupils can listen with increasing attention to detail and recall sounds with growing aural memory (Y4) * Pupils recognise how the different musical elements are combined and used expressively (Y4)   Year five and six   * perform with control and expression solo and in ensembles (NC) * improvise and compose using dimensions of music (NC) * listen to detail and recall aurally (NC) * use and understand basics of staff notation (NC) * develop an understanding of the history of music, including great musicians and composers(NC) * Pupils start to sing songs in parts. (Y5) * Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics (Y5) * They improvise and compose melodic and rhythmic phrases through rehearsals (Y5) * They understand and start to use the staff and other musical notations. (Y5) * Compare and contrast a range of pieces showing awareness of dimensions, context and purpose. (Y5) * They suggest improvements to their own and others' work (Y5) * Pupils sing songs in parts with increasing control and expression. (Y6) * Play pieces with parts with accurate control of pitch, duration, tempo and dynamics (Y6) * They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures (Y6) * Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose. (Y6) * Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians (Y6) |
| PSHEE | Being me in my world  Celebrating difference | Being me in my world  Celebrating difference | Being me in my world  Celebrating difference |
| Science | Humans  Healthy teeth and digestion  Food chains  (Y4)  Sources of sound (Y4) | Humans (Y6)  Health circulatory system blood  Sound (Y4)  Pitch | Years Three and Four  Humans  Healthy teeth and digestion  Food chains  (Y4)  Sources of sound (Y4)  Year Five and Six  Humans (Y6)  Health circulatory system blood  Sound (Y4)  Pitch |