



## Curriculum Coverage and Progression for Each Subject

### Art & Design

Year 1	<ul style="list-style-type: none"> <li>▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</li> <li>▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</li> <li>▶ Beginning to work creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>▶ Begin to talk about the style of a chosen artist, craft maker or designer.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</li> <li>▶ Talk about the features they like in their own work and in the work of others.</li> <li>▶ Talk about what they might change in their own work.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</li> <li>▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</li> <li>▶ Show confidence in working creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Talk about the similarities and differences between different artists, craft makers or designers.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.</li> <li>▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.</li> <li>▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</li> <li>▶ Adapt and make changes to their work and the tools they use as it develops.</li> <li>▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>▶ Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</li> <li>▶ Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</li> <li>▶ Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</li> <li>▶ Show confidence and independence when working creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Begin to understand the historical and/or cultural significance of a chosen artist /art form.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.</li> <li>▶ Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</li> <li>▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▶ Investigate different starting points for their work, and choose which idea to develop further.</li> <li>▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</li> <li>▶ Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>▶ Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Understand the historical and / or cultural significance of the work of a chosen artist / art form.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</li> <li>▶ Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</li> <li>▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>▶ Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li> <li>▶ Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>▶ Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> <li>▶ Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li> <li>▶ Describe what they think and feel about their own and others' work and how this might influence their designs.</li> <li>▶ Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> </ul>

Year 6	<ul style="list-style-type: none"> <li>Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li> <li>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li> <li>Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li> <li>Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> </ul>	<ul style="list-style-type: none"> <li>Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li> <li>Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li> <li>Annotations reflect their critical evaluations and development of ideas.</li> <li>Reflect on the ways in which their imaginative work has developed from a range of starting points.</li> </ul>
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## Design & Technology

Year 1	<ul style="list-style-type: none"> <li>Use pictures and words to convey what they want to design / make.</li> <li>Explore ideas by rearranging materials.</li> <li>Select pictures to help develop ideas.</li> <li>Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select materials from a limited range.</li> <li>Explain what they are making.</li> <li>Name the tools they are using.</li> </ul>	<ul style="list-style-type: none"> <li>Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>Talk about their design as they develop and identify good and bad points.</li> <li>Say what they like and do not like about items they have made and attempt to say why.</li> </ul>	<ul style="list-style-type: none"> <li>Start to use technical vocabulary.</li> <li>Cut out shapes which have been created by drawing round a template.</li> <li>Join materials in a variety of ways.</li> <li>Decorate using a variety of techniques.</li> <li>Know some ways of making structures stronger.</li> <li>Show how to stiffen some materials.</li> <li>Know how to make a simple structure more stable.</li> <li>Attach wheels to a chassis using an axle.</li> <li>Know some different ways of making things move in a 2-D plane.</li> </ul>	<ul style="list-style-type: none"> <li>Group familiar food products e.g. fruit and vegetables.</li> <li>Cut and chop a range of ingredients.</li> <li>Work safely and hygienically.</li> <li>Know about the need for a variety of foods in a diet.</li> </ul>
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Year 2	<ul style="list-style-type: none"> <li>Propose more than one idea for their product.</li> <li>Use ICT to communicate ideas.</li> <li>Use drawings to record ideas as they are developed.</li> <li>Add notes to drawings to help explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their work as it progresses.</li> <li>Select and name the tools needed to work the materials.</li> <li>Explain which materials they are using and why.</li> </ul>	<ul style="list-style-type: none"> <li>Decide how existing products do / do not achieve their purpose.</li> <li>Discuss how closely their finished product meets their own design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Start to use technical vocabulary.</li> <li>Cut out shapes which have been created by drawing round a template.</li> <li>Join materials in a variety of ways.</li> <li>Decorate using a variety of techniques.</li> <li>Know some ways of making structures stronger.</li> <li>Show how to stiffen some materials.</li> <li>Know how to make a simple structure more stable.</li> <li>Attach wheels to a chassis using an axle.</li> <li>Know some different ways of making things move in a 2-D plane.</li> </ul>	<ul style="list-style-type: none"> <li>Cut, peel, grate, chop a range of ingredients.</li> <li>Work safely and hygienically.</li> <li>Know about the <i>Eatwell Plate</i>.</li> <li>Understand where food comes from.</li> </ul>
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Year 3	<ul style="list-style-type: none"> <li>Develop more than one design or adaptation of an initial design.</li> <li>Plan a sequence of actions to make a product.</li> <li>Think ahead about the order of their work and decide upon tools and materials.</li> <li>Propose realistic suggestions as to how they can achieve their design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select from a range of tools for cutting, shaping, joining and finishing.</li> <li>Use tools with accuracy.</li> <li>Select from materials according to their functional properties.</li> <li>Use appropriate finishing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate similar products to the one to be made to give starting points for a design.</li> <li>Research needs of user.</li> <li>Decide which design idea to develop.</li> <li>Consider and explain how the finished product could be improved.</li> <li>Discuss how well the finished product meets the user's design criteria.</li> <li>Investigate key events and individuals in design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasingly appropriate technical vocabulary for tools materials and their properties.</li> <li>Understand seam allowance.</li> <li>Prototype a product.</li> <li>Sew on buttons and make loops.</li> <li>Strengthen frames with diagonal struts.</li> <li>Measure and mark square section, strip and dowel accurately to 1cm.</li> <li>Incorporate a circuit into a model.</li> <li>Use electrical systems such as switches bulbs and buzzers.</li> <li>Use ICT to control products.</li> <li>Use linkages to make movement larger or more varied.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions / recipes.</li> <li>Join and combine a range of ingredients.</li> <li>Begin to understand the food groups on the <i>Eatwell Plate</i>.</li> </ul>
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Year 4	<ul style="list-style-type: none"> <li>Record the plan by drawing using annotated sketches.</li> <li>Use prototypes to develop and share ideas.</li> <li>Consider aesthetic qualities of materials chosen.</li> <li>Use CAD where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare pattern pieces as templates for their design.</li> <li>Select from techniques for different parts of the process.</li> </ul>	<ul style="list-style-type: none"> <li>Draw / sketch existing products in order to analyse and understand how products are made.</li> <li>Identify the strengths and weaknesses of their design ideas in relation to purpose / user.</li> <li>Consider and explain how the finished product could be improved.</li> <li>Investigate key events and individuals in design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasingly appropriate technical vocabulary for tools materials and their properties.</li> <li>Understand seam allowance.</li> <li>Prototype a product.</li> <li>Sew on buttons and make loops.</li> <li>Strengthen frames with diagonal struts.</li> <li>Measure and mark square section, strip and dowel accurately to 1cm.</li> <li>Incorporate a circuit into a model.</li> <li>Use electrical systems such as switches bulbs and buzzers.</li> <li>Use ICT to control products.</li> <li>Use linkages to make movement larger or more varied.</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy eating choices – use the <i>Eatwell plate</i>.</li> <li>Understand seasonality.</li> <li>Know where and how ingredients are reared and caught.</li> <li>Prepare and cook using different cooking techniques.</li> </ul>
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Year 5	<ul style="list-style-type: none"> <li>Record ideas using annotated diagrams.</li> <li>Use models, kits and drawings to help formulate design ideas.</li> <li>Sketch and model alternative ideas.</li> <li>Decide which design idea to develop.</li> </ul>	<ul style="list-style-type: none"> <li>Develop one idea in depth.</li> <li>Select from and use a wide range of tools.</li> <li>Cut accurately and safely to a marked line.</li> <li>Select from and use a wide range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Research and evaluate existing products.</li> <li>Consider user and purpose.</li> <li>Consider and explain how the finished product could be improved related to design criteria.</li> <li>Investigate key events and individuals in design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct vocabulary appropriate to the project.</li> <li>Join materials using appropriate methods.</li> <li>Create 3-D textile products using pattern pieces.</li> <li>Understand pattern layout with textiles.</li> <li>Cut strip wood, dowel, square section wood accurately to 1mm.</li> <li>Build frameworks to support mechanisms.</li> <li>Stiffen and reinforce complex structures.</li> <li>Use mechanical systems such as cams, pulleys and gears.</li> <li>Use electrical systems such as motors and switches.</li> <li>Program, monitor and control using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Join and combine a widening range of ingredients.</li> <li>Select and prepare foods for a particular purpose.</li> <li>Know where and how ingredients are grown and processed.</li> </ul>
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Year 6	<ul style="list-style-type: none"> <li>Plan the sequence of work.</li> <li>Devise step by step plans which can be read / followed by someone else.</li> </ul>	<ul style="list-style-type: none"> <li>Make prototypes.</li> <li>Use researched information to inform decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the strengths and weaknesses of their design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct vocabulary appropriate to the project.</li> <li>Join materials using appropriate methods.</li> <li>Create 3-D textile products using pattern pieces.</li> <li>Understand pattern layout with textiles.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> </ul>
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<ul style="list-style-type: none"> <li>▶ Use exploded diagrams and cross-sectional diagrams to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Produce detailed lists of ingredients / components / materials and tools.</li> <li>▶ Refine their product – review and rework / improve.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Report using correct technical vocabulary.</li> <li>▶ Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user.</li> <li>▶ Understand how key people have influenced design in a variety of contexts.</li> <li>▶ Investigate key events and individuals in design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cut strip wood, dowel, square section wood accurately to 1mm.</li> <li>▶ Build frameworks to support mechanisms.</li> <li>▶ Stiffen and reinforce complex structures.</li> <li>▶ Use mechanical systems such as cams, pulleys and gears.</li> <li>▶ Use electrical systems such as motors and switches.</li> <li>▶ Program, monitor and control using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Choose ingredients to support healthy eating choices when designing their food products.</li> <li>▶ Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.</li> </ul>
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## Geography

<b>Year 1</b>	<ul style="list-style-type: none"> <li>▶ Name and locate some places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some places and features using basic geographical vocabulary.</li> <li>▶ Express their views on some features of their environment e.g. what they do or do not like.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer simple geographical questions.</li> <li>▶ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe and describe daily weather patterns.</li> <li>▶ Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources such as simple maps, globes, atlases and images.</li> <li>▶ Know that symbols mean something on maps.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> <li>▶ Draw, speak or write about simple geographical concepts such as what they can see where.</li> </ul>
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<b>Year 2</b>	<ul style="list-style-type: none"> <li>▶ Name and locate significant places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe places and features using simple geographical vocabulary.</li> <li>▶ Make observations about features that give places their character.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer simple geographical questions when investigating different places and environments.</li> <li>▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify seasonal and daily weather patterns.</li> <li>▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> <li>▶ Use simple compass directions as well as locational and directional language when describing features and routes.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>▶ Create their own simple maps and symbols.</li> </ul>
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<b>Year 3</b>	<ul style="list-style-type: none"> <li>▶ Name and locate a wider range of places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>▶ Make observations about places and features that change over time.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>▶ Identify similarities, differences and patterns when comparing places and features.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe, record, and name geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</li> <li>▶ Use the eight compass points and recognise some Ordnance Survey symbols on maps.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> <li>▶ Communicate geographical information through a range of methods including the use of ICT.</li> </ul>
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<b>Year 4</b>	<ul style="list-style-type: none"> <li>▶ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use geographical language to identify and explain some aspects of human and physical features and patterns.</li> <li>▶ Describe how features and places change and the links between people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and respond to more searching geographical questions including 'how?' and 'why?'</li> <li>▶ Identify and describe similarities, differences and patterns when investigating different places, environments and people.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe, record, and explain physical and human features of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</li> <li>▶ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>▶ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</li> </ul>
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<b>Year 5</b>	<ul style="list-style-type: none"> <li>▶ Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> <li>▶ Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>▶ Recognise geographical issues affecting people in different places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>▶ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li> <li>▶ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</li> </ul>
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<b>Year 6</b>	<ul style="list-style-type: none"> <li>▶ Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>▶ Explain some links and interactions between</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> <li>▶ Make predictions and test simple hypotheses about</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations,</li> </ul>	<ul style="list-style-type: none"> <li>▶ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>▶ Recognise an increasing range of Ordnance Survey symbols on maps and locate</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>▶ Communicate geographical information using a wide range of</li> </ul>
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	people, places and environments.	people, places and geographical issues.	measurements and recordings.	features using six-figure grid references.	methods including writing at increasing length.
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## History

<b>Year 1</b>	<ul style="list-style-type: none"> <li>▶ Recognise the distinction between past and present.</li> <li>▶ Order and sequence some familiar events and objects.</li> <li>▶ Identify some similarities and differences between ways of life at different times.</li> <li>▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>▶ Describe some changes within their living memory (including aspects of national life where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make simple observations about different people, events, beliefs and communities.</li> <li>▶ Use sources to answer simple questions about the past.</li> <li>▶ Identify some of the basic ways in which the past can be represented.</li> <li>▶ Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe special or significant events.</li> <li>▶ Retell simple stories or events from the past.</li> <li>▶ Use simple historical terms.</li> </ul>
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<b>Year 2</b>	<ul style="list-style-type: none"> <li>▶ Order and sequence events and objects.</li> <li>▶ Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>▶ Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>▶ Develop awareness of significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>▶ Consider why things may change over time.</li> <li>▶ Recognise some basic reasons why people in the past acted as they did.</li> <li>▶ Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Talk about what / who was significant in simple historical accounts.</li> <li>▶ Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> <li>▶ Use a variety of simple historical terms and concepts.</li> </ul>
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<b>Year 3</b>	<ul style="list-style-type: none"> <li>▶ Use some dates and historical terms when ordering events and objects.</li> <li>▶ Demonstrate awareness that the past can be divided into different periods of time.</li> <li>▶ Explore trends and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</li> <li>▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use sources to address historically valid questions.</li> <li>▶ Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>▶ Recognise that different versions of past events may exist.</li> <li>▶ Describe some of the ways the past can be represented.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discuss some historical events, issues, connections and changes.</li> <li>▶ Select and organise historical information to present in a range of ways.</li> <li>▶ Use relevant historical terms and vocabulary linked to chronology.</li> </ul>
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<b>Year 4</b>	<ul style="list-style-type: none"> <li>▶ Use dates and historical terms when ordering events and objects.</li> <li>▶ Identify where people and events fit into a chronological framework.</li> <li>▶ Explore links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>▶ Describe some aspects of the Roman Empire and recognise its impact on Britain.</li> <li>▶ Demonstrate knowledge of aspects of history significant in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Recognise how sources of evidence are used to make historical claims.</li> <li>▶ Recognise why some events happened and what happened as a result.</li> <li>▶ Identify historically significant people and events in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discuss significant aspects of, and connections between, different historical events.</li> <li>▶ Select and organise relevant historical information to present in a range of ways.</li> <li>▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> </ul>
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<b>Year 5</b>	<ul style="list-style-type: none"> <li>▶ Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>▶ Identify where people, places and periods of time fit into a chronological framework.</li> <li>▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</li> <li>▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world.</li> <li>▶ Describe key aspects of a non-European society such as the early Islamic civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>▶ Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>▶ Evaluate sources and make simple inferences.</li> <li>▶ Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discuss and debate historical issues.</li> <li>▶ Use appropriate vocabulary when discussing and describing historical events.</li> <li>▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>▶ Choose relevant ways to communicate historical findings.</li> </ul>
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<b>Year 6</b>	<ul style="list-style-type: none"> <li>▶ Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>▶ Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>▶ Give some reasons for contrasting arguments and interpretations of the past.</li> <li>▶ Describe the impact of historical events and changes.</li> <li>▶ Recognise that some events, people and changes are judged as more significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>▶ Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>▶ Choose the most appropriate way of communicating different historical findings.</li> </ul>
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## Music

Year 1	<ul style="list-style-type: none"> <li>▶ Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</li> <li>▶ Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand how sounds can be made in different ways and described using given and invented signs and symbols.</li> <li>▶ Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Experiment with creating and copying musical patterns.</li> <li>▶ Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to explore their feelings about music using movement, dance and expressive language.</li> <li>▶ Develop an understanding that music has been composed throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</li> <li>▶ Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>▶ Play tuned and untuned instruments.</li> <li>▶ Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without.</li> <li>▶ Can start and finish together and can keep to a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end).</li> <li>▶ Understand that music can be used for particular purposes and occasions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more.</li> <li>▶ Begin to improve their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise and match sounds with pictures of different instruments.</li> <li>▶ Explore a variety of vocal qualities through singing and speaking.</li> <li>▶ Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.</li> <li>▶ Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>▶ Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.</li> <li>▶ Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Listen with extended concentration and begin to express their opinion on a range of live and recorded music.</li> <li>▶ Explain their ideas and feelings about music using movement, dance and expressive language.</li> <li>▶ Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet).</li> <li>▶ Determine upwards and downwards direction in pitch when listening and reviewing music.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect.</li> <li>▶ Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc.</li> <li>▶ Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard.</li> <li>▶ Explore music from a culture different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand that dynamics means volume and can recognise various different levels.</li> <li>▶ Understand that texture refers to the difference between thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sounds.</li> <li>▶ Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▶ Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▶ Identify contrasting sections of a song, such as the verse and refrain (chorus).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary.</li> <li>▶ Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Improvise and develop rhythmic and melodic material when composing.</li> <li>▶ Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same.</li> <li>▶ Combine a variety of musical elements when composing using staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments.</li> <li>▶ Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic.</li> <li>▶ Sequence various famous composers on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing.</li> <li>▶ Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.</li> <li>▶ Recognise pitch movement by step, leaps or as repeats.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>▶ Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▶ Perform a variety of repeated rhythmic patterns (<i>ostinato</i>) on percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>)</li> <li>▶ Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Improvise and develop a wider range of rhythmic and melodic material when composing.</li> <li>▶ Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sound) varies in a song or piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</li> <li>▶ Can identify a silence in a rhythmic pattern with a gesture such as raised hand.</li> <li>▶ Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>▶ Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▶ Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions.</li> <li>▶ Develop a better understanding of the history of music. Begin to investigate the different eras of music.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing.</li> <li>▶ Can compose for different moods and use dynamic levels such as accents (<i>sudden loud or sudden quiet notes</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece.</li> <li>▶ Use Italian musical terms for gradually getting louder <i>crescendo</i> and gradually getting quieter <i>diminuendo</i>.</li> </ul>

## Physical Education

Year 1	<ul style="list-style-type: none"> <li>▶ Perform fundamental movement skills at a developing level in:               <ul style="list-style-type: none"> <li>○ Travelling skills.</li> <li>○ Sending skills.</li> <li>○ Receiving skills.</li> </ul> </li> <li>▶ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of FMS may include:               <ul style="list-style-type: none"> <li>○ Travelling skills - running, hopping, skipping.</li> <li>○ Sending skills – rolling, kicking, throwing.</li> <li>○ Receiving skills - catching.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Apply a simple tactic in a 1V1 or 2V2 net type game.</li> <li>▶ Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>▶ Choose appropriate movements for different dance ideas and repeat short dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe what they have done or seen others doing.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>▶ Perform fundamental movement skills at a developing level and start to master some basic movements in:               <ul style="list-style-type: none"> <li>○ Travelling skills.</li> <li>○ Sending skills.</li> <li>○ Receiving skills.</li> </ul> </li> <li>▶ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of FMS may include:               <ul style="list-style-type: none"> <li>○ Travelling skills - running, galloping, dodging.</li> <li>○ Sending skills - throwing, kicking, bouncing and striking a ball.</li> <li>○ Receiving skills - trapping and catching an object.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Apply simple tactics in a 3V1 game.</li> <li>▶ Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>).</li> <li>▶ Link body actions and remember and repeat dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe what they have done or seen others doing.</li> <li>▶ Comment on a skill or combination of skills and say how it could be improved.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>▶ Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.</li> <li>▶ Perform using a number of sending and receiving skills with some accuracy.</li> <li>▶ Travelling - change direction easily.</li> <li>▶ Perform travelling, rolling, jumping and balancing skills.</li> <li>▶ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>▶ Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</li> <li>▶ Begin to work cooperatively with others to solve challenges.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of developing sport specific skills may include:               <ul style="list-style-type: none"> <li>○ Chest pass, bounce pass, swing pass, catching.</li> <li>○ Dodging and swerving.</li> <li>○ Underarm bowl.</li> <li>○ Throwing overarm.</li> <li>○ Strike a ball with implement.</li> <li>○ Travelling on hands and feet, balance on large and small body parts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop simple attacking skills in a 3V1 invasion game.</li> <li>▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</li> <li>▶ Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify what they do best and what they find difficult.</li> <li>▶ Make simple assessments of performance based on simple criteria given by the teacher.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▶ Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.</li> <li>▶ Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.</li> <li>▶ Perform movements, shapes and balances that are matched and / or mirrored.</li> <li>▶ Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</li> <li>▶ Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.</li> <li>▶ Work cooperatively with others to solve challenges.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of developing sport specific skills may include:               <ul style="list-style-type: none"> <li>○ Chest bounce pass, swing pass, catching.</li> <li>○ Bouncing a ball, running with a ball.</li> <li>○ Underarm bowl.</li> <li>○ Throwing overarm.</li> <li>○ Strike a ball with implement.</li> <li>○ Matched and mirrored balances.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop attacking skills in a 4V2 invasion game.</li> <li>▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</li> <li>▶ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe what is successful in their own performances.</li> <li>▶ Identify aspects of their game that needs improving and say how they could go about improving them.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>▶ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</li> <li>▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</li> <li>▶ Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</li> <li>▶ Follow a simple course using eight points of the compass and mark on a map the position of a ground.</li> <li>▶ Work cooperatively with a partner and small group.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of sport specific skills may include:               <ul style="list-style-type: none"> <li>○ Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</li> <li>○ Bowl underarm / overarm.</li> <li>○ Strike a ball (rounders / cricket).</li> <li>○ Catch a small ball.</li> <li>○ Counter balance with a partner.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</li> <li>▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</li> <li>▶ Compose motifs and plan dances creatively and collaboratively in groups.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>▶ Continue to develop sport specific skills, applying them with control and precision.</li> <li>▶ Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</li> <li>▶ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</li> <li>▶ Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</li> <li>▶ Accept responsibility when working in a team.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of developing sport specific skills may include:               <ul style="list-style-type: none"> <li>○ Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</li> <li>○ Bowl, underarm / overarm.</li> <li>○ Catch a small ball.</li> <li>○ Counter balance and counter tension with a group.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</li> <li>▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</li> <li>▶ Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</li> <li>▶ Watch performances and games and use criteria to make judgements and suggest improvements.</li> </ul>

## Computing

Year 1	<ul style="list-style-type: none"> <li>▶ Recognise common uses of information technology beyond school.</li> <li>▶ Understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns.</li> <li>▶ Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use technology with support, to create, store and retrieve digital content such as text and images.</li> <li>▶ Use a simple search to find information or files.</li> <li>▶ Develop understanding of how simulations work through exploring simple examples.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand what algorithms are and develop strategies to help find bugs in them.</li> <li>▶ Make very simple programs.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>▶ Know their responsibilities from their school's acceptable use policy and how to report any concerns they have.</li> <li>▶ Recognise situations using technology and the internet involving content and contact that are not safe and know where to go for help.</li> <li>▶ Begin to develop an understanding of the importance of computers and the internet to communicate.</li> <li>▶ Develop their knowledge of the technology used in everyday life in a range of situations and be able to discuss their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use technology with purpose to create, store, organise, retrieve and manipulate digital content.</li> <li>▶ Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.</li> <li>▶ Navigate the web and carry out simple searches using suitable search engines and begin to understand that not everything on the internet is true.</li> <li>▶ Use simple simulations and understand how they work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use algorithms and know that they can be implemented as programs on devices.</li> <li>▶ Know what debugging is and find errors in their programs.</li> <li>▶ Understand that programs execute by following a precise set of instructions.</li> <li>▶ Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>▶ Use technology safely and respectfully and have an understanding of how to keep information secure.</li> <li>▶ Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it.</li> <li>▶ Develop an understanding of what is acceptable and unacceptable online behaviour.</li> <li>▶ Realise that not all information on the internet is trustworthy and there is a need to verify its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose.</li> <li>▶ Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions.</li> <li>▶ Use more complex simulations and understand the effects of changing variables.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Plan and write algorithms and programs using sequence and repetition and further develop their computational thinking strategies to solve problems and errors in their algorithms and programs.</li> <li>▶ Have knowledge and experience of using a range of different inputs and outputs.</li> <li>▶ Describe some of components of a computer network and some of the ways in which computer networks can be used.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▶ Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure.</li> <li>▶ Know different ways of reporting concerns about content and contact involving the internet and other communication technologies.</li> <li>▶ Have a greater understanding of what is acceptable and unacceptable online behaviour.</li> <li>▶ Start to develop strategies to verify the reliability and accuracy of information on the internet and develop an awareness of copyright.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content.</li> <li>▶ Understand how Boolean operators can change searches and select appropriate information for their tasks.</li> <li>▶ Use models and simulations to produce graphs and explore patterns and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Design and write more complex algorithms and programs using sequence, repetition and selection.</li> <li>▶ Further develop their computational thinking to help debug their programs and design and solve problems and tasks.</li> <li>▶ Have a simple understanding of how search engines work.</li> <li>▶ Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.</li> <li>▶ Understand the difference between the internet and World Wide Web.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>▶ Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content including developing an understanding of digital footprints.</li> <li>▶ Know a range of ways of reporting concerns about content and contact involving the internet and other communication technologies.</li> <li>▶ Understand what acceptable and unacceptable online behaviour is.</li> <li>▶ Use strategies to verify the reliability and accuracy of information on the internet and understand copyright.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose.</li> <li>▶ Understand about the use of operators in searching and continue developing their effective search techniques by using Boolean operators in their searches.</li> <li>▶ Create simple spreadsheet models to investigate real life problems.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Design and write programs using sequence, repetition, selection and variables.</li> <li>▶ Develop greater understanding of how to use selection and repetition in more complex programs.</li> <li>▶ Understand how search engines work.</li> <li>▶ Further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.</li> <li>▶ Plan and write programs to control external devices such as sensors and motors and explain about the inputs and outputs used.</li> <li>▶ Have an understanding of how a computer network works and the opportunities that it offers for communication and collaboration.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>▶ Be competent users of technology using it safely, respectfully and responsibly and know about digital footprints and 'strong' passwords.</li> <li>▶ Demonstrate that they can identify the risks involved with content and contact and they know a wide range of ways of reporting any concerns they have.</li> <li>▶ Understand what acceptable and unacceptable online behaviour is.</li> <li>▶ Use strategies to verify and evaluate the reliability and accuracy of information on the internet and understand what copyright and plagiarism is and how it relates to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Independently select, use and combine a wide range of software on a variety of devices.</li> <li>▶ Design and create a range of digital assets such as programs, systems and multimedia content for a defined purpose and audience.</li> <li>▶ Use advanced searches including the use of operators.</li> <li>▶ Create spreadsheet models to investigate real life problems, using their knowledge to make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Know how search engines work and what 'ranking' is when related to search engines.</li> <li>▶ Design and create more complex programs using sequence, repetition, selection and variables appropriately.</li> <li>▶ Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs.</li> <li>▶ Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors.</li> <li>▶ Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration.</li> <li>▶ Understand the difference between the internet and internet services.</li> </ul>