

Subject	2018-19	2019-20	2020-21	2021-22
<ul style="list-style-type: none"> To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically 				
History KS2 UJ	<p>A local history study linked to changes in Britain from the Stone Age to the Iron Age – e.g. Cresswell Crags</p> <p>Ancient Greece – study of life, achievements and influences on the western world</p>	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. medicine, crime and punishment</p> <p>Achievements of the earliest civilisations. One from: Ancient Sumer, Indus Valley, Ancient Egypt or Shang Dynasty (Ancient China)</p>	<p>A local history study Including changes in Britain - e.g. settlement of Newark on Trent and growth in Tudor times or Southwell workhouse</p> <p>The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for England – e.g. Lincoln & York</p>	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. employment locally (farming to mines)</p> <p>Non-European society. One from: Early Islamic civilisation, Mayan civilisation, Benin</p>
History KS2 LJ	<p>A local history study Including changes in Britain from the Stone Age to the Iron Age – e.g. Cresswell Crags</p> <p>Ancient Greece – study of life, achievements and influences on the western world</p>	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. leisure and entertainment, fashion, transport</p> <p>Achievements of the earliest civilisations. One from: Ancient Sumer, Indus Valley, Ancient Egypt or Shang Dynasty (Ancient China)</p>	<p>A local history study Including changes in Britain - e.g. settlement of Newark on Trent and growth in Tudor times or Southwell workhouse</p> <p>The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for England – e.g. Lincoln & York</p>	<p>Study of a theme in British history that extends chronological knowledge post 1066 - e.g. employment locally (farming to mines)</p> <p>Non-European society. One from: Early Islamic civilisation, Mayan civilisation, Benin</p>
History KS1	<p>Significant historical events in the locality</p> <p>Events beyond living memory with national or global significance</p>	<p>Aspects of change in living memory (thematic)</p> <p>Lives of significant individuals, including comparisons of different eras</p>	<p>Significant historical events in the locality</p> <p>Events beyond living memory with national or global significance</p>	<p>Aspects of change in living memory (thematic)</p> <p>Lives of significant individuals, including comparisons of different eras</p>

	2014-15	2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • To investigate places • To investigate patterns • To communicate geographically 				
Geography KS2 UJ	<p>Use fieldwork in the local area using a range of methods</p> <p>Use maps, atlases and IT to locate countries and describe features Use 8 points of compass and 6-figure grid references</p> <p>Understand similarities and differences by studying human and physical geography of a region of the UK</p> <p>Describe and understand key aspects of physical geography such as mountains</p> <p>Human geography including distribution of natural resourcres</p>	<p>Use maps, atlases and IT to locate countries and describe features</p> <p>Locate countries focussing on Europe, N & S America, concentrating on regions, characteristics and cities</p> <p>Identify latitude, longitude, equator, hemispheres, tropics and time zones</p> <p>Understand similarities and differences by studying human and physical geography of a region within North or South America</p> <p>Describe and understand key aspects of physical geography such as climate zones, biomes and vegetation belts.</p> <p>Human geography including distribution of natural resourcres</p>	<p>Use fieldwork in the local area using a range of methods</p> <p>Use maps, atlases and IT to locate countries and describe features Use 8 points of compass and 6-figure grid references</p> <p>Understand similarities and differences by studying human and physical geography of a region of the UK</p> <p>Describe and understand key aspects of physical geography such as mountains</p> <p>Human geography including distribution of natural resourcres</p>	<p>Use maps, atlases and IT to locate countries and describe features</p> <p>Locate countries focussing on Europe, N & S America, concentrating on regions, characteristics and cities</p> <p>Identify latitude, longitude, equator, hemispheres, tropics and time zones</p> <p>Understand similarities and differences by studying human and physical geography of a region within North or South America</p> <p>Describe and understand key aspects of physical geography such as climate zones, biomes and vegetation belts.</p> <p>Human geography including distribution of natural resourcres</p>
Geography KS2 LJ	<p>Use fieldwork in the local area using a range of methods</p> <p>Use maps, atlases and IT to locate countries and describe features Use 8 points of compass and 4-figure grid references</p> <p>Understand similarities and differences by studying human and</p>	<p>Use maps, atlases and IT to locate countries and describe features</p> <p>Name and locate counties and cities of UK, regions, characteristics and features and understand how these have changed over time</p>	<p>Use fieldwork in the local area using a range of methods</p> <p>Use maps, atlases and IT to locate countries and describe features Use 8 points of compass and 4-figure grid references</p> <p>Understand similarities and differences by studying human</p>	<p>Use maps, atlases and IT to locate countries and describe features</p> <p>Name and locate counties and cities of UK, regions, characteristics and features and understand how these have changed over time</p>

	<p>physical geography of a region of the UK</p> <p>Describe and understand key aspects of physical geography such as the water cycle and rivers</p> <p>Human geography including settlement and land use</p>	<p>Understand similarities and differences by studying human and physical geography of a region in a European country</p> <p>Describe and understand key aspects of physical geography such as the volcanoes and earthquakes</p> <p>Human geography including economic activity and trade</p>	<p>and physical geography of a region of the UK</p> <p>Describe and understand key aspects of physical geography such as the water cycle and rivers</p> <p>Human geography including settlement and land use</p>	<p>Understand similarities and differences by studying human and physical geography of a region in a European country</p> <p>Describe and understand key aspects of physical geography such as the volcanoes and earthquakes</p> <p>Human geography including economic activity and trade</p>
<p>Geography KS1</p>	<p>Name and locate world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of 4 countries and capitals of UK and surrounding seas</p> <p>Use basic geographical vocabulary to refer to: key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p>	<p>Understand similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the Poles</p>	<p>Name and locate world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of 4 countries and capitals of UK and surrounding seas</p> <p>Use basic geographical vocabulary to refer to: key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p>	<p>Understand similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the Poles</p>

	2014-15	2015-16	2016-17	2017-18
	<ul style="list-style-type: none"> • To work scientifically • To understand plants • To understand humans and animals • To investigate living things • To understand evolution and inheritance • To investigate materials • To understand movement, forces and magnets • To understand the Earth's movement in space • To investigate light and seeing • To investigate sound and hearing • To understand electrical circuits 			
Science KS2 UJ	<p>Animals including humans: Describe changes as humans develop to old age Identify and name parts of circulatory system and describe function of heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Properties and changes of materials: Compare and group together materials according to properties Know some materials dissolve and describe how to recover a solid from a solution</p>	<p>Living things and their habitats: Describe how living things are classified according to features and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals Describe differences in life cycles of mammals, amphibians, insects and birds Describe life process of reproduction in some plants and animals</p> <p>Evolution and inheritance: Recognise living things have changed over time and fossils provide information Recognise living things produce offspring of the same kind, but these vary and are not identical to parents</p>	<p>Animals including humans: Describe changes as humans develop to old age Identify and name parts of circulatory system and describe function of heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Properties and changes of materials: Compare and group together materials according to properties Know some materials dissolve and describe how to recover a solid from a solution</p>	<p>Living things and their habitats: Describe how living things are classified according to features and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals Describe differences in life cycles of mammals, amphibians, insects and birds Describe life process of reproduction in some plants and animals</p> <p>Evolution and inheritance: Recognise living things have changed over time and fossils provide information Recognise living things produce offspring of the same kind, but these vary and are not identical to parents</p>

	<p>Decide how mixtures might be separated through filtering, sieving and evaporating Give reasons from evidence of fair tests, for uses of everyday materials Demonstrate dissolving, mixing and changes of state can be reversible Explain some changes form new materials and these changes are not reversible</p> <p>Light: Recognise light appears to travel in straight lines Explain objects are seen because they give out or reflect light into the eye Explain how we see Explain why shadows have the same shape as the objects casting them</p> <p>Earth and space: Describe the movement of the Earth and planets relative to the Sun and solar system Describe the movement of the moon Describe the sun, earth and moon as spherical bodies Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Identify how animals and plants adapted to suit their environment and adaptation may lead to evolution</p> <p>Forces: Explain that unsupported objects fall to earth because of gravity Identify effects of air resistance, water resistance and friction Recognise some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and position of switches Use recognised symbols when representing a simple circuit.</p>	<p>Decide how mixtures might be separated through filtering, sieving and evaporating Give reasons from evidence of fair tests, for uses of everyday materials Demonstrate dissolving, mixing and changes of state can be reversible Explain some changes form new materials and these changes are not reversible</p> <p>Light: Recognise light appears to travel in straight lines Explain objects are seen because they give out or reflect light into the eye Explain how we see Explain why shadows have the same shape as the objects casting them</p> <p>Earth and space: Describe the movement of the Earth and planets relative to the Sun and solar system Describe the movement of the moon Describe the sun, earth and moon as spherical bodies Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Identify how animals and plants adapted to suit their environment and adaptation may lead to evolution</p> <p>Forces: Explain that unsupported objects fall to earth because of gravity Identify effects of air resistance, water resistance and friction Recognise some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and position of switches Use recognised symbols when representing a simple circuit.</p>
<p>Science KS2 LJ</p>	<p>Animals including humans: Identify animals and humans need right types and amount of nutrition, cannot make own food and get nutrition from diet</p>	<p>Living things and their habitats: Recognise living things can be grouped Explore and use classification keys to group, identify and name living</p>	<p>Animals including humans: Identify animals and humans need right types and amount of nutrition, cannot make own food and get nutrition from diet</p>	<p>Living things and their habitats: Recognise living things can be grouped Explore and use classification keys to group, identify and name living</p>

	<p>Identify humans and some animals have skeletons and muscles for support, protection and movement Describe simple functions of basic parts of digestive system in humans Construct and interpret food chains, identifying predator, prey, producer</p> <p>Rocks: Compare and group together kinds of rocks due to appearance and simple properties Describe in simple terms how fossils are formed Recognise soils are made from rocks and organic matter</p> <p>States of matter: Compare and group materials together as solids, liquids and gases Observe that some materials change state when heated or cooled and measure or research the temp at which this happens in Celsius Identify evaporation and condensation in the water cycle and associate rate of evaporation with temperature.</p> <p>Light: Recognise light is needed to see and dark is the absence of light Notice light is reflected from surfaces Recognise light from the sun can be dangerous and eyes can be protected Recognise shadows are formed when light from a source is blocked by a solid object Find patterns in the way shadows change</p>	<p>things in the local and wider environment Recognise environments can change and sometimes pose danger to living things</p> <p>Plants: Identify and describe functions of different parts of flowering plants – roots, stem/trunk, leaves, flowers Explore requirements of plants for life and growth, and how they vary between plants Investigate how water is transported in plants Explore the part flowers play in the life cycle of plants, including pollination, seed formation and dispersal</p> <p>Electricity: Identify appliances that run on electricity Construct simple series circuits, identifying and naming basic parts Identify whether a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit and link this with whether a lamp will light Recognise common conductors and insulators and associate metals with good conduction</p> <p>Forces and magnets: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetism can act at a distance</p>	<p>Identify humans and some animals have skeletons and muscles for support, protection and movement Describe simple functions of basic parts of digestive system in humans Construct and interpret food chains, identifying predator, prey, producer</p> <p>Rocks: Compare and group together kinds of rocks due to appearance and simple properties Describe in simple terms how fossils are formed Recognise soils are made from rocks and organic matter</p> <p>States of matter: Compare and group materials together as solids, liquids and gases Observe that some materials change state when heated or cooled and measure or research the temp at which this happens in Celsius Identify evaporation and condensation in the water cycle and associate rate of evaporation with temperature.</p> <p>Light: Recognise light is needed to see and dark is the absence of light Notice light is reflected from surfaces Recognise light from the sun can be dangerous and eyes can be protected</p>	<p>things in the local and wider environment Recognise environments can change and sometimes pose danger to living things</p> <p>Plants: Identify and describe functions of different parts of flowering plants – roots, stem/trunk, leaves, flowers Explore requirements of plants for life and growth, and how they vary between plants Investigate how water is transported in plants Explore the part flowers play in the life cycle of plants, including pollination, seed formation and dispersal</p> <p>Electricity: Identify appliances that run on electricity Construct simple series circuits, identifying and naming basic parts Identify whether a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit and link this with whether a lamp will light Recognise common conductors and insulators and associate metals with good conduction</p> <p>Forces and magnets: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetism can act at a distance</p>
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	<p>Sound:</p> <p>Identify how sounds are made by something vibrating Recognise vibrations from sound travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between volume and the strength of vibrations Recognise sound gets fainter as distance increases</p>	<p>Observe how magnets attract or repel and attract some materials but not others Compare and group materials according to attraction to a magnet and identify magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel, depending which way poles are facing</p>	<p>Recognise shadows are formed when light from a source is blocked by a solid object Find patterns in the way shadows change</p> <p>Sound:</p> <p>Identify how sounds are made by something vibrating Recognise vibrations from sound travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between volume and the strength of vibrations Recognise sound gets fainter as distance increases</p>	<p>Observe how magnets attract or repel and attract some materials but not others Compare and group materials according to attraction to a magnet and identify magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel, depending which way poles are facing</p>
<p>Science Y2</p>	<p>Animals including humans: Notice that animals, including humans, have offspring which grow into adults Find out about and describe basic needs of animals including humans for survival Describe the importance to humans of exercise, diet and hygiene</p> <p>Uses of everyday materials: Identify and compare suitability of materials for particular uses Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p> <p>Sound: Look at sources of sound</p>	<p>Plants: Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Living things and their habitats: Explore and compare differences between living, dead and never been alive Identify that living things live in habitats to which they are suited and describe how habitats provide basic needs for animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats including micro-habitats</p>	<p>Animals including humans: Notice that animals, including humans, have offspring which grow into adults Find out about and describe basic needs of animals including humans for survival Describe the importance to humans of exercise, diet and hygiene</p> <p>Uses of everyday materials: Identify and compare suitability of materials for particular uses Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p> <p>Sound: Look at sources of sound</p>	<p>Plants: Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Living things and their habitats: Explore and compare differences between living, dead and never been alive Identify that living things live in habitats to which they are suited and describe how habitats provide basic needs for animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats including micro-habitats</p>

	<p>Light: Look at light sources and reflections</p> <p>Earth and space: Observe seasonal changes</p>	<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify food sources</p> <p>Forces: Describe basic movements</p> <p>Electricity: Look at appliances and circuits</p>	<p>Light: Look at light sources and reflections</p> <p>Earth and space: Observe seasonal changes</p>	<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify food sources</p> <p>Forces: Describe basic movements</p> <p>Electricity: Look at appliances and circuits</p>
<p>Science Y1</p>	<p>Animals including humans: Identify and name animals including fish, amphibians, reptiles, birds and mammals. Identify animals that are carnivores, herbivores and omnivores. Describe and compare the structure of animals, including pets. Identify, name, draw and label the basic parts of the human body and relate these to the senses.</p> <p>Everyday materials: Distinguish between an object and the material it's made from Identify and name a variety of everyday materials Describe simple physical properties of everyday materials Compare and group together materials on the basis of their simple physical properties</p> <p>Sound: Look at sources of sound</p> <p>Light: Look at light sources and reflections</p>	<p>Plants: Identify and name common wild and garden plants, including deciduous and evergreen trees Identify and describe basic structure of common flowering plants, including trees</p> <p>Seasonal changes: Observe changes across four seasons Observe and describe weather conditions associated with seasons and how day length varies</p>	<p>Animals including humans: Identify and name animals including fish, amphibians, reptiles, birds and mammals. Identify animals that are carnivores, herbivores and omnivores. Describe and compare the structure of animals, including pets. Identify, name, draw and label the basic parts of the human body and relate these to the senses.</p> <p>Everyday materials: Distinguish between an object and the material it's made from Identify and name a variety of everyday materials Describe simple physical properties of everyday materials Compare and group together materials on the basis of their simple physical properties</p> <p>Sound: Look at sources of sound</p> <p>Light:</p>	<p>Plants: Identify and name common wild and garden plants, including deciduous and evergreen trees Identify and describe basic structure of common flowering plants, including trees</p> <p>Seasonal changes: Observe changes across four seasons Observe and describe weather conditions associated with seasons and how day length varies</p>

			Look at light sources and reflections	
	2014-15	2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • To master practical skills • To design make, evaluate and improve • To take inspiration from design through history 				
Design technology KS2 UJ	<p>Textiles: Select and use a range of materials, including textiles according to properties and qualities - e.g. footwear and soft toys</p> <p>Mouldable materials Select and use a range of materials, including construction materials according to properties and qualities</p> <p>Mechanical components: Understand and use mechanical systems in their products (gears, pulleys,)</p>	<p>Structures: Apply understanding of how to reinforce, strengthen and stiffen more complex structures (vehicles)</p> <p>Food products: Understand and apply principles of healthy diet Prepare and cook range of predominantly savoury dishes using range of techniques Understand seasonality, and know where and how a variety of products are grown, reared, caught and processed</p> <p>Electrical components Understand and use electrical systems in their products (series and parallel circuits incorporating switches, bulbs, buzzers and motors)</p>	<p>Textiles: Select and use a range of materials, including textiles according to properties and qualities - e.g. footwear and soft toys</p> <p>Mouldable materials Select and use a range of materials, including construction materials according to properties and qualities</p> <p>Mechanical components: Understand and use mechanical systems in their products (gears, pulleys)</p>	<p>Structures: Apply understanding of how to reinforce, strengthen and stiffen more complex structures (vehicles)</p> <p>Food products: Understand and apply principles of healthy diet Prepare and cook range of predominantly savoury dishes using range of techniques Understand seasonality, and know where and how a variety of products are grown, reared, caught and processed</p> <p>Electrical components Understand and use electrical systems in their products (series and parallel circuits incorporating switches, bulbs, buzzers and motors)</p>
Design technology KS2 LJ	<p>Textiles: Select and use a range of materials, including textiles according to properties and qualities e.g. purses and bags</p>	<p>Structures: Apply understanding of how to reinforce, strengthen and stiffen more complex structures (towers and shelters)</p>	<p>Textiles: Select and use a range of materials, including textiles according to properties and qualities e.g. purses and bags</p>	<p>Structures: Apply understanding of how to reinforce, strengthen and stiffen more complex structures (towers and shelters)</p>

	<p>Mouldable materials Select and use a range of materials, including construction materials according to properties and qualities (cams, levers and linkages)</p> <p>Mechanical components: Understand and use mechanical systems in their products (cams, levers and linkages)</p>	<p>Food products: Understand and apply principles of healthy diet Prepare and cook range of predominantly savoury dishes using range of techniques Understand seasonality, and know where and how a variety of products are grown, reared, caught and processed</p> <p>Electrical components Understand and use electrical systems in their products (series circuits incorporating switches, bulbs and buzzers)</p>	<p>Mouldable materials Select and use a range of materials, including construction materials according to properties and qualities (cams, levers and linkages)</p> <p>Mechanical components: Understand and use mechanical systems in their products (cams, levers and linkages)</p>	<p>Food products: Understand and apply principles of healthy diet Prepare and cook range of predominantly savoury dishes using range of techniques Understand seasonality, and know where and how a variety of products are grown, reared, caught and processed</p> <p>Electrical components Understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers)</p>
Design technology KS1	<p>Structures: Build structures, exploring how they can be made stronger</p> <p>Textiles: Use a range of tools Use a range of textiles and fabrics according to characteristics</p>	<p>Food products: Use the basic food principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p>Moving mechanisms: Explore and use mechanisms (levers, sliders, wheels and axles) in their products</p>	<p>Structures: Build structures, exploring how they can be made stronger</p> <p>Textiles: Use a range of tools Use a range of textiles and fabrics according to characteristics</p>	<p>Food products: Use the basic food principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p>Moving mechanisms: Explore and use mechanisms (levers, sliders, wheels and axles) in their products</p>

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<ul style="list-style-type: none"> • To develop ideas • To master techniques • To take inspiration from the greats 				
Art & design KS2 UJ	Use experiences, other subjects and ideas as inspiration for work Develop and share ideas in a sketchbook and in finished products	Use experiences, other subjects and ideas as inspiration for work Develop and share ideas in a sketchbook and in finished products	Use experiences, other subjects and ideas as inspiration for work Develop and share ideas in a sketchbook and in finished products	Use experiences, other subjects and ideas as inspiration for work Develop and share ideas in a sketchbook and in finished products
Art & design KS2 LJ	Improve mastery of techniques Learn about great artists, architects and designers in history	Improve mastery of techniques Learn about great artists, architects and designers in history	Improve mastery of techniques Learn about great artists, architects and designers in history	Improve mastery of techniques Learn about great artists, architects and designers in history
Art & design KS1	Use experiences and ideas as inspiration for work Share ideas using drawing, painting and sculpture Explore techniques Learn about the work of a range of artists	Use experiences and ideas as inspiration for work Share ideas using drawing, painting and sculpture Explore techniques Learn about the work of a range of artists	Use experiences and ideas as inspiration for work Share ideas using drawing, painting and sculpture Explore techniques Learn about the work of a range of artists	Use experiences and ideas as inspiration for work Share ideas using drawing, painting and sculpture Explore techniques Learn about the work of a range of artists

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	<ul style="list-style-type: none"> • To perform • To compose • To transcribe • To describe music 			
Music KS2 UJ	Play and perform in solo and ensemble, using voice and playing instruments with increasing accuracy, control and expression Improvise and compose music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble, using voice and playing instruments with increasing accuracy, control and expression Improvise and compose music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble, using voice and playing instruments with increasing accuracy, control and expression Improvise and compose music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble, using voice and playing instruments with increasing accuracy, control and expression Improvise and compose music Listen with attention to detail and recall sounds with increasing aural memory
Music KS2 LJ	Use and understand the basics of notation Appreciate and understand a range of high quality live and recorded music Develop an understanding of the history of music	Use and understand the basics of notation Appreciate and understand a range of high quality live and recorded music Develop an understanding of the history of music	Use and understand the basics of notation Appreciate and understand a range of high quality live and recorded music Develop an understanding of the history of music	Use and understand the basics of notation Appreciate and understand a range of high quality live and recorded music Develop an understanding of the history of music
Music KS1	Use voice expressively by singing songs and speaking chants and rhymes Play tunes and untuned instruments musically Listen with concentration and understanding to a range of music Make and combine sounds	Use voice expressively by singing songs and speaking chants and rhymes Play tunes and untuned instruments musically Listen with concentration and understanding to a range of music Make and combine sounds	Use voice expressively by singing songs and speaking chants and rhymes Play tunes and untuned instruments musically Listen with concentration and understanding to a range of music Make and combine sounds	Use voice expressively by singing songs and speaking chants and rhymes Play tunes and untuned instruments musically Listen with concentration and understanding to a range of music Make and combine sounds

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<ul style="list-style-type: none"> To develop practical skills in order to participate, compete and lead a healthy lifestyle 				
PE KS2 UJ	<p>Play competitive games, modified where appropriate</p> <p>Develop flexibility, strength, technique, control and balance through gymnastic activities</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games, modified where appropriate</p> <p>Develop flexibility, strength, technique, control and balance through gymnastic activities</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games, modified where appropriate</p> <p>Develop flexibility, strength, technique, control and balance through gymnastic activities</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games, modified where appropriate</p> <p>Develop flexibility, strength, technique, control and balance through gymnastic activities</p> <p>Perform dances using a range of movement patterns</p>
PE KS2 LJ	<p>Take part in outdoor and adventurous activities</p> <p>Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue</p>	<p>Take part in outdoor and adventurous activities</p> <p>Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue</p>	<p>Take part in outdoor and adventurous activities</p> <p>Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue</p>	<p>Take part in outdoor and adventurous activities</p> <p>Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue</p>
PE KS1	<p>Master basic motor movements, develop balance, agility and co-ordination through gymnastics, and apply these in various activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>	<p>Master basic motor movements, develop balance, agility and co-ordination through gymnastics, and apply these in various activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>	<p>Master basic motor movements, develop balance, agility and co-ordination through gymnastics, and apply these in various activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>	<p>Master basic motor movements, develop balance, agility and co-ordination through gymnastics, and apply these in various activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>

	2014-15	2015-16	2016-17	2017-18
	<ul style="list-style-type: none"> • To code • To connect • To communicate • To collect 			
Computing KS2 UJ	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators</p> <p>Connecting: Collaborate with others online Understand risks of online communication</p>	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators</p> <p>Connecting: Collaborate with others online Understand risks of online communication</p>	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators</p> <p>Connecting: Collaborate with others online Understand risks of online communication</p>	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators</p> <p>Connecting: Collaborate with others online Understand risks of online communication</p>
Computing KS2 LJ	<p>Understand copyright Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up</p> <p>Communicating: Choose most appropriate devices and applications for communication Use advanced features to create high quality or efficient communications</p>	<p>Understand copyright Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up</p> <p>Communicating: Choose most appropriate devices and applications for communication</p>	<p>Understand copyright Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up</p> <p>Communicating: Choose most appropriate devices and applications for communication</p>	<p>Understand copyright Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up</p> <p>Communicating: Choose most appropriate devices and applications for communication</p>

	<p>Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>	<p>Use advanced features to create high quality or efficient communications Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>	<p>Use advanced features to create high quality or efficient communications Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>	<p>Use advanced features to create high quality or efficient communications Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>
Computing KS1	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events Connecting: Participate in class social media Understand online risks and age rules for sites Communicating: Use applications and devices to communicate ideas, work and messages Collecting: Use simple databases to record information in areas across curriculum</p>	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events Connecting: Participate in class social media Understand online risks and age rules for sites Communicating: Use applications and devices to communicate ideas, work and messages Collecting: Use simple databases to record information in areas across curriculum</p>	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events Connecting: Participate in class social media Understand online risks and age rules for sites Communicating: Use applications and devices to communicate ideas, work and messages Collecting: Use simple databases to record information in areas across curriculum</p>	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events Connecting: Participate in class social media Understand online risks and age rules for sites Communicating: Use applications and devices to communicate ideas, work and messages Collecting: Use simple databases to record information in areas across curriculum</p>

	2014-15	2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • To read fluently • To write imaginatively • To speak confidently • To understand the culture of countries in which the language is spoken 				
French KS2 UJ	<p>Read and understand main points in short written texts</p> <p>Read short texts independently</p> <p>Use a translation dictionary</p> <p>Write short sentences using familiar expressions</p> <p>Express personal experiences</p> <p>Write short phrases from memory with understandable spelling</p> <p>Understand main points from spoken passages</p> <p>Ask and answer simple questions and talk about interests</p> <p>Take part in discussion</p> <p>Demonstrate growing vocabulary</p> <p>Describe some aspects of countries where French is spoken</p> <p>Make comparisons between life in countries where French is spoken and this country</p>	<p>Read and understand main points in short written texts</p> <p>Read short texts independently</p> <p>Use a translation dictionary</p> <p>Write short sentences using familiar expressions</p> <p>Express personal experiences</p> <p>Write short phrases from memory with understandable spelling</p> <p>Understand main points from spoken passages</p> <p>Ask and answer simple questions and talk about interests</p> <p>Take part in discussion</p> <p>Demonstrate growing vocabulary</p> <p>Describe some aspects of countries where French is spoken</p> <p>Make comparisons between life in countries where French is spoken and this country</p>	<p>Read and understand main points in short written texts</p> <p>Read short texts independently</p> <p>Use a translation dictionary</p> <p>Write short sentences using familiar expressions</p> <p>Express personal experiences</p> <p>Write short phrases from memory with understandable spelling</p> <p>Understand main points from spoken passages</p> <p>Ask and answer simple questions and talk about interests</p> <p>Take part in discussion</p> <p>Demonstrate growing vocabulary</p> <p>Describe some aspects of countries where French is spoken</p> <p>Make comparisons between life in countries where French is spoken and this country</p>	<p>Read and understand main points in short written texts</p> <p>Read short texts independently</p> <p>Use a translation dictionary</p> <p>Write short sentences using familiar expressions</p> <p>Express personal experiences</p> <p>Write short phrases from memory with understandable spelling</p> <p>Understand main points from spoken passages</p> <p>Ask and answer simple questions and talk about interests</p> <p>Take part in discussion</p> <p>Demonstrate growing vocabulary</p> <p>Describe some aspects of countries where French is spoken</p> <p>Make comparisons between life in countries where French is spoken and this country</p>
French KS2 LJ	<p>Read out everyday words and phrases</p> <p>Use phonic knowledge to read words</p> <p>Read and understand short phrases</p> <p>Use books to find meanings</p> <p>Write and copy words correctly</p>	<p>Read out everyday words and phrases</p> <p>Use phonic knowledge to read words</p> <p>Read and understand short phrases</p> <p>Use books to find meanings</p>	<p>Read out everyday words and phrases</p> <p>Use phonic knowledge to read words</p> <p>Read and understand short phrases</p> <p>Use books to find meanings</p>	<p>Read out everyday words and phrases</p> <p>Use phonic knowledge to read words</p> <p>Read and understand short phrases</p> <p>Use books to find meanings</p>

	<p>Label items and choose appropriate words to complete sentences Write one or two short sentences Write short conversational phrases Answer simple questions and give basic information Give responses to questions about everyday events Identify communities and countries where French is spoken Demonstrate knowledge and understanding of customs and features of France Show awareness of social conventions</p>	<p>Write and copy words correctly Label items and choose appropriate words to complete sentences Write one or two short sentences Write short conversational phrases Answer simple questions and give basic information Give responses to questions about everyday events Identify communities and countries where French is spoken Demonstrate knowledge and understanding of customs and features of France Show awareness of social conventions</p>	<p>Write and copy words correctly Label items and choose appropriate words to complete sentences Write one or two short sentences Write short conversational phrases Answer simple questions and give basic information Give responses to questions about everyday events Identify communities and countries where French is spoken Demonstrate knowledge and understanding of customs and features of France Show awareness of social conventions</p>	<p>Write and copy words correctly Label items and choose appropriate words to complete sentences Write one or two short sentences Write short conversational phrases Answer simple questions and give basic information Give responses to questions about everyday events Identify communities and countries where French is spoken Demonstrate knowledge and understanding of customs and features of France Show awareness of social conventions</p>
<p>French KS1</p>	<p>Listen attentively and know target language conveys meaning Understand simple classroom commands Respond briefly using single words Copy words with support Label objects Listen and follow instructions Respond to simple questions or requests Repeat, copy and imitate target language through songs, rhymes and chants Listen and respond to familiar rhymes and songs in target language</p>	<p>Listen attentively and know target language conveys meaning Understand simple classroom commands Respond briefly using single words Copy words with support Label objects Listen and follow instructions Respond to simple questions or requests Repeat, copy and imitate target language through songs, rhymes and chants Listen and respond to familiar rhymes and songs in target language</p>	<p>Listen attentively and know target language conveys meaning Understand simple classroom commands Respond briefly using single words Copy words with support Label objects Listen and follow instructions Respond to simple questions or requests Repeat, copy and imitate target language through songs, rhymes and chants Listen and respond to familiar rhymes and songs in target language</p>	<p>Listen attentively and know target language conveys meaning Understand simple classroom commands Respond briefly using single words Copy words with support Label objects Listen and follow instructions Respond to simple questions or requests Repeat, copy and imitate target language through songs, rhymes and chants Listen and respond to familiar rhymes and songs in target language</p>

	2014-15	2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To understand values • To reflect 				
RE KS2 UJ	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Islam</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious artefacts</p>	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Sikhism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious practices and symbolism</p>	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Islam</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious artefacts</p>	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Sikhism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious practices and symbolism</p>
RE KS2 LJ	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Buddhism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious buildings</p>	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Hinduism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. holy books</p>	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Buddhism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious buildings</p>	<p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Hinduism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious buildings</p>

RE KS1	<p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>	<p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>	<p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>	<p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>