

Rodmersham School Long Term Plan 2019 - 2020



Languages

Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breadth of Study	<p><i>Although the national curriculum only sets out Key Stage 2 Programme of Study, the following may be of assistance to schools wishing to start the languages earlier</i></p> <p>Listening and responding Do they understand simple classroom commands? Do they understand short statements? Do they understand simple questions? Do they understand clearly spoken speech?</p> <p>Speaking Can they answer with a single word? Can they answer with a short phrase?</p> <p>Reading and responding Can they read and understand a single word?</p> <p>Writing Can they copy a single word correctly? Can they label items? Can they choose the right words to complete a phrase? Can they choose the right words to complete a short sentence?</p>	<p>Year 3</p> <p>Listening and responding</p> <ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? <p>Speaking</p> <ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? <p>Reading and responding</p> <ul style="list-style-type: none"> Can they read and understand short texts using familiar language? Can they use a bilingual dictionary or glossary to look up new words? <p>Writing</p> <ul style="list-style-type: none"> Can they say what they like and dislike about <a familiar topic>? 		<p>Year 4</p> <p>Listening and responding</p> <ul style="list-style-type: none"> Can they identify and note the main points and give a personal response on a passage? <p>Speaking</p> <ul style="list-style-type: none"> Can they use short phrases to give a personal response? <p>Reading and responding</p> <ul style="list-style-type: none"> Can they identify and note the main points and give a personal response? Can they read independently? <p>Writing</p> <ul style="list-style-type: none"> Can they write 2-3 short sentences on <a familiar topic>? <p>Year 5</p> <p>Listening and responding</p> <ul style="list-style-type: none"> Can they identify the main points and some details? <p>Speaking</p> <ul style="list-style-type: none"> Can they hold a simple conversation with at least 3-4 exchanges? <p>Reading and responding</p> <ul style="list-style-type: none"> Can they understand a short story or factual text and note some of the main points? <p>Writing</p> <ul style="list-style-type: none"> Can they write a paragraph of about 3-4 simple sentences? 		<p>Listening and responding</p> <ul style="list-style-type: none"> Do they understand longer passages made up of familiar language in simple sentences? <p>Speaking</p> <ul style="list-style-type: none"> Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p>Reading and responding</p> <ul style="list-style-type: none"> Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt?
Term 1		Getting to know you		Getting to know you /all about ourselves		All in a day
Term 2		Food Glorious Food		On the move/around town		Visiting a French town/This is France
Term 3		Family and Friends		That's tasty/Going shopping		Let's go shopping
Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

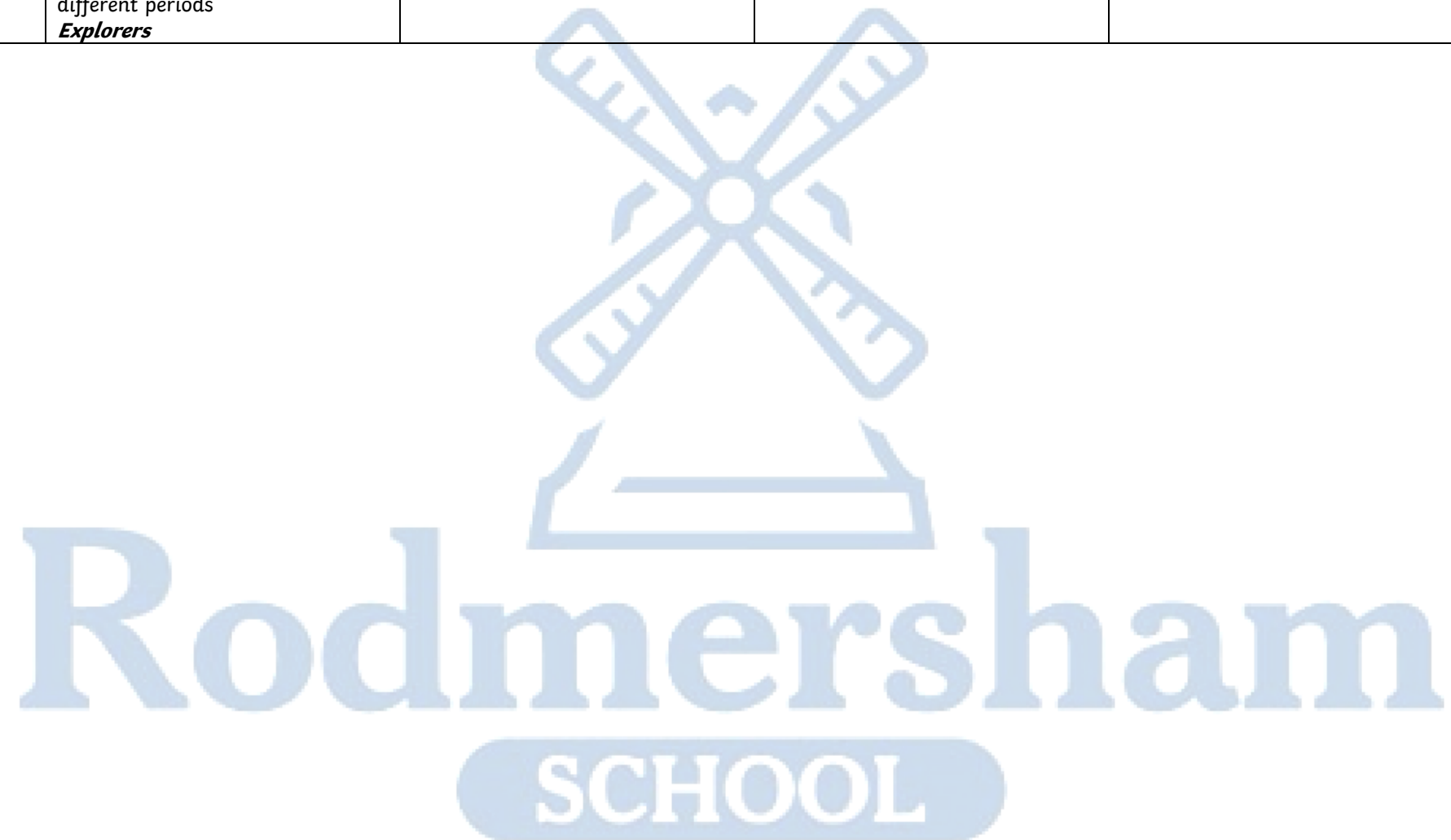
Term 1		All about me	Family and friends/school life	All in a day
Term 2		Our school	Holidays and hobbies/where in the world?	Visiting a French town/This is France
Term 3		Time	What's the time?/time travelling	Let's go shopping



History

Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Gunpowder Plot					WW2
Term 2	Events beyond living memory that are significant nationally or globally Toys	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Tyranny		Roman Britain		Ancient Greece
Term 3	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Explorers	Significant historical events, people and places in their own locality Charles Dickens		Anglo Saxons/Vikings		Local Study
Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Gunpowder Plot	Tudors				WW2
Term 2	Events beyond living memory that are significant nationally or globally Toys	Stone age to Iron age		Non - European Society		Ancient Greece
Term 3	The lives of significant individuals in the past who have contributed to national and international	Victorians		Ancient Civilisations		Local Study

	achievements. Some should be used to compare aspects of life in different periods <i>Explorers</i>			
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Geography

Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Undertake simple fieldwork within school locality	Name and locate the world's seven continents and five oceans		Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map <i>Know why industrial areas and ports are important</i>		Know main human and physical differences between developed and third world countries Know about time zones and work out differences
Term 2	Know the names of the four countries that make up the UK and name the three main seas that surround the UK Use maps to locate European countries and capitals. Use world maps, atlases and globes Use simple compass directions					Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Know the names of and locate some of the world's deserts
Term 3	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> city, town, village, factory, farm, house, office, port, harbour and shop 	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use world maps, atlases and globes Use aerial photos, construct simple maps		Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of method, including sketch maps, plans and graphs and digital technologies		Know what most of the ordnance survey symbols stand for Know how to use six-figure grid references Know and name the eight points of a compass

Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Undertake simple fieldwork within school locality			<p>Know and label the main features of a river</p> <p>Know the name of and locate a number of the world's longest rivers</p> <p><i>Know the names of a number of the world's highest mountains</i></p> <p>Explain the features of a water cycle</p> <p>Know why most cities are located by a river</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Know, name and locate the main rivers in the UK</p> <p>Know what is meant by the term 'tropics'</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Know what causes an earthquake</p> <p>Label the different parts of a volcano</p> <p>Understand geographical similarities and differences through the study of human and physical geography of the region of the UK, a region in a European country and a region within North or South America</p>		<p>Know main human and physical differences between developed and third world countries</p> <p>Know about time zones and work out differences</p>
Term 2	Know the names of the four countries that make up the UK and name the three main seas that surround the UK					Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.

	<p>Use maps to locate European countries and capitals. Use world maps, atlases and globes Use simple compass directions</p>			<p>Know the names of and locate some of the world's deserts</p>
Term 3	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <i>city, town, village, factory, farm, house, office, port, harbour and shop</i> 		<p>Know how to plan a journey within the UK, using a road map Know the names of and locate at least eight major capital cities across the world Know the names of and locate at least eight European countries To identify human and physical features, key topographical features and land use patterns and understand how some of these aspects have changed over time. Know where the main mountain regions are in the UK</p>	<p>Know what most of the ordnance survey symbols stand for Know how to use six-figure grid references Know and name the eight points of a compass</p>

Rodmersham
SCHOOL

Art and Design Technology

Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge Can they describe what they can see and like in the work of another artist? Can they ask sensible questions about a piece of art?	Sketch Books Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Do they keep notes in their sketch books as to how they have changed their work? Knowledge Can they link colours to natural and man-made objects? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?		Knowledge Can they experiment with different styles which artists have used? Can they explain art from other periods of history? Sketch books Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books		Knowledge <ul style="list-style-type: none"> Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design? Sketch books <ul style="list-style-type: none"> Do their sketch books contain detailed notes and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, e.g. magazines etc., to influence the layout of their sketch books? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
	Developing, planning and communicating ideas <ul style="list-style-type: none"> Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? Working with tools, equipment, materials and components to make quality products <ul style="list-style-type: none"> Can they explain what they are making? Which tools are they using? Evaluating processes and products	YEAR 2 Developing, planning and communicating ideas <ul style="list-style-type: none"> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? Working with tools, equipment, materials and components to make quality products		YEAR 4 Developing, planning and communicating ideas <ul style="list-style-type: none"> Can they come up with at least one idea about how to create their product? Do they take account of the ideas of others when designing? Can they produce a plan and explain it to others? Can they suggest some improvements and say what was good and not so good about their original design? 		Developing, planning and communicating ideas <ul style="list-style-type: none"> Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else?

	<ul style="list-style-type: none"> Can they describe how something works? Can they talk about their own work and things that other people have done? 	<ul style="list-style-type: none"> Can they join things (materials/components) together in different ways? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> What went well with their work? If they did it again, what would they want to improve 	<p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> Can they tell if their finished product is going to be good quality? Are they conscience of the need to produce something that will be liked by others? Can they show a good level of expertise when using a range of tools and equipment? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? 	<ul style="list-style-type: none"> Do they consider culture and society in their designs? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> Can they use tools and materials precisely? Do they change the way they are working if needed? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better?
		<p>YEAR 3 Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> Can they use equipment and tools accurately? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> What did they change which made their design even better? 	<p>YEAR 5 Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? <p>Evaluating processes and products</p>	

			<ul style="list-style-type: none"> Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? 	
Term 1	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, e.g, cakes? <p>Drawing</p> <p>Can they communicate something about themselves in their drawing?</p> <p>Can they create moods in their drawings?</p> <p>Can they draw using pencil and crayons?</p> <p>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p>Collage</p> <p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p> <p>Use of IT</p> <ul style="list-style-type: none"> Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture? 	<p>Use of materials Year 2</p> <ul style="list-style-type: none"> Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make materials stronger? <p>Construction Year 2</p> <ul style="list-style-type: none"> Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction? <p>Electrical and mechanical components Year 3</p> <ul style="list-style-type: none"> Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components? 	<p>Drawing</p> <p>Can they begin to show facial expressions and body language in their sketches?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Drawing</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Cooking and nutrition Year 5</p> <ul style="list-style-type: none"> Can they describe what they do to be both hygienic and safe? How have they presented their product well? <p>Cooking and nutrition Year 4</p> <ul style="list-style-type: none"> Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way? 	<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> Can they use different kinds of circuits in their product? Can they think of ways in which adding a circuit would improve their product? <p>Collage</p> <ul style="list-style-type: none"> Can they justify the materials they have chosen? Can they combine pattern, tone and shape? <p>3D/ Textiles</p> <ul style="list-style-type: none"> Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work? <p>Textiles</p> <ul style="list-style-type: none"> Have they thought about how their product could be sold? Have they given considered thought about what would improve their product even more?

<p>Term 2</p>	<p>Printing Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? Can their design their own printing block? Can they create a repeating pattern?</p> <p>Painting Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they name the primary and secondary colours?</p> <p>Construction</p> <ul style="list-style-type: none"> Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <p>Mechanisms</p> <ul style="list-style-type: none"> Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts? 	<p>3D/Textiles Can they make a clay pot? Can they join two finger pots together? Can they add line and shape to their work? Can they join fabric using glue? Can they sew fabrics together? Can they create part of a class patchwork? Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer?</p> <p>3D Textiles Can they add onto their work to create texture and shape? Can they work with life size materials? Can they create pop-ups? Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work? Can they add texture to a piece of work?</p> <p>Textiles Year 3</p> <ul style="list-style-type: none"> Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities? <p>Textiles Year 2</p> <ul style="list-style-type: none"> Can they measure textiles? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile? <p>Collage Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage?</p>	<p>Textiles/3D Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project?</p> <p>Textiles/3D Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Textiles Year 4</p> <ul style="list-style-type: none"> Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way? <p>Textiles Year 5</p> <ul style="list-style-type: none"> Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques? <p>Collage Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities?</p> <p>Collage</p>	<p>Drawing</p> <ul style="list-style-type: none"> Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? <p>Painting</p> <ul style="list-style-type: none"> Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? <p>Cooking and nutrition</p> <ul style="list-style-type: none"> Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?
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		<p>Collage Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic? Can they use montage?</p> <p>Cooking and nutrition Year 2</p> <ul style="list-style-type: none"> Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? 	<p>Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities?</p> <p>Electrical and mechanical components Year 4</p> <ul style="list-style-type: none"> Can they add things to their circuits? How have they altered their product after checking it? Are they confident about trying out new and different ideas? <p>Electrical and mechanical components Year 5</p> <ul style="list-style-type: none"> Can they incorporate a switch into their product? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics? 	
Term 3	<p>Textiles Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread?</p> <p>3D Can they add texture by using tools? Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay, dough or plasticine?</p> <p>Use of materials</p> <ul style="list-style-type: none"> Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? <p>Textiles</p> <ul style="list-style-type: none"> Can they describe how different textiles feel? Can they make a product from textile by gluing? 	<p>Painting Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash? Can they use a range of brushes to create different effects?</p> <p>Painting Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?</p> <p>Cooking and nutrition Year 3</p> <ul style="list-style-type: none"> Can they choose the right ingredients for a product? Can they use equipment safely? 	<p>Painting Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?</p> <p>Painting Can they create all the colours they need? Can they create mood in their paintings? Can they express their emotions accurately through their painting and sketches?</p>	<p>Mouldable materials</p> <ul style="list-style-type: none"> Did they consider the use of the product when selecting materials? Does their product meet all design criteria? <p>Printing</p> <ul style="list-style-type: none"> Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> Can they justify why they selected specific materials? Can they work within a budget? How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product?

		<ul style="list-style-type: none">Can they make sure that their product looks attractive?Can they describe how their combined ingredients come together?Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?			Use of IT <ul style="list-style-type: none">Do they use software packages to create pieces of digital art?Can they create a piece of art which can be used as part of a wider presentation?	
Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Cooking and nutrition <ul style="list-style-type: none">Can they cut food safely?Can they describe the texture of foods?Do they wash their hands and make sure that surfaces are clean?Can they think of interesting ways of decorating food they have made, e.g, cakes? Drawing <p>Can they communicate something about themselves in their drawing?</p> <p>Can they create moods in their drawings?</p> <p>Can they draw using pencil and crayons?</p> <p>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> Collage <p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p> Use of IT <ul style="list-style-type: none">Can they use a simple painting program to create a picture?Can they use tools like fill and brushes in a painting package?Can they go back and change their picture?	Drawing <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Can they use charcoal, pencil and pastels?</p> <p>Can they create different tones using light and dark?</p> <p>Can they show patterns and texture in their drawings?</p> <p>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p> Drawing <p>Can they show facial expressions in their drawings?</p> <p>Can they use their sketches to produce a final piece of work?</p> <p>Can they write an explanation of their sketch in notes?</p> <p>Can they use different grades of pencil shade, to show different tones and texture?</p>	Printing <p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> Printing <p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials?</p>	Electrical and mechanical components <ul style="list-style-type: none">Can they use different kinds of circuits in their product?Can they think of ways in which adding a circuit would improve their product? Collage <ul style="list-style-type: none">Can they justify the materials they have chosen?Can they combine pattern, tone and shape? 3D/ Textiles <ul style="list-style-type: none">Can they create models on a range of scales?Can they create work which is open to interpretation by the audience?Can they include both visual and tactile elements in their work? Textiles <ul style="list-style-type: none">Have they thought about how their product could be sold?Have they given considered thought about what would improve their product even more?		
Term 2	Printing	Printing <ul style="list-style-type: none">Can they make a printing block?	Stiff and flexible sheet materials year 4	Drawing		

	<p>Can they print with sponges, vegetables and fruit?</p> <p>Can they print onto paper and textile?</p> <p>Can their design their own printing block?</p> <p>Can they create a repeating pattern?</p> <p>Painting</p> <p>Can they communicate something about themselves in their painting?</p> <p>Can they create moods in their paintings?</p> <p>Can they choose to use thick and thin brushes as appropriate?</p> <p>Can they paint a picture of something they can see?</p> <p>Can they name the primary and secondary colours?</p> <p>Construction</p> <ul style="list-style-type: none"> Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <p>Mechanisms</p> <ul style="list-style-type: none"> Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> Can they make a 2 colour print? <p>Printing</p> <ul style="list-style-type: none"> Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer? 	<ul style="list-style-type: none"> Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong? <p>Stiff and flexible sheet materials Year 5</p> <ul style="list-style-type: none"> Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? 	<ul style="list-style-type: none"> Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? <p>Painting</p> <ul style="list-style-type: none"> Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? <p>Cooking and nutrition</p> <ul style="list-style-type: none"> Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?
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<p>Term 3</p>	<p>Textiles Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread?</p> <p>3D Can they add texture by using tools? Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay, dough or plasticine?</p> <p>Use of materials</p> <ul style="list-style-type: none"> Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? <p>Textiles</p> <ul style="list-style-type: none"> Can they describe how different textiles feel? Can they make a product from textile by gluing? 	<p>Stiff and flexible sheet materials Year 3</p> <ul style="list-style-type: none"> Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials? <p>Mouldable materials</p> <ul style="list-style-type: none"> Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques? <p>Use of IT</p> <ul style="list-style-type: none"> Can they use the printed images they take with a digital camera and combine them with other media to produce art work? Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? Can they use the internet to research an artists or style of art? <p>Use of IT</p> <ul style="list-style-type: none"> Can they create a picture independently? Can they use simple IT mark-making tools, e.g. brush and pen tools? Can they edit their own work? Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer? 	<p>Mouldable materials Year 4</p> <ul style="list-style-type: none"> Do they take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked? <p>Mouldable materials Year 5</p> <ul style="list-style-type: none"> Are they motivated enough to refine and improve their product? Do they persevere through different stages of the making process? <p>Use of IT</p> <ul style="list-style-type: none"> Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. Can they create digital images with animation, video and sound to communicate their ideas. <p>Use of IT</p> <ul style="list-style-type: none"> Can they present a collection of their work on a slide show? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? 	<p>Mouldable materials</p> <ul style="list-style-type: none"> Did they consider the use of the product when selecting materials? Does their product meet all design criteria? <p>Printing</p> <ul style="list-style-type: none"> Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> Can they justify why they selected specific materials? Can they work within a budget? How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product? <p>Use of IT</p> <ul style="list-style-type: none"> Do they use software packages to create pieces of digital art? Can they create a piece of art which can be used as part of a wider presentation?
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Music

Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 Term 2 Term 3	<p>Performing</p> <ul style="list-style-type: none">Can they use their voice to speak/sing/chant?Do they join in with singing?Can they use instruments to perform?Do they look at their audience when they are performing?Can they clap short rhythmic patterns?Can they copy sounds?Can they make loud and quiet sounds?Do they know that the chorus keeps being repeated? <p>Composing (incl notation)</p> <ul style="list-style-type: none">Can they make different sounds with their voice?Can they make different sounds with instruments?Can they identify changes in sounds?Can they change the sound?Can they repeat (short rhythmic and melodic) patterns?Can they make a sequence of sounds?Can they show sounds by using pictures?Can they tell the difference between long and short sounds?Can they tell the difference between high and low sounds?Can they give a reason for choosing an instrument? <p>Appraising</p> <ul style="list-style-type: none">Can they respond to different moods in music?	<p>Year 3 Performing</p> <ul style="list-style-type: none">Do they sing in tune with expression?Do they control their voice when singing? <p>Performing Year 2</p> <ul style="list-style-type: none">Can they sing/clap a pulse increasing or decreasing in tempo?Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? <p>Composing (incl notation) Year 3</p> <ul style="list-style-type: none">Can they use different elements in their composition?Can they create music in response to (different starting points)?Can they choose sounds which create an effect? <p>Composing (incl notation) Year 2</p> <ul style="list-style-type: none">Can they create repeated patterns with different instruments?Can they compose melodies and songs?Can they create accompaniments for tunes?Can they combine different sounds to create a specific mood or feeling? <p>Appraising Year 2</p> <ul style="list-style-type: none">Can they improve their own work? <p>Appraising Year 3</p>	<p>Year 4 Performing</p> <ul style="list-style-type: none">Can they perform a simple part rhythmically?Can they sing songs from memory with accurate pitch? <p>Year 5 Performing</p> <ul style="list-style-type: none">Can they improvise within a group using melodic and rhythmic phrases?Can they recognise and use basic structural forms, e.g. rounds, variations, rondo form?Can they use pitches simultaneously to produce harmony by building up simple chords?Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? <p>Composing (incl notation) Year 5</p> <ul style="list-style-type: none">Do they understand the relation between pulse and syncopated patterns? <p>Composing (incl notation) Year 4</p> <ul style="list-style-type: none">Can they use their notation in a performance?Can they explore and use sets of pitches, e.g. 4 or 5 note scales?Can they show how they can use dynamics to provide contrast? <p>Appraising Year 4</p> <ul style="list-style-type: none">Can they describe and identify the different purposes of music?Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	<p>Performing</p> <ul style="list-style-type: none">Can they sing a harmony part confidently and accurately?Can they perform parts from memory?Can they perform using notations?Can they take the lead in a performance?Can they take on a solo part?Can they provide rhythmic support?Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? <p>Composing (incl notation)</p> <ul style="list-style-type: none">Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)Do they recognise that different forms of notation serve different purposes?Can they use different forms of notation?Can they combine groups of beats?Can they show how a small change of tempo can make a piece of music more effective?Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines <p>Appraising</p> <ul style="list-style-type: none">Can they refine and improve their work?		

	<ul style="list-style-type: none">Can they say how a piece of music makes them feel?Can they say whether they like or dislike a piece of music?Can they choose sounds to represent different things?Can they recognise repeated patterns?Can they follow instructions about when to play or sing?Can they tell the difference between a fast and slow tempo?Can they tell the difference between loud and quiet sounds?Can they identify two types of sound happening at the same time?	<ul style="list-style-type: none">Can they improve their work; explaining how it has improved?Can they use musical words (the elements of music) to describe a piece of music and compositions?Can they use musical words to describe what they like and dislike?	<ul style="list-style-type: none">Can they identify how a change in timbre can change the effect of a piece of music? <p>Appraising Year 5</p> <ul style="list-style-type: none">Can they describe, compare and evaluate music using musical vocabulary?Can they explain why they think their music is successful or unsuccessful?Can they suggest improvements to their own or others' work?	<ul style="list-style-type: none">Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?Can they analyse features within different pieces of music?Can they compare and contrast the impact that different composers from different times will have had on the people of the time?Can they appraise the introductions, interludes and endings for songs and compositions they have created?		
Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 Term 2 Term 3	<p>Performing</p> <ul style="list-style-type: none">Can they use their voice to speak/sing/chant?Do they join in with singing?Can they use instruments to perform?Do they look at their audience when they are performing?Can they clap short rhythmic patterns?Can they copy sounds?Can they make loud and quiet sounds?Do they know that the chorus keeps being repeated? <p>Composing (incl notation)</p> <ul style="list-style-type: none">Can they make different sounds with their voice?Can they make different sounds with instruments?Can they identify changes in sounds?Can they change the sound?Can they repeat (short rhythmic and melodic) patterns?	<p>Performing Year 2</p> <ul style="list-style-type: none">Do they sing and follow the melody (tune)?Do they sing accurately at a given pitch?Can they perform simple patterns and accompaniments keeping a steady pulse?Can they perform with others?Can they play simple rhythmic patterns on an instrument? <p>Performing Year 3</p> <ul style="list-style-type: none">Can they play clear notes on instruments?Can they work with a partner to create a piece of music using more than one instrument? <p>Composing (incl notation) Year 3</p> <ul style="list-style-type: none">Do they understand metre in 2 and 3 beats; then 4 and 5 beats?Do they understand how the use of tempo can provide contrast within a piece of music?	<p>Year 4 performing</p> <ul style="list-style-type: none">Can they improvise using repeated patterns?Can they use selected pitches simultaneously to produce simple harmony? <p>Year 5 Performing</p> <ul style="list-style-type: none">Do they breathe in the correct place when singing?Can they sing and use their understanding of meaning to add expression?Can they maintain their part whilst others are performing their part?Can they perform 'by ear' and from simple notations? <p>Composing Year 5</p> <ul style="list-style-type: none">Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? <p>Composing Year 4</p>	<p>Performing</p> <ul style="list-style-type: none">Can they sing a harmony part confidently and accurately?Can they perform parts from memory?Can they perform using notations?Can they take the lead in a performance?Can they take on a solo part?Can they provide rhythmic support?Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? <p>Composing (incl notation)</p> <ul style="list-style-type: none">Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)Do they recognise that different forms of notation serve different purposes?Can they use different forms of notation?		

	<ul style="list-style-type: none"> • Can they make a sequence of sounds? • Can they show sounds by using pictures? • Can they tell the difference between long and short sounds? • Can they tell the difference between high and low sounds? • Can they give a reason for choosing an instrument? <p>Appraising</p> <ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? • Can they tell the difference between a fast and slow tempo? • Can they tell the difference between loud and quiet sounds? • Can they identify two types of sound happening at the same time? 	<p>Composing (incl notation) Year 2</p> <ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds? • Can they use simple structures in a piece of music? • Do they know that end of phrases are where we breathe in a song? <p>Appraising Year 2</p> <ul style="list-style-type: none"> • Can they listen out for particular things when listening to music? • Do they recognise sounds that move by steps and by leaps? <p>Appraising Year 3</p> <ul style="list-style-type: none"> • Can they recognise the work of at least one famous composer? • Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrasts and variations? 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? <p>Appraising Year 4</p> <ul style="list-style-type: none"> • Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? <p>Appraising Year 5</p> <ul style="list-style-type: none"> • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music? 	<ul style="list-style-type: none"> • Can they combine groups of beats? • Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines <p>Appraising</p> <ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they appraise the introductions, interludes and endings for songs and compositions they have created?
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Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Acquiring and developing skills <ul style="list-style-type: none"> Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Evaluating and improving <ul style="list-style-type: none"> Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved? Health and fitness <ul style="list-style-type: none"> Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? 	Year 2 Acquiring and developing skills <ul style="list-style-type: none"> Can they copy and remember actions? Can they repeat and explore actions with control and coordination? Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Evaluating and improving <ul style="list-style-type: none"> Can they talk about what is different between what they did and what someone else did? Can they say how they could improve? Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved? Health and fitness <ul style="list-style-type: none"> Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy? Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? 		Year 4 Acquiring and developing skills <ul style="list-style-type: none"> Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game? Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? Evaluating and improving <ul style="list-style-type: none"> Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work? Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? Health and fitness <ul style="list-style-type: none"> Can they explain why warming up is important? Can they explain why keeping fit is good for their health? Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? 		Acquiring and developing skills <ul style="list-style-type: none"> Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency? Evaluating and improving <ul style="list-style-type: none"> Can they analyse and explain why they have used specific skills or techniques? Can they modify use of skills or techniques to improve their work? Can they create their own success criteria for evaluating? Health and fitness <ul style="list-style-type: none"> Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise?
Term 1	Forest School	Swimming Games		Games <ul style="list-style-type: none"> Can they catch with one hand? 		Games <ul style="list-style-type: none"> Can they explain complicated rules?

		<ul style="list-style-type: none"> Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills? 	<ul style="list-style-type: none"> Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening? <p>Forest School</p>	<ul style="list-style-type: none"> Can they make a team plan and communicate it to others? Can they lead others in a game situation? <p>Gymnastics</p> <ul style="list-style-type: none"> Do they combine their own work with that of others? Can they link their sequences to specific timings?
Term 2	<p>Games</p> <ul style="list-style-type: none"> Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways? <p>Dance</p> <ul style="list-style-type: none"> Can they move to music? Can they copy dance moves? Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely? 	<p>Dance</p> <ul style="list-style-type: none"> Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance? <p>Gymnastics</p> <ul style="list-style-type: none"> Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<p>Dance</p> <ul style="list-style-type: none"> Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent? <p>Dance</p> <ul style="list-style-type: none"> Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency? <p>Swimming</p>	<p>Dance</p> <ul style="list-style-type: none"> Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance? <p>Games</p> <ul style="list-style-type: none"> Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation?
Term 3	<p>Gymnastics</p> <ul style="list-style-type: none"> Can they make their body tense, relaxed, curled and stretched? 	<p>Dance</p> <ul style="list-style-type: none"> Can they dance imaginatively? Can they change rhythm, speed, level and direction? 	<p>Beach School and Forest School</p> <p>Outdoor/ adventurous</p>	<p>Outdoor/ adventurous</p> <ul style="list-style-type: none"> Can they plan a route and series of clues for someone else?

	<ul style="list-style-type: none">Can they control their body when travelling?Can they control their body when balancing?Can they copy sequences and repeat them?Can they roll in different ways?Can they travel in different ways?Can they balance in different ways?Can they climb safely?Can they stretch in different ways?Can they curl in different ways? <p>Swimming</p>	<ul style="list-style-type: none">Can they dance with control and co-ordination?Can they make a sequence by linking sections together?Can they link some movement to show a mood or feeling? <p>Athletics</p> <ul style="list-style-type: none">Can they run at fast, medium and slow speeds, changing speed and direction?Can they link running and jumping activities with some fluency, control and consistency?Can they make up and repeat a short sequence of linked jumps?Can they take part in a relay activity, remembering when to run and what to do?Do they throw a variety of objects, changing their action for accuracy and distance?	<ul style="list-style-type: none">Can they follow a map in a more demanding familiar context?Can they move from one location to another following a map?Can they use clues to follow a route?Can they follow a route accurately, safely and within a time limit? <p>Athletics</p> <ul style="list-style-type: none">Can they run over a long distance?Can they spring over a short distance?Can they throw in different ways?Can they hit a target?Can they jump in different ways? <p>Athletics</p> <ul style="list-style-type: none">Are they controlled when taking off and landing in a jump?Can they throw with accuracy?Can they combine running and jumping?Can they follow specific rules?	<ul style="list-style-type: none">Can they plan with others taking account of safety and danger? <p>Athletics</p> <ul style="list-style-type: none">Can they demonstrate stamina?Can they use their skills in different situations?		
Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Forest School	<p>Swimming</p> <p>Games</p> <ul style="list-style-type: none">Can they use hitting, kicking and/or rolling in a game?Can they stay in a 'zone' during a game?Can they decide where the best place to be is during a game?Can they use one tactic in a game?Can they follow rules?		<p>Forest School</p> <p>Games</p> <ul style="list-style-type: none">Can they gain possession by working as a team?Can they pass in different ways?Can they use forehand and backhand with a racquet?Can they field?Can they choose the best tactics for attacking and defending?Can they use a number of techniques to pass, dribble and shoot?		<p>Games</p> <ul style="list-style-type: none">Can they explain complicated rules?Can they make a team plan and communicate it to others?Can they lead others in a game situation? <p>Gymnastics</p> <ul style="list-style-type: none">Do they combine their own work with that of others?Can they link their sequences to specific timings?

Term 2	Games <ul style="list-style-type: none"> Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways? Dance <ul style="list-style-type: none"> Can they move to music? Can they copy dance moves? Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely? 	Gymnastics <ul style="list-style-type: none"> Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'? Can they work on their own and with a partner to create a sequence? 	Swimming Gymnastics <ul style="list-style-type: none"> Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases? 	Dance <ul style="list-style-type: none"> Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance? Games <ul style="list-style-type: none"> Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation?
Term 3	Gymnastics <ul style="list-style-type: none"> Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways? Swimming	Outdoor/adventurous <ul style="list-style-type: none"> Can they follow a map in a familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route safely? 	Forest School Gymnastics <ul style="list-style-type: none"> Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases 	Outdoor/adventurous <ul style="list-style-type: none"> Can they plan a route and series of clues for someone else? Can they plan with others taking account of safety and danger? Athletics <ul style="list-style-type: none"> Can they demonstrate stamina? Can they use their skills in different situations?

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Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Term 1	1.1 Who is a Christian? and what do they believe? 1.6 How and why do we celebrate special and sacred times?	L2.3 Why is Jesus inspiring to some people L2.1 What do different people believe about God?	L2.5 Why are festivals important to religious communities? L1.3 Why do some people believe god exists?	U2.3 What do religions say to us when life gets hard? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? U2.6 What does it mean to be a Muslim in Britain today?		
Term 2	1.5 What makes some places sacred?	1.2 Who is a Muslim and what do they believe? L2.8 What does it mean to be a Hindu in Britain today?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? U2.1 Why do some people think God exists?		
Term 3	1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world, and why does it matter?	L2.5 Why are festivals important to religious communities?	L2.7 What does it mean to be a Christian in Britain today?	U2.7 What matters most to Christians and Humanists?		
Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	1.1 Who is a Christian? and what do they believe? 1.6 How and why do we celebrate special and sacred times?	1.6 How and why do we celebrate special and sacred times? Who is Jewish and what do they believe?	U2.4 If God is everywhere, why go to a place of worship?	U2.3 What do religions say to us when life gets hard? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? U2.6 What does it mean to be a Muslim in Britain today?		
Term 2	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.3 What do religions say to us when life gets hard?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? U2.1 Why do some people think God exists?		
Term 3	1.7 What does it mean to belong to a faith community?	1.4 What can we learn from sacred books? L2.2	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 st	U2.7 What matters most to Christians and Humanists?		

	1.8 How should we care for others and the world, and why does it matter?	Why is the Bible so important for Christians today?	Century?) L2.9 What can we learn from religions about deciding what is right and wrong?	
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Computing

Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Staying safe	<ul style="list-style-type: none"> • use technology safely • keep personal information private <p>1.1. Online Safety</p>	<ul style="list-style-type: none"> • know where to go for help if concerned. • use technology respectfully and responsibly • Know different ways they can get help if concerned <p>2.2 - Online Safety 3.2 - Online Safety</p>	<ul style="list-style-type: none"> • recognise acceptable and unacceptable behaviour using technology • understand that they have to make choices when using technology and that not everything is true and/or safe • understand that they have to make choices when using technology and that not everything is true and/or safe <p>4.2 - Online safety 5.2 - Online safety</p>	<p>Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p> <p>6.2 - Online safety</p>
Term 1	<p>Uses of IT beyond school</p> <ul style="list-style-type: none"> • talk about some of the IT uses in their own home <p>1.9 - Technology outside of school 1.2 - Grouping and sorting 1.3 - Pictograms</p>	<p>Year 2 Algorithms</p> <ul style="list-style-type: none"> • understand that algorithms are used on digital devices <p>Uses of IT beyond school</p> <ul style="list-style-type: none"> • know how technology is used in school and outside of school <p>Create programs</p> <ul style="list-style-type: none"> • write a simple program and test it <p>2.6 - Creating pictures 2.7 - Music making</p>	<p>Reasoning</p> <ul style="list-style-type: none"> • discern when it is best to use technology and where it adds little or no value <p>Using programs</p> <ul style="list-style-type: none"> • combine sequences of instructions and procedures to turn devices on and off <p>4.8 - Hardware investigators 5.5 - Game creator</p>	<p>Reasoning</p> <ul style="list-style-type: none"> • design algorithms that use repetition and 2-way selection <p>6.4 - Blogging 6.8 - Binary</p>
Term 2	<p>Create programs</p> <ul style="list-style-type: none"> • create, store and retrieve digital content <p>Algorithms</p> <ul style="list-style-type: none"> • create a series of instructions and plan a journey for a programmable toy <p>1.4 - Lego Builders 1.5 - Maze Explorers 1.8 - Animated stories</p>	<p>Reasoning</p> <ul style="list-style-type: none"> • predict what the outcome of a simple program will be (logical reasoning). <p>3.5 - email 2.4 - Questioning 3.4 - typing</p>	<p>Search engines</p> <ul style="list-style-type: none"> • select and use software to accomplish given goals <p>Search engines</p> <ul style="list-style-type: none"> • understand how search results are selected and ranked <p>Year 4 Networks</p> <ul style="list-style-type: none"> • know how to search for specific information and know which information is useful and which is not <p>4.7 - Effective searching 4.5 - Logo</p>	<p>Search engines</p> <ul style="list-style-type: none"> • be aware that some search engines may provide misleading <p>Using programs</p> <ul style="list-style-type: none"> • present the data collected in a way that makes it easy for others to understand <p>6.6 - networks</p>
Term 3	<p>Using technology</p> <ul style="list-style-type: none"> • use a website and a camera • record sound and play back 	<p>Year 3 Create programs</p> <ul style="list-style-type: none"> • write programs that accomplish specific goals 	<p>Year 4 Create programs</p>	<p>Create programs</p> <ul style="list-style-type: none"> • write a program that combines more than one attribute <p>Develop programs</p>

	<ul style="list-style-type: none"> create a series of instructions and plan a journey for a programmable toy <p>1.4 – Lego Builders 1.5 – Maze Explorers 1.8 – Animated stories</p>	<p>2.3 – Spreadsheets 3.3 - spreadsheets 3.6 – branching databases</p>	<ul style="list-style-type: none"> produce and upload a podcast <p>5.6 – 3d modelling 4.6 – Animation Databases</p>	<ul style="list-style-type: none"> present the data collected in a way that makes it easy for others to understand <p>6.6 – networks</p>
Term 3	<p>Using technology</p> <ul style="list-style-type: none"> use a website and a camera record sound and play back <p>1.8 - Spreadsheets 1.7 - Coding</p>	<p>3.7 – simulations</p>	<p>5.7 – concept maps 4.4 – Writing for different audiences</p>	<p>Create programs</p> <ul style="list-style-type: none"> write a program that combines more than one attribute <p>Develop programs</p> <ul style="list-style-type: none"> develop a sequenced program that has repetition and variables identified <p>6.1 – coding Spreadsheets</p>

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Science						
Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p>Seasonal Change</p> <ul style="list-style-type: none"> Name the seasons and know about the type of weather in each season 	<p>All living things and their habitats</p> <ul style="list-style-type: none"> Classify things by living, dead or never lived 		<p>Earth and Space</p> <ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the Sun 		<p>Electricity</p> <ul style="list-style-type: none"> Compare and give reasons for why components work and do not work in a circuit

	<ul style="list-style-type: none"> Name the seasons and know about the type of weather in each season <p>Animals, including Humans</p> <ul style="list-style-type: none"> Know the name of parts of the human body that can be seen 	<ul style="list-style-type: none"> Know how a specific habitat provides for the basic needs of things living there (plants and animals) Match living things to their habitat Name some different sources of food for animals Know about and explain a simple food chain 	<ul style="list-style-type: none"> Know about and explain the movement of the Moon relative to the Earth Know and demonstrate how night and day are created Describe the Sun, Earth and Moon (using the term spherical) <p>States of Matter</p> <ul style="list-style-type: none"> Know the temperature at which materials change state Know about and explore how some materials can change state Know the part played by evaporation and condensation in the water cycle 	<ul style="list-style-type: none"> Draw circuit diagrams using correct symbols Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer <p>Light</p> <ul style="list-style-type: none"> Know how light travels Know and demonstrate how we see objects Know why shadows have the same shape as the object that casts them Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.
Term 2	<p>Animals, including habitats</p> <ul style="list-style-type: none"> Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non living things <p>Seasonal Change</p> <ul style="list-style-type: none"> Name the seasons and know about the type of weather in each season Name the seasons and know about the type of 	<p>Everyday Materials</p> <ul style="list-style-type: none"> Know how materials can be changed by squashing, bending, twisting and stretching Know why a material might or might not be used for a specific job 	<p>Electricity</p> <ul style="list-style-type: none"> Identify and name appliances that require electricity to function Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Predict and test whether a lamp will light within a circuit Know the function of a switch Know the difference between a conductor and an insulator; giving examples of each <p>Sound</p> <ul style="list-style-type: none"> Know how sound is made, associating some of them with vibrating Know how sound travels from a source to our ears Know the correlation between pitch and the object producing a sound Know the correlation between the volume of a sound and the strength of the vibrations that produced it 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Know how the Earth and living things have changed over time Know how fossils can be used to find out about the past Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and can explain what it is <p>Animals, including humans</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Know the function of the heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are

				<ul style="list-style-type: none">Know what happens to a sound as it travels away from its source	transported in animals, including humans	
Term 3	Plants <ul style="list-style-type: none">Know and name a variety of common wild and garden plantsKnow and name the petals, stem, leaves and root of a plantKnow and name the roots, trunk, branches and leaves of a tree Everyday Materials <ul style="list-style-type: none">Know the name of the materials an object is made fromKnow about the properties of everyday materials	Plants <ul style="list-style-type: none">Know and explain how seeds and bulbs grow into plantsKnow what plants need in order to grow and stay healthy (water, light & suitable temperature) Plants <ul style="list-style-type: none">Know the function of different parts of flowering plants and treesKnow how water is transported within plantsKnow the plant life cycle, especially the importance of flowers	Animals, including humans <ul style="list-style-type: none">Identify and name the parts of the human digestive systemKnow the functions of the organs in the human digestive systemIdentify and know the different types of human teethKnow the functions of different human teethUse and construct food chains to identify producers, predators and prey Animals, including humans <ul style="list-style-type: none">Create a timeline to indicate stages of growth in humans	All living things and their habitats <ul style="list-style-type: none">Classify living things into broad groups according to observable characteristics and based on similarities and differencesKnow how living things have been classifiedGive reasons for classifying plants and animals in a specific way		
Cycle B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1		Animals, including humans <ul style="list-style-type: none">Know about the importance of a nutritious, balanced dietKnow how nutrients, water and oxygen are transported within animals and humansKnow about the skeletal and muscular system of a human Animals, including Humans <ul style="list-style-type: none">Know the basic stages in a life cycle for animals, (including humans)Know why exercise, a balanced diet and good hygiene are important for humans		Properties and changes in materials <ul style="list-style-type: none">Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnetsKnow and explain how a material dissolves to form a solutionKnow and show how to recover a substance from a solutionKnow and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)Know and demonstrate that some changes are reversible and some are notKnow how some changes result in the formation of a new material and that this is usually irreversible	Electricity <ul style="list-style-type: none">Compare and give reasons for why components work and do not work in a circuitDraw circuit diagrams using correct symbolsKnow how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer Light <ul style="list-style-type: none">Know how light travelsKnow and demonstrate how we see objectsKnow why shadows have the same shape as the object that casts themKnow how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.	

Term 2		Light <ul style="list-style-type: none"> Know that dark is the absence of light Know that light is needed in order to see and is reflected from a surface Know and demonstrate how a shadow is formed and explain how a shadow changes shape Know about the danger of direct sunlight and describe how to keep protected 	Forces <ul style="list-style-type: none"> Know what gravity is and its impact on our lives Identify and know the effect of air and water resistance Identify and know the effect of friction Explain how levers, pulleys and gears allow a smaller force to have a greater effect 	Evolution and Inheritance <ul style="list-style-type: none"> Know how the Earth and living things have changed over time Know how fossils can be used to find out about the past Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and can explain what it is Animals, including humans <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Know the function of the heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are transported in animals, including humans
Term 3		Rocks <ul style="list-style-type: none"> Compare and group rocks based on their appearance and physical properties, giving reasons Know how soil is made and how fossils are formed Know about and explain the difference between sedimentary, metamorphic and igneous rock Forces <ul style="list-style-type: none"> Know about and describe how objects move on different surfaces Know how a simple pulley works and use to on to lift an object 	All living things and their habitats <ul style="list-style-type: none"> Use classification keys to group, identify and name living things Know how changes to an environment could endanger living things Group materials based on their state of matter solid, liquid, gas All living things and their habitats <ul style="list-style-type: none"> Know the life cycle of different living things e.g. mammal, amphibian, insect and bird Know the differences between different life cycles Know the process of reproduction in plants 	All living things and their habitats <ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences Know how living things have been classified Give reasons for classifying plants and animals in a specific way

		<ul style="list-style-type: none"> • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason 	<ul style="list-style-type: none"> • Know the process of reproduction in animals 	
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