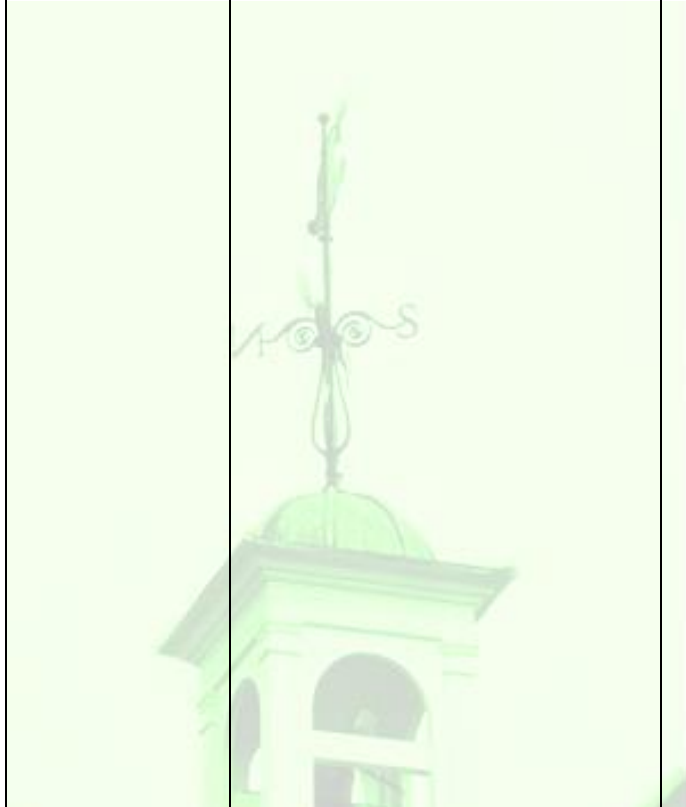








Curriculum Progression of Skills

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC Purpose of Study	<p><i>A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes</i></p>			
SCIENCE	<p><i>Working scientifically (to be spread across all units):</i></p> <ul style="list-style-type: none"> Ask relevant questions relating to a topic or investigation. With help, set up and carry out simple practical enquiries, comparative and fair tests. Could be discussed and then planned as a class- modelling each stage of planning process. Following prompting questions, suggest what might happen in comparative and fair tests to relevant variables. Make careful observations and comparisons. Recognise and understand what constitutes a fair test. Identify simple patterns, changes, similarities and differences. Make measurements using standard units. Discuss and describe findings. Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables. Use results to draw simple conclusions. This could be supported through the use of sentence stems for LA learners. 	<p><i>Working scientifically (to be spread across all units):</i></p> <ul style="list-style-type: none"> Discuss, set up and carry out simple practical enquiries, comparative and fair tests. Children should be given an element of freedom with how this enquiry is carried out. Put forward ideas about testing and make predictions using relevant scientific vocabulary. Make close observations and comparisons, noting these down with thoughts. Observe patterns and suggest explanations using scientific vocabulary. Collect data in a logical and efficient way. The possible methods could be discussed beforehand. Recognise and explain why a test is fair or unfair using scientific vocabulary. Identify simple trends to answer questions. Make accurate measurements using standard units and begin to think about why measurements should be repeated. Use scientific evidence to answer questions. Use a range of equipment, including data loggers and thermometers. Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language Report on what the evidence shows through written explanations of results and conclusions and reports 	<p><i>Working scientifically (to be spread across all units):</i></p> <ul style="list-style-type: none"> Plan a range of different types of scientific investigations that relate to all 5 types of enquiry. (See enquiry folder in staff shared-science) Make predictions based on scientific knowledge, drawing on previous units where possible and using a range of scientific vocabulary. Carry out a range of scientific investigations. Discuss and decide independently or in small groups how an investigation will be carried out. Children should be given an element of choice as to how investigations will take place. Begin to recognise and control variables where appropriate during investigations Identify trends and patterns and offer explanations for these using scientific vocabulary. Carry out a fair test explaining why it is fair. Could begin to explain what might happen to this if certain elements of the test were change. E.g., what would happen if I changed.... Why? Take measurements using a range of scientific equipment with increasing accuracy and precision. Could begin to explain why this is appropriate. Understand and explain why observations and measurements need to be repeated Select information from provided sources. Could begin to discuss whether this is accurate, reliable information? 	<p><i>Working scientifically (to be spread across all units):</i></p> <ul style="list-style-type: none"> Select and plan the most appropriate type of scientific enquiry to answer specific questions. Could explain why this enquiry is the most appropriate, why wouldn't.... be appropriate? Make predictions using scientific vocabulary based on scientific knowledge and understanding covered in current and previous units. Carry out a range of scientific investigations choosing how their investigation will take place, equipment needed etc. Children should be able to explain their choices in order to show depth of understanding. Recognise and control variables where appropriate during investigations. Could explain reasoning behind choices. Identify scientific evidence that has been used to support or refute ideas. Take measurements using a range of scientific equipment with accuracy and precision, explaining confidently why the equipment is appropriate to use for that topic/enquiry. Decide when observations and measurements need to be checked, by repeating, to give more reliable data Select information from a range of sources. Could discuss how they know that the information that they have collected is the most reliable/accurate. Record data and results of increasing complexity, using scientific diagrams

		<ul style="list-style-type: none"> • Use results to draw simple conclusions, suggest improvements and raise further questions 	<p>How do you know? How could we find more reliable information?</p> <ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs • Produce written explanations of results, causal explanations and conclusions. • Use results to make predictions for further tests. 	<ul style="list-style-type: none"> • and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT. • Reporting findings from investigations using appropriate scientific vocabulary, including written explanations of results, explanation involving causal relationships, and conclusions. • Present reports of findings in written form, displays and presentations. • Use test results to make predictions and set up further comparative and fair tests.
				

<p>NC Purpose of Study</p>	<p><i>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</i></p>			
<p>HISTORY Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>Ancient Egyptians: Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about every day lives of people in time studied and compare with our life today Establish a clear narrative within the period of study Study the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>Ancient Greeks: Develop a chronologically secure knowledge and understanding of British history. They will establish narratives from across a particular era. They will devise historically valid questions. They will begin to construct informed responses through selection of historical material. Place events from period studied on a timeline, use evidence to reconstruct life in time studied, look for links and effects in time studied, select and organise historical information. A study of the legacy of Greek culture on modern day. Study Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<p>Victorians: Study the changing power of monarchs with a focus on Victoria. Extend pupils' chronological knowledge beyond 1066. Be able compare accounts of the same historical event from different source. They will be able to examine cause and results of great events and the impact on people. They will be able to compare life in early and 'late' times in the same area studied. Continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They</p>	<p>Battle of Britain: Study a significant turning point in British history Devise historically valid questions about change, cause, similarity and difference, and significance Place current study on time line in relation to other studies Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied and the history of the school during this period including what it was like to be an evacuee at this school - log books</p>

	<p>The Maya Civilisation: Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about every day lives of people in time studied and compare with our life today Establish a clear narrative within the period of study Study the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. Study a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p> <p>Stone Age to Iron Age: Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about every day lives of people in time studied and compare with our life today Establish a clear narrative within the period of study Study the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. Study changes in Britain from the Stone Age to the Iron Age.</p> <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details from artefacts and pictures • Select and record information relevant to the study 	<p>Invaders: Develop a chronologically secure knowledge and understanding of British history. They will establish narratives from across a particular era. They will devise historically valid questions. They will begin to construct informed responses through selection of historical material. The children will have a good understanding of the Roman Empire and its impact on Britain, the Roman Empire by AD 42 and the power of its army, British resistance and Boudicca and the 'Romanisation' of Britain. Place events from period studied on a timeline, use evidence to reconstruct life in time studied, look for links and effects in time studied, evaluate the usefulness of different sources, recall, select and organise historical information.</p> <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research • Begin to evaluate the usefulness of different sources 	<p>should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Glorious Godalming: Continue to develop a chronologically secure knowledge and understanding of local history including key moments in the schools history - log books, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. Study local history over time, tracing how several aspects of national history are reflected in the locality. They must know and sequence key events in chronological order. Be able compare accounts of the same historical event from different source. They will be able to examine cause and results of great events and the impact on people. They will be able to compare life in early and 'late' times in the same area studied.</p> <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information Compare accounts of events from different sources - fact or fiction 	<p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account</p> <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Recognise primary and secondary sources • Suggest omissions and the means of finding out • Use a range of sources to find out about an aspect of time past • Bring knowledge gathered from several sources together in a fluent account
<p>NC Purpose of Study</p>	<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>			

GEOGRAPHY

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

***Godalming:** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Human geography, including: types of settlement and land use. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping*

Map Skills and Field Work

- Follow a route on a large scale map.
- Begin to recognise symbols on an OS map.
- Try to make a map of a short route experienced, with features in correct order;
- Use 4 compass points to follow/give directions
- Locate places on larger scale maps e.g. map of Europe
- Recognise world map as a flattened globe

***Our Changing Earth:** Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Begin to recognise symbols on a OS map. Draw a sketch map from a high view point. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

Map Skills and Field Work

- Use 4 compass points with confidence and begin to use 8 compass points.
- Use letter/no. co-ordinates to locate features on a map confidently.
- Locate places on large scale maps, (e.g. Find UK or India on globe)
- Begin to identify significant places and environments
- Identify features on aerial/oblique photographs

***Rivers and the Water Cycle:** Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant physical features. They will identify key topographical features in the United Kingdom (including rivers). They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Children will use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.*

Map Skills and Field Work

- Use index and contents page within atlases.
- Identify significant places and environments
- Draw a map with some accuracy.
- Compare maps with aerial photographs.
- Begin to use 4 figure co-ordinates to locate features on a map.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)

***Biomes:** Extend their knowledge and understanding beyond the local area to include North and South America. Extend their knowledge of the location and characteristics of a range of the world's most significant human and physical features. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Study human and physical geography of a region in North or South America. Study physical geography such as climate zones, biomes and vegetation belts; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night); use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.*

***Mountains & Survival:** Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant physical features. They will identify key topographical features in the United Kingdom (including hills and mountains). They will study physical geography including mountains. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Children will use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.*

Map Skills and Field Work

- Use 4 figure co-ordinates confidently to locate features on a map.

				<ul style="list-style-type: none"> • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Follow a short route on an OS map. • Describe features shown on OS map. • Locate places on a world map • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Use a scale to measure distances.
NC Purpose of Study	<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>			
MFL	<p>FRENCH</p> <p><u>Introduction, greetings, numbers, colours, days and months</u></p> <p>Can name one or two other places in the world where French is spoken. Encounter vocabulary and conventions for greeting others, and can give 1 or 2 responses. Gain awareness of the different sound of the letters of the alphabet. Learn numbers up to 100 and are beginning to understand the system for counting in French. Can say the names for the days of the week and months of the year and can state when their birthday is using a full sentence. Recognise and say several colours.</p>	<p>FRENCH</p> <p><u>Presenting myself and the family</u></p> <p>Say their name and age in French. Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. Tell you where they live in French. Tell you if they are French or English, introducing concept of gender and agreement.</p> <p>Say the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon, ma and mes in French.</p>	<p>SPANISH</p> <p><u>Introduction, greetings, numbers, colours, days and months</u></p> <p>Can name one or two other places in the world where Spanish is spoken. Encounter vocabulary and conventions for greeting others, and can give 1 or 2 responses. Gain awareness of the different sound of the letters of the alphabet. Learn numbers up to 100 and are beginning to understand the system for counting in Spanish. Can say the names for the days of the week and months of the year and can state when their birthday is using a full sentence. Recognise and say several colours.</p>	<p>SPANISH</p> <p><u>Presenting myself and the family</u></p> <p>Say their name and age in Spanish. Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. Tell you where they live in Spanish. Tell you if they are Spanish or English, introducing concept of gender and agreement.</p> <p>Say the nouns in Spanish for members of their family. Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. • Understand the concept of mi and mis in Spanish.</p>
	<p><u>Greetings and Animals</u></p> <p>Recap greetings learnt in the previous topic and cover how to say goodbye. Recognise and name animals and be able to spell their names.</p>	<p><u>My home & the date</u></p> <p>Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they</p>	<p><u>Greetings and Animals</u></p> <p>Recap greetings learnt in the previous topic and cover how to say goodbye. Recognise and name animals and be able to spell their names.</p>	<p><u>My home and the date</u></p> <p>Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody else in Spanish what</p>

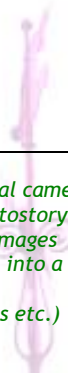

	<p>have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p> <p>Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar.</p>		<p>rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</p> <p>Repeat and recognise the months of the year in Spanish. Ask when somebody has a birthday and say when they have their birthday. Say the date in Spanish. Create a Spanish calendar. Recognise key dates in the Spanish calendar.</p>
<p><u>I can and instruments</u></p> <p>Pupils can use the vocabulary provided to say what leisure activities they like or don't like and say why. Use these verbs in the infinitive with je peux...</p> <p>Recognise and name instruments and say if they play an instrument.</p>	<p><u>In the classroom</u></p> <p>Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise.</p>	<p><u>I can and instruments</u></p> <p>Pupils can use the vocabulary provided to say what leisure activities they like or don't like and say why. Use these verbs in the infinitive with puedo...</p> <p>Recognise and name instruments and say if they play an instrument.</p>	<p><u>In the classroom</u></p> <p>Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise.</p>
<p><u>Creative curriculum - Healthy Lifestyle</u></p> <p>Name and recognise ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy life-style. Learn to make a healthy recipe in French.</p>	<p><u>Creative curriculum - The Romans</u></p> <p>Tell somebody in French the key facts and key people involved in the history of the Roman Empire. Say the days of the week in French and learn how these are related to the Roman gods and goddesses. Tell somebody in French what the most famous Roman inventions were. Learn what life was like for a rich and a poor child in Roman times. Introduce the children to the concept of the negative form in French.</p>	<p><u>Creative curriculum - The planets</u></p> <p>Name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Say an interesting fact about at least four of the planets. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</p>	<p><u>Creative curriculum - World War II</u></p> <p>Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter. Home as an evacuee living in the countryside.</p>
<p><u>Fruits and vegetables</u></p> <p>Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p> <p>Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct article). Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p><u>Clothes and pets</u></p> <p>Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb PORTER in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p> <p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a</p>	<p><u>Fruits and vegetables</u></p> <p>Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike.</p> <p>Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article). Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p><u>Clothes and pets</u></p> <p>Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Use the verb LLEVAR in Spanish with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p> <p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody</p>

		longer phrase using the connectives ET (“and”) or MAIS (“but”).		in Spanish the name of their pet. Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).
	<u>At the café and weather</u> Pupils to be able to order from a selection of foods and drinks from a French menu as well as order a French breakfast, typical French snacks and ask for the bill. Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.	<u>At school and the weekend</u> Apply knowledge of gender correctly through work on classroom objects. Express likes and dislikes when talking about school subjects. Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	<u>At the café and weather</u> Pupils to be able to order from a selection of foods and drinks from a Spanish menu as well as order a Spanish breakfast, typical Spanish snacks and ask for the bill. Repeat and recognise the vocabulary for weather in Spanish. Ask what the weather is like today. Say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols. Repeat and recognise the vocabulary for weather in Spanish. Ask what the weather is like today. Say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols.	<u>At school and the weekend</u> Apply knowledge of gender correctly through work on classroom objects. Express likes and dislikes when talking about school subjects. Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.
NC Purpose of Study	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.			
PE <small>NC Attainment Targets: By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study.</small>	Dance: Investigation: To explore a range of actions and movements to create simple motifs Observation: To recognise and describe dances involving simultaneous and complimentary movements Application: Respond imaginatively to stimuli and appreciate /perform movements with growing fluency	Dance: Investigation: To explore a range of actions, movements, space and relationships creating simple motifs and composing simple dances Observation: Observe and suggest how dances can be improved Application: Use stimulus of characters or text to develop dance phrases Create longer and more complex dance phrases using different compositional ideas	Dance: Investigation: Begin to improvise and be exposed to wider stimuli e.g. poetry, sounds, music and pictures Observation: Recognise, appreciate and understand different styles of dance Observe and suggest how dance technique can be improved Application: Join motifs and phrases to create longer dances Perform using stretch and tone fluently	Dance: Investigation: Show free improvisation to explore, develop and refine their movement repertoire Observation: Continue to use a range of different stimuli as inspirations for composing and performing dance Application: Devise, perform and adapt dance/s in pairs and small groups Perform expressively, sensitively, fluently with control showing understanding
	Gymnastics: To begin to perform combinations of actions using floor, mats and apparatus Develop techniques, transitions and sequences using different levels, speeds, and directions	Gymnastics: Perform a range of gymnastic actions with increased consistency and fluency Combine actions, with partners, showing clarity of shape, flexibility, strength, technique, control and balance	Gymnastics: Perform gymnastic actions with different levels, speeds and direction Develop greater body tension and extension when creating shapes, balances and sequences Evaluate sequences suggesting improvements	Gymnastics: Combine and perform actions, shapes, balances and sequences with fluency Create and perform a longer, fluent sequence using planned variation and contrasts in actions and speeds
	Athletics: To select running speed for appropriate activity and make up and repeat linked jumps To throw a variety of objects using different actions depending on accuracy and distance	Athletics: Perform a range of jumps with different run up Throw with accuracy and power into a target area Work in groups to use different techniques, speeds and effort to meet challenges	Athletics: Understand and demonstrate the differences between sprinting and distance running Show control in ‘take off’ activities Demonstrate a range of throwing actions using modified equipment with accuracy and control	Athletics: Choose the best pace for a running event in order to sustain running and improve a personal target Choose appropriate techniques for specific events Show accuracy and good technique when throwing for distance

	<p>Games: To develop an awareness of simple tactics within games, the importance of maintaining healthy lifestyles including exercise, healthy eating, warm up and stretches. To recognise good performances in themselves and others and that we can all improve To use simple rules fairly and devise their own games Throw and catch with growing control and under limited pressure</p>	<p>Games: Change pace, length and direction to 'outwit' opponents in a variety of settings Use a variety of techniques and tactics to attack, keep possession and score Appreciate that rules need to be consistent and fair using this knowledge to create rules and teach them to others Identify good performances and suggest ideas for practices that will improve their play</p>	<p>Games: Use a small range of sending, receiving and travelling techniques in games with growing control Develop skills and awareness in attack and defending in various settings and sports Develop a knowledge of strategy in various sports and adapt them</p>	<p>Games: Perform skills with greater speed, fluency and accuracy in a variety of settings and sports Understand, choose and apply a range of tactics and strategies for defence and attack Know the importance of physical and mental health Develop their own ability and others suggesting improvements</p>
	<p>OAA: Begin to use plans and diagrams that take them from familiar to less familiar areas and apply skills learnt from tasks</p>	<p>OAA: use maps and diagrams to orientate themselves and to travel around a simple course and respond to challenges individually or as a group Evaluate challenge</p> <p>Swimming: To swim competently, confidently and proficiently over a distance of at least 25m</p>	<p>OAA: Develop and refine skills in groups and on their own working cooperatively when necessary Keep concentration levels high when exposed to more challenging tasks</p>	<p>OAA: Find appropriate solutions to problems and challenges Identify and respond to events as they happen Evaluate effective responses and solutions</p>
<p>Citizenship NC Purpose of Study (KS3)</p>	<p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, be aware of how to be safe and the importance of different types of relationships.</p>			
<p>PSHE</p>	<p>Relationships: Know how to make friends and how to be a good friend. Understand what kind of physical contact is acceptable or unacceptable Understand that people have different points of view. Know that it is ok to disagree with people and learn to compromise to solve problems. To work collaboratively towards shared goals and develop strategies to solve disputes and conflict through negotiation and compromise</p>	<p>Relationships: Recognise what makes a good friend and how to maintain positive relationships. Know that their actions affect themselves and others. Understand what kind of physical contact is acceptable or unacceptable and how to respond. To work collaboratively towards shared goals and how to give rich and constructive feedback and support to benefit others as well as themselves. Learn how to resolve differences by looking at other people's points of view. Recognise and challenge stereotypes, know that discrimination is wrong.</p>	<p>Relationships: Recognise peer pressure and develop techniques for resisting it. Understand what bullying is and isn't, as well as the consequences of it. How to respond to the feelings of others appropriately. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. Then understand the impact that discrimination has on people's lives. Develop strategies for keeping safe online, including what is safe to share and with who.</p>	<p>Relationships: Identify healthy relationships and how to maintain them, including online. Understand the consequences of discrimination, teasing, bullying and aggressive behaviours online and how to seek help. Know what it means to be in an intimate relationship and what consent is and why acceptable touch depends on a variety of factors (person, relationship, intensity, position and environment). Understand why a couple might choose to marry or have a civil partnership and that this decision is based on the couple's personal beliefs or values. Know that we all have the right to privacy.</p>

	<p>Living in the wider world: Know how school rules relate to UK law. Give examples of anti-social behaviour, potential consequences and what to do if you see it happening. To learn about the role that money plays in their lives, have an initial understanding of loan, debt and tax. Know some of the UN Rights of a Child. Understand that communities are built with different kinds of people.</p>	<p>Living in the wider world: Understand why laws and consequences are needed and why different rules are appropriate in different situations. Recognise the consequences of harmful behaviours to individuals and communities and how to respond to these behaviours. Pupils are able to research and discuss topical issues and what responsibilities, rights and duties they have in regard to these issues. Understand about the national budget and why charity is important in protecting our environment. Have a basic understanding on the UN Rights of the Child.</p>	<p>Living in the wider world: Understand what democracy and the government play is and how decisions and laws are made. Understand the words loan, tax, debt in context and what government spending is used for in the UK. Discuss current events and how we can make a difference to the world. Understand the UN Rights of a Child and the responsibilities they hold in maintaining these. Consider the lives of people in the UK compared to those in other countries with different values and customs.</p>	<p>Living in the wider world: Understand why we have UN Rights of a Child and why not everyone has access to them. What responsibilities do we have in school and at home to ensure that we enjoy these rights. Appreciate how different cultures and countries differ. Learn about the role that money plays in their lives and how to manage money. Know what it means to be financially secure and to be enterprising.</p>
	<p>Health and wellbeing: To understand what a balanced lifestyle is and know what good mental health looks and feels like. To know how to make healthier choice with food. Reflect and celebrate achievements, and how to set goals, asking for help when needed. Identify the risks and dangers and begin to understand responsibility in keeping safe, including being aware of bacteria and viruses that can affect health. Being safe in the environment (rail, water, fire, first aid) knowing how to get help.</p>	<p>Health and wellbeing: Understanding what can positively and negatively affect mental, physical and emotional health. Know which choices they have in maintaining a balanced lifestyle. Pupils to recognise that they may experience conflicting emotions and how to overcome these. Identify areas for improvement and describe aspirations for the end of the school year. Explain the terms: risk, danger and hazard and who is the relevant person to report them to. Know how to alert correct emergency services.</p>	<p>Health and wellbeing: Describe what influences mental health and a balanced lifestyle including how their choices and behaviour can be affected by the media and peers. Differentiate and assess risks and how to manage them, including the importance of keeping safe online. Know the difference between medicines, controlled and illegal substances and give reasons why someone might use drugs. To understand what a 'habit' is and why the can be hard to change.</p>	<p>Health and wellbeing: To deepen their understanding of good and not so good feelings, and to extend their vocabulary in order to explain both the range intensity of their feelings. How to make informed choices about maintaining a balanced lifestyle. Become more independent at keeping themselves and others safe and knowing different ways to ask for help or support, including online. Recognising that the media doesn't always reflect reality. Describe how to manage physical and emotional changes of puberty. They can give examples of change that occur in life, conflicting emotions that might be felt at these times (focus on secondary transition) and who to ask for help and support.</p>
<p>NC Purpose of Study</p>	<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation</p>			
<p>ART</p>	<p><u>Generic Skills</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>			

	<p><u>Drawing</u> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p><u>Drawing</u> Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p><u>Drawing</u> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Identify artists who have worked in a similar way to their own work. <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>	<p><u>Drawing</u> Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>
	<p><u>Painting</u> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p>	<p><u>Printing</u> Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>	<p><u>Painting</u> Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p>	<p><u>Printing</u> Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints Use monoprinting using pencils over an ink layer.</p>
	<p><u>Textiles</u> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining</p>	<p><u>3D form and structure</u> Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material</p>	<p><u>Textiles</u> Use fabrics to create 3D structures Use different grades of threads and needles Experiment with variety of techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p><u>3D form and structure</u> Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work</p>

		Use papier mache to create a simple 3D object		Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media
	<u>Collage</u> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	<u>Collage</u> Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas		
	<u>Digital Media</u> Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose		<u>Digital Media</u> Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)	
NC Purpose of Study	Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.			
DT	<u>Developing, planning and communicating ideas</u> Generate ideas for an item, considering its purpose and the user. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawing with labels when designing.	<u>Developing, planning and communicating ideas</u> Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. Evaluate products and identify criteria that can be used for their own designs.	<u>Developing, planning and communicating ideas</u> Generate ideas through spider diagrams and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails. Use results of investigations, information sources, including ICT when developing design ideas.	<u>Developing, planning and communicating ideas</u> Communicate their ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques.
	<u>Working with tools, equipment, materials and components to make quality products (inc. food)</u> Select tools and techniques for making their product.	<u>Working with tools, equipment, materials and components to make quality products (inc. food)</u> Select appropriate tools and techniques for making their product.	<u>Working with tools, equipment, materials and components to make quality products (inc. food)</u> Select appropriate tools and techniques. Measure and mark accurately. Use skills in using different tools and equipment safely and accurately.	<u>Working with tools, equipment, materials and components to make quality products (inc. food)</u> Select appropriate tools, materials, components and techniques. Assemble components to make working models.

	<p>Measure, make out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing to change things if this helps them improve. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy. Demonstrate hygienic food preparation and storage.</p>	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Demonstrate hygienic food preparation and storage. Use simple graphical communication techniques. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>Weigh and measure accurately (time, dry and wet ingredients) Apply the rules for basic food hygiene and other safe practices. Cut and join with accuracy to ensure a good-quality finish to the product. Pin, sew and stitch materials together to create a product.</p>	<p>Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Weigh and measure accurately (time, dry and wet ingredients) Apply the rules for basic food hygiene and other safe practices. Achieve a quality product.</p>
	<p><u>Evaluating processes and products</u> Evaluate their product against original design criteria. Disassemble and evaluate familiar products.</p>	<p><u>Evaluating processes and products</u> Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.</p>	<p><u>Evaluating processes and products</u> Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others.</p>	<p><u>Evaluating processes and products</u> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluation using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved.</p>
<p>Religious education in English schools: Non-statutory guidance 2010</p>	<p>Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others - individually, communally and cross-culturally.</p>			
<p>RE</p>	<p>Recognise, describe and interpret how symbols and actions are used to express beliefs Investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences Respond to questions of meaning and purpose in life, speculating about questions and opinions Explore, gather, select, and organise ideas about religion and belief Investigate and describe how sources of inspiration and influence make a difference to themselves and others</p>	<p>Recognise that people can have different identities, beliefs and practices and different ways of belonging Respond to questions of right and wrong in life, thinking about questions and opinions Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system Investigate and describe similarities and differences within and between religions and beliefs Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives</p>	<p>Recognise, describe and discuss some key aspects of religions and beliefs Consider the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to religion or belief is shown in a variety of ways Comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate Suggest what might happen as a result of their own and others' attitudes and actions</p>	<p>Recognise and explore the significance and impact of religion and belief in some local, national and global communities Reflect on ideas of right and wrong and their own and others' responses to them Respond to the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them Suggest meanings for a range of forms of expression, using appropriate vocabulary Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally. Suggest answers to some questions raised by the study of religions and beliefs</p>
<p>NC Purpose of Study</p>	<p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural</p>			

	<p><i>and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.</i></p>			
<p>COMPUTING</p>	<p><i>E-safety Agree sensible e-safety rules for the classroom. Choose a secure password for age-appropriate websites. Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button. Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time. Comment and provide positive feedback on the work of classmates in school or online.</i></p>	<p><i>E-safety Agree sensible e-safety rules for the classroom. Choose a secure password for age-appropriate websites. Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button. Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time. Comment and provide positive feedback on the work of classmates in school or online, or the work of others online.</i></p>	<p><i>E-safety Agree sensible e-safety rules for the classroom. Choose a secure password for age-appropriate websites. Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button. Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time. Comment and provide positive feedback on the work of classmates in school or online.</i></p>	<p><i>E-safety Agree sensible e-safety rules for the classroom. Choose a secure password for age-appropriate websites. Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button. Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time. Comment and provide positive feedback on the work of classmates in school or online.</i></p>
	<p><i>Programming Plan and enter a sequence of instructions on a robot specifying distance and turn to achieve specific outcomes Debug the sequence where necessary Test and improve / debug programmed sequences Explore outcomes when giving sequences of instructions. Use repeat to achieve solutions to tasks Solve open-ended problems with a floor robot including creating simple regular polygons Order pre-written lines of programming. Use Scratch to make sounds and planning movements such as a dance. Talk about algorithms planned by others and identify any problems and the expected outcome.</i></p>	<p><i>Programming Use sensors to 'trigger' an action such as turning the lights on using Probot if it 'goes through a tunnel', or reversing if it touches something. Solve open-ended problems with a floor robot using efficient procedures to create shapes and letters. Scratch - Create an algorithm and a program that will use simple commands for a game (e.g a race). Use an algorithm to sequence more complex programming into order. Identify bugs in program. Begin to correct errors (debug) as they program devices and actions on screen. Link the use of algorithms to solve problems to work in Maths, Science and Design and Technology.</i></p>	<p><i>Programming Talk about procedures as parts of a program. Refine procedures to improve efficiency. Explore instructions using if... then... commands. Identify difficulties and articulate a solution for errors in a program Group commands as a procedure to achieve a specific outcome within a program. Write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming. Independently identify where errors occur and debug effectively. Create variables to provide a score.</i></p>	<p><i>Programming Record in some detail the steps (the algorithm) that are required to achieve an outcome and refer to this when programming. Predict the outputs for the steps in an algorithm Increase confidence in the process to plan, program, test and review a program Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software Understand how sensors can be used to measure input in order to activate a procedure or sequence and talk about applications in society. Create variables to provide a score or trigger an action in a game. Link errors in a program to problems in the original algorithm.</i></p>
	<p><i>Multimedia TYPING: Use individual fingers on the home row of the keyboard to input text and use SHIFT key to type capital letters. Create and begin to edit text and presentation documents, experimenting with fonts, size, colour, alignment for emphasis and effect. Use a range of effects in art programs including brush sizes, repeats, reflections Explore the use of stop/start animation. Amend text and save changes.</i></p>	<p><i>Multimedia TYPING: As Year 3 AND letters E, I and R, U to input text. Explore how multimedia (photos, video and sound) can create atmosphere and appeal to different audiences. Be confident in creating and modifying text and presentation documents to achieve a specific purpose. Use art programs and online tools to modify photos for a specific purpose using a range of effects.</i></p>	<p><i>Multimedia TYPING: As Year 4 AND letters T, Y, O, P, Q, W. Select an appropriate ICT or online tool to create and share ideas. Explore the effects of multimedia (photos and sound) in a presentation or video and show how they can be modified. Develop skills using transitions and hyperlinks to enhance the presentations.</i></p>	<p><i>Multimedia TYPING: As Year 5 AND V, M, B, N, C, X, Z. Discuss audience, atmosphere and structure of a presentation or video. Collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience. Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations.</i></p>

	<p>Amend text by highlighting and using SELECT/DELETE and COPY/PASTE. Look at own work and consider how it can be improved for effectiveness Explore and begin to evaluate the use of multimedia (photos, video and sound) to enhance communication</p>	<p>Explore the use of stop/start animation for a specific audience. Use ICT tools to create music phrases. Use a keyboard effectively, including the use of keyboard shortcuts. Use font sizes and effects such as bullet points appropriately. Know how to use a spellcheck. Look at their own, and a friend's work and provide feedback that is constructive and specific.</p>	<p>Use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness. Know how to use text and video editing tools in programs to refine their work. Use online tools to create and share presentations.</p>	<p>Explore the effects of multimedia (photos and sound) in a presentation or video and show how they can be modified. Evaluate the effectiveness of their own work and the work of others.</p>
	<p>Technology around us Save work on the school network, on the Internet and on individual devices Talk about the parts of a computer. Use appropriate tools to collaborate online. Use simple search tools and find appropriate websites. Talk about the owner of information online.</p>	<p>Technology around us Talk about the school network and the different resources they can access, including the Internet. Frame questions and identify key words to search for information on the Internet. Consider reliability of information and ways it may influence you. Check who the owner is before copying photos, clipart or text.</p>	<p>Technology around us Identify different parts of computing devices. Identify different parts of the Internet. Choose appropriate tools for communication and collaboration and use them responsibly. Use effective strategies to search with appropriate search engines. Talk about the different elements on webpages. Find out who the information presented on a webpage belongs to.</p>	<p>Technology around us Describe different services provided by the Internet and how information moves around the Internet. Describe different parts of a computing device and how it connects to the Internet. Connect a computing device to a keyboard, mouse or printer. Identify appropriate forms of online communication for different audiences. Use search engines as part of an effective research strategy. Describe how search results are selected and ranked. Acknowledge who resources belong to that have been found on the internet.</p>
NC Purpose of Study	<p>Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>			
MUSIC	<p>Explore how different sounds can be combined in an expressive manner Create repeated patterns Compose and perform simple accompaniments using different musical elements Explore sounds using simple notation and ICT Recognize, recall and perform simple rhythmic patterns Recognize and explore different combinations of pitch sounds Listen carefully and recognize patterns within music Sing in tune showing an awareness of the beat and rhythm Perform with control to an audience Discuss opinions about different styles of music Have access to a variety of instruments and know their names</p>	<p>Explore and extend the ways sounds are combined and used to convey a mood or emotion Improvise simple tunes based on the pentatonic scale Compose and perform simple melodies using different musical elements Explore, recall and plan sounds using simple notation and ICT Combine layers of sound, observing the combined effect Listen carefully, recognizing and using repeated patterns to begin to increase aural memory Internalize sounds by singing 'in their heads' and attempting to play simple melodic phrases by ear Perform with an awareness of different parts that others are playing or singing Have access to a range of instruments and be able to describe the sound they make</p>	<p>Improvise melodic and rhythmic phrases Compose simple music phrases from different starting points Explore the use of formal notation and ICT to support creative work Suggest improvements to their own and other's work Identify the relationship between sounds and how music reflects different intentions Describe and compare different kinds of music (styles and genres) using musical vocabulary Listen carefully, developing and demonstrating musical understanding Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect Sing songs with increasing control of breathing, posture and sound projection Use ICT to change and manipulate sounds</p>	<p>Use formal notation and ICT to support creative work Refine and improve their work through evaluation, analysis and comparison Perform significant parts from memory, identifying their own contributions Analyse and compare musical features and structures using appropriate musical vocabulary Listen carefully, demonstrating musical understanding and increasing aural memory Perform solo and lead others from notation Subdivide the pulse and recognize the pattern of strong and weak beats Use a variety of notation Perform their own and other's compositions in a way that reflects their meaning and intentions and evaluate them Confidently comment on own opinion of music styles and be able to form their own interpretation of a music style, explain</p>

*Be introduced to a wider range of styles of music and comment on them
Appreciate the different music styles and express and opinion about them*

*Compose their own instrumental and vocal music and perform their own and other's compositions
Develop own taste in music and explain preferences*

*their own preferences and understand the preferences of others locally and culturally
Understand and explain the history of Music*

