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|  | Nightingales  Years Three and Four | Kestrels  Years Five and Six | Falcons  Years Three, Four, Five and Six |
| Art | **Digital- poster design**   * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) * Explain what he/she likes or dislikes about their work (Y3) * Know about some of the great artists, architects and designers in history and describe their work. (Y3) * Use taught technical skills to adapt and improve his/her work (Y4) | **Digital- poster design**   * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) * Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Y5) * Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures (Y5) * Explain and justify preferences towards different styles and artists(Y6) * Begin to develop an awareness of composition, scale and proportion in their work (Y6) * Follow a design brief to achieve an effect for a particular function (Y6) | **Digital- poster design Year Three and Four**   * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) * Explain what he/she likes or dislikes about their work (Y3) * Know about some of the great artists, architects and designers in history and describe their work. (Y3) * Use taught technical skills to adapt and improve his/her work (Y4)   **Digital- poster design Year Five and Six**   * Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) * Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Y5) * Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures (Y5) * Explain and justify preferences towards different styles and artists(Y6) * Begin to develop an awareness of composition, scale and proportion in their work (Y6) * Follow a design brief to achieve an effect for a particular function (Y6) |
| Computing | Presentation skills  Programming Turtle Logo and Scratch | Flowol  Radio Station | Y3 word processing  Y5 Flowol  Y3 presentation skills  Y5 3d modelling |
| Design and Technology | **Structures**   * 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) * Strengthen frames using diagonal struts(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) | **Structures**   * 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 (Y5) * 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) | **Structures Year Three and Four**   * 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) * Strengthen frames using diagonal struts(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)   **Structures Year Five and Six**   * 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 (Y5) * 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 | * Locate world’s countries, focussing on key physical and human features (NC) * Study a region of the UK (not local) (NC) * Use 8 points of compass, symbols and keys (NC) * Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc (NC) * Use fieldwork to observe, measure and record (NC) * ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if….continues? (Y3) * analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. (Y3) * recognise that different people hold different views about an issue and begin to understand some of the reasons why (Y3) * communicate findings in ways appropriate to the task or for the audience (Y3) * understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. (Y3) * use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office (Y3) * make more detailed fieldwork sketches/ diagrams (Y3) * use fieldwork instruments e.g. camera, rain gauge (Y3) * use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features (Y3) * use four figure grid references(Y3) * use the 8 points of a compass (Y3) * make plans and maps using symbols and keys (Y3) * understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc. (Y4) * measure straight line distances using the appropriate scale (Y4) * explore features on OS map using 6 figure grid references (Y4) * draw accurate maps with more complex keys (Y4) * plan the steps and strategies for an enquiry (Y4) | * Name and locate counties, cities, regions and features of UK (NC) * Understand longitude, latitude, equator, hemisphere, tropics, polar circle and time zones. (NC) * Study a region of Europe, and the Americas (NC) * Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc (NC) * Use 4 and 6 figure grid references on OS maps (NC) * Use fieldwork to record and explain areas. (NC) * understand and use a widening range of geographical terms, e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Y5) * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Y6) * use the 8 points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build his/her knowledge of the United Kingdom and the wider world (Y6) * use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies (Y6) * understand and use a widening range of geographical terms, e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc (Y6) * use maps, charts etc. to support decision making about the location of places e.g. new bypass (Y6) | **Year Three and Four**   * Locate world’s countries, focussing on key physical and human features (NC) * Study a region of the UK (not local) (NC) * Use 8 points of compass, symbols and keys (NC) * Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc (NC) * Use fieldwork to observe, measure and record (NC) * ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if….continues? 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| History | Geography specific | Geography Specific | Geography Specific |
| 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) * Respond to graphic notation for pitch, duration and rhythm (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) * Pupils improvise repeated patterns and combine several textures of sound. (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) * 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) * They suggest improvements to their own and others' work (Y5) * 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) * They understand and use the staff and other musical notations. (Y6) * They suggest improvements to their own and others' work, commenting on how intentions have been achieved. (Y6) | **Year Three and Four**   * 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) * Respond to graphic notation for pitch, duration and rhythm (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) * Pupils improvise repeated patterns and combine several textures of sound. (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) * 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) * They suggest improvements to their own and others' work (Y5) * 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) * They understand and use the staff and other musical notations. (Y6) * They suggest improvements to their own and others' work, commenting on how intentions have been achieved. (Y6) |
| PSHEE | Dreams and goals  Healthy me | Dreams and goals  Healthy me | Dreams and goals  Healthy me |
| Science | Rocks  Fossil formation and soils (Y3)  Materials  States of matter (Y4) | Earth in space (Y5)  Materials (Y5)  Changes and properties  Changes that form new materials | **Years Three and Four**  Rocks  Fossil formation and soils (Y3)  Materials  States of matter (Y4)  **Years Five and Six**  Earth in space (Y5)  Materials (Y5)  Changes and properties  Changes that form new materials |