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|  | Nightingales  Years Three and Four | Kestrels  Years Five and Six | Falcons  Years Three, Four, Five and Six |
| Art | **Drawing- still life and sculptures Giacometti/ Moore**   * 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) * Know about some of the great artists, architects and designers in history and describe their work. (Y3) * Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (Y3) * Explore shading, using different media (Y3) * Describe some of the key ideas, techniques and working practice of artists, architects and designers who he/she has studied (Y4) * Draw familiar objects with correct proportions (Y4) * Articulate how he/she might improve their work using technical terms and reasons as a matter of course (Y4) * Plan a sculpture through drawing and other preparatory work(Y4) * Experiment with creating mood, feeling, movement and areas of interests by selecting appropriate materials and learnt techniques (Y4) | **Drawing- still life and sculptures Giacometti/ Moore**   * 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) * confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Y5) * research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product (Y5) * develop skills in using clay including slabs, coils and slips (Y5) * use simple perspectives in their work using single focal point and horizon (Y6) * refine his/her use of learnt technique (Y6) * explain and justify preferences towards different styles and artists (Y6) | **Year Three and Four**  **Drawing- still life and sculptures Giacometti/ Moore**   * 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) * Know about some of the great artists, architects and designers in history and describe their work. (Y3) * Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (Y3) * Explore shading, using different media (Y3) * Describe some of the key ideas, techniques and working practice of artists, architects and designers who he/she has studied (Y4) * Draw familiar objects with correct proportions (Y4) * Articulate how he/she might improve their work using technical terms and reasons as a matter of course (Y4) * Plan a sculpture through drawing and other preparatory work(Y4) * Experiment with creating mood, feeling, movement and areas of interests by selecting appropriate materials and learnt techniques (Y4)   **Year Five and Six**  **Drawing- still life and sculptures Giacometti/ Moore**   * 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) * confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Y5) * research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product (Y5) * develop skills in using clay including slabs, coils and slips (Y5) * use simple perspectives in their work using single focal point and horizon (Y6) * refine his/her use of learnt technique (Y6) * explain and justify preferences towards different styles and artists (Y6) |
| Computing | Word processing  Using and applying | Scratch3.0 developing games  Using and applying | Y3 internet research and communicating  Y5 radio station  Y3 using and applying  Y5 using and applying |
| Design and Technology | **Food – smoothies**   * Understand seasonality; prepare and cook mainly savoury dishes (NC) * say what to do to be hygienic and safe (Y3) * begin to be able to read and understand food labels (Y3) * measure and weigh ingredients appropriately (Y3) * understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active (Y4) * understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/ tasty to eat (Y4) | **Food – smoothies**   * Use research and criteria to develop products which are fit for purpose (NC) * Evaluate existing products and improve own work (NC) * Understand seasonality; prepare and cook mainly savoury dishes (NC) * know appropriate portion sizes and the importance of not skipping meals, including breakfast (Y5) * understand some of the basic processes to get food from farm to plate (Y5) * taste a range of ingredients and food items to develop a food vocabulary when designing (Y5) * understand the main food groups and the different nutrients that are important for health (Y6) * use information on food labels to inform choices (Y6) * join and combine ingredients appropriately e.g beating, rubbing in. (y6) | **Years three and Four**  **Food – smoothies**   * Understand seasonality; prepare and cook mainly savoury dishes (NC) * say what to do to be hygienic and safe (Y3) * begin to be able to read and understand food labels (Y3) * measure and weigh ingredients appropriately (Y3) * understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active (Y4) * understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/ tasty to eat (Y4)   **Years Five and Six**  **Food – smoothies**   * Use research and criteria to develop products which are fit for purpose (NC) * Evaluate existing products and improve own work (NC) * Understand seasonality; prepare and cook mainly savoury dishes (NC) * know appropriate portion sizes and the importance of not skipping meals, including breakfast (Y5) * understand some of the basic processes to get food from farm to plate (Y5) * taste a range of ingredients and food items to develop a food vocabulary when designing (Y5) * understand the main food groups and the different nutrients that are important for health (Y6) * use information on food labels to inform choices (Y6) * join and combine ingredients appropriately e.g beating, rubbing in. (y6) |
| Geography | * Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc (NC) * Locate world’s countries, focussing on key physical and human features (NC) | * Understand longitude, latitude, equator, hemisphere, tropics, polar circle and time zones. (NC) * Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc (NC) * use maps, charts etc. to support decision making about the location of places e.g. new bypass (Y6) | **Year Three and Four**   * Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc (NC) * Locate world’s countries, focussing on key physical and human features (NC)   **Year Five and Six**   * Understand longitude, latitude, equator, hemisphere, tropics, polar circle and time zones. (NC) * Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc (NC) * use maps, charts etc. to support decision making about the location of places e.g. new bypass (Y6) |
| History | * Use dates to place events, artefacts and historical figures on a timeline * Study two different accounts of the same event, exploring similarities and differences * Refer to more than one source of evidence for more accurate understanding of events * Describe features of period studied e.g. clothes, beliefs, homes, attitudes. * Describe similarities and differences between people, events and objects over time. * subject related vocabulary * use an increasing range of common words and phrases relating to the passing of time * describe memories of key events in his/her life using historical vocabulary   KS2 End Objectives   * describe changes in Britain from the stone age to the iron age (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) * 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) | * Use dates to place events, artefacts and historical figures on a timeline * Study two different accounts of the same event, exploring similarities and differences * Refer to more than one source of evidence for more accurate understanding of events * Describe features of period studied e.g. clothes, beliefs, homes, attitudes. * Describe similarities and differences between people, events and objects over time. * subject related vocabulary * use an increasing range of common words and phrases relating to the passing of time * describe memories of key events in his/her life using historical vocabulary   KS2 End Objectives   * describe changes in Britain from the stone age to the iron age (NC) * 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) * 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) * 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) * 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) | **Year Three and Four**   * Use dates to place events, artefacts and historical figures on a timeline * Study two different accounts of the same event, exploring similarities and differences * Refer to more than one source of evidence for more accurate understanding of events * Describe features of period studied e.g. clothes, beliefs, homes, attitudes. * Describe similarities and differences between people, events and objects over time. * subject related vocabulary * use an increasing range of common words and phrases relating to the passing of time * describe memories of key events in his/her life using historical vocabulary   KS2 End Objectives   * describe changes in Britain from the stone age to the iron age (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. 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(Y4) * Subject related vocabulary: during, chronology, era, dates, time period, change (Y4)   **Year Five and Six**   * Use dates to place events, artefacts and historical figures on a timeline * Study two different accounts of the same event, exploring similarities and differences * Refer to more than one source of evidence for more accurate understanding of events * Describe features of period studied e.g. clothes, beliefs, homes, attitudes. * Describe similarities and differences between people, events and objects over time. * subject related vocabulary * use an increasing range of common words and phrases relating to the passing of time * describe memories of key events in his/her life using historical vocabulary   KS2 End Objectives   * describe changes in Britain from the stone age to the iron age (NC) * Describes causes and consequences of the main events, situations and changes in the period studied. 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| 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) * Respond to graphic notation for pitch, duration and rhythm (Y3) * Begins to compare and contrast different pieces in mood, character and changes. (Y3) * Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. (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) * They suggest improvements to their own and others' work (Y5) * Pupils sing songs in parts with increasing control and expression. (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) * 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) | **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) * Starts to develop rehearsal routines and strategies (Y3) * Respond to graphic notation for pitch, duration and rhythm (Y3) * Begins to compare and contrast different pieces in mood, character and changes. (Y3) * Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. (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) * They suggest improvements to their own and others' work (Y5) * Pupils sing songs in parts with increasing control and expression. (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) * 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 | Relationships (Including SRE)  Changing me | Relationships (Including SRE)  Changing me | Relationships (Including SRE)  Changing me |
| Science | Plants  Requirements for growth, function of parts and life cycle (Y3) | Plants in their habitats (Y)  Classification parts of plants reproduction  Evolution and inheritance (Y6) | **Years Three and Four**  Plants  Requirements for growth, function of parts and life cycle (Y3)  **Years Five and Six**  Plants in their habitats (Y)  Classification parts of plants reproduction  Evolution and inheritance (Y6) |