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| --- | --- | --- | --- |
|  | NightingalesYears Three and Four | KestrelsYears Five and Six | FalconsYears 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 processingUsing and applying | Scratch3.0 developing gamesUsing and applying  | Y3 internet research and communicatingY5 radio stationY3 using and applyingY5 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. (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)

**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. (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)
 |
| 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 | PlantsRequirements for growth, function of parts and life cycle (Y3) | Plants in their habitats (Y)Classification parts of plants reproductionEvolution and inheritance (Y6) | **Years Three and Four**PlantsRequirements for growth, function of parts and life cycle (Y3)**Years Five and Six**Plants in their habitats (Y)Classification parts of plants reproductionEvolution and inheritance (Y6) |