

<p>Year 2019/20 Knowledge relating to NC statutory requirements</p>	<p>NB – Where a subject area is EYFS, Year 1/2 or Year 3/4/5/6 these knowledge objectives need to build over the course of this phase (KS1 or KS2). Use the skills booklet to enable you to do this more successfully once child-led planning is completed.</p>
<p>EYFS (See Early Learning Goals Birth – 60+ months for progression)</p>	<p><b><u>Communication and language</u></b> Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations</p> <p><b><u>Physical development</u></b> Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food</p> <p><b><u>Personal, social and emotional development</u></b> Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities</p> <p><b><u>Literacy</u></b> Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest</p> <p><b><u>Mathematics</u></b> Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure</p> <p><b><u>Understanding the world</u></b> Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment</p> <p><b><u>Expressive arts and design</u></b> Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology</p> <p>(playing and exploring - children investigate and experience things, and ‘have a go’ • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things)</p> <p>The early learning goals The prime areas Communication and language Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Physical development Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Personal, social and emotional development Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another’s</p>

	<p>ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>The specific areas Literacy Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 11 Mathematics Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Understanding the world People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Expressive arts and design Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>
<p>KS1 Year 1</p>	<p><u>HISTORY</u> <u>YEAR 1</u></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally e.g Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries e.g Viking Market</li> <li>• 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 e.g Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> <li>• significant historical events, people and places in their own locality</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• As above, also looking at key events e.g Bonfire night and events of local importance</li> </ul>

Year 1	<p><b><u>GEOGRAPHY</u></b>  <b><u>YEAR 1</u></b>  <b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>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 using Barnaby Bear/class bear.</li> </ul> <p><b><u>Human &amp; Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation; key human features, including: city, town, village, factory, farm, house, office</li> </ul> <p><b><u>Geographical Skills &amp; Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>
Year 1	<p><b><u>RELIGIOUS EDUCATION</u></b>  <b><u>YEAR 1</u></b>  <b><u>Making sense of beliefs</u></b></p> <ul style="list-style-type: none"> <li>identifying and making sense of core religious and non-religious beliefs and concepts</li> <li>understanding what these beliefs mean within their traditions</li> <li>recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</li> </ul> <p><b><u>Understanding the impact</u></b></p> <ul style="list-style-type: none"> <li>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</li> </ul> <p><b><u>Making connections</u></b></p> <ul style="list-style-type: none"> <li>Evaluating, reflecting on and connecting the beliefs and practices studied</li> <li>Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking</li> <li>Discerning possible connections between these and pupils' own lives and ways of understanding the world</li> </ul> <p><b><u>YEAR 1</u></b>  <b><u>EXPLORING</u></b>  <b><u>Christians</u></b></p> <ul style="list-style-type: none"> <li>What do Christians believe God is like? (God)</li> <li>Who do Christians say made the world? (Creation)</li> <li>Why does Christmas matter to Christians? (incarnation)</li> <li>What is the 'good news' Christians believe Jesus brings? (Gospel)</li> <li>Why does Easter matter to Christians? (Salvation)</li> </ul> <p><b><u>YEAR 1</u></b>  <b><u>EXPLORING</u></b>  <b><u>Jews</u></b></p> <ul style="list-style-type: none"> <li>Who is Jewish and how do they live? (God/Torah/People)</li> </ul> <p><b><u>YEAR 1</u></b>  <b><u>EXPLORING</u></b>  <b><u>Thematic</u></b></p> <ul style="list-style-type: none"> <li>What makes some places sacred to believers?</li> <li>How should we care for others and the world, and why does it matter?</li> <li>What does it mean to belong to a faith community?</li> </ul>
Year 1	<p><b><u>SCIENCE</u></b>  <b><u>YEAR 1</u></b>  Practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>

	<p><b><u>YEAR 1</u></b> <b><u>ANIMALS, INCL. HUMANS</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals incl. fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, incl. pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b><u>SEASONAL CHANGES (ONGOING)</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b><u>YEAR 1</u></b> <b><u>EVERYDAY MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b><u>YEAR 1</u></b> <b><u>SEASONAL CHANGES (ONGOING)</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b><u>YEAR 1</u></b> <b><u>PLANTS</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, incl. deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, incl. trees</li> </ul>
Year 1/2	<p><b><u>ART</u></b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>
Year 1/2	<p><b><u>MUSIC</u></b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tunes and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Year 1/2	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks e.g cutting shaping, joining and finishing</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms e.g levers, sliders, wheels and axles, in their products</li> </ul> <p><b><u>Cooking and nutrition</u></b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> </ul>
Year 1/2	<p><b><u>COMPUTING</u></b></p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>

	<ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
Year 1/2	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively e.g front crawl, backstroke and breaststroke</li> <li>perform safe self-rescue in different water-based situations</li> </ul>
KS1 Year 2	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally e.g Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries e.g Viking Market</li> <li>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 e.g Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> <li>significant historical events, people and places in their own locality</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>As above, also looking at key events e.g Bonfire night and events of local importance</li> </ul>
Year 2	<p><b>GEOGRAPHY</b></p> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>Develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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 concentrating on islands and sea sides</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> </ul>
Year 2	<p><b>RELIGIOUS EDUCATION</b></p> <p><b>YEAR 2</b></p> <p><b>Making sense of beliefs</b></p> <ul style="list-style-type: none"> <li>identifying and making sense of core religious and non-religious beliefs and concepts</li> <li>understanding what these beliefs mean within their traditions</li> <li>recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</li> </ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"> <li>Evaluating, reflecting on and connecting the beliefs and practices studied</li> <li>Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking</li> <li>Discerning possible connections between these and pupils' own lives and ways of understanding the world</li> </ul> <p><b>YEAR 2</b></p> <p><b>EXPLORING</b></p> <p><b>Christians (build depth of understanding from Year 1)</b></p>

	<ul style="list-style-type: none"> <li>• What do Christians believe God is like? (God)</li> <li>• Who do Christians say made the world? (Creation)</li> <li>• Why does Christmas matter to Christians? (incarnation)</li> <li>• What is the 'good news' Christians believe Jesus brings? (Gospel)</li> <li>• Why does Easter matter to Christians? (Salvation)</li> </ul> <p><b>YEAR 2</b> <b>EXPLORING</b> <b>Muslims</b></p> <ul style="list-style-type: none"> <li>• Who is a Muslim and how do they live? (God/Tawhid/ibadah/iman)</li> </ul> <p><b>YEAR 2</b> <b>EXPLORING</b> <b>Recapping – making sense, understanding impact and making connections and comparing religions studied</b></p> <ul style="list-style-type: none"> <li>• What are the core beliefs of being a Christian, a Jew or a Muslim?</li> <li>• How do stories show what people believe e.g the meaning behind a festival?</li> <li>• Clearly and simply give an account of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>• In which ways can pupils give examples of ways in which believers put their beliefs into practice</li> <li>• Think, talk and ask questions about whether the ideas studied have something to say to them</li> <li>• Give good reasons for the views they have and the connections they make</li> </ul>
Year 2	<p><b>SCIENCE</b> <b>YEAR 2</b> Practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul> <p><b>YEAR 2</b> <b>ANIMALS INCL. HUMANS</b></p> <ul style="list-style-type: none"> <li>• notice that animals, incl. humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, incl. humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>YEAR 2</b> <b>USE OF EVERYDAY MATERIALS</b></p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, incl. wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>YEAR 2</b> <b>LIVING THINGS AND THEIR HABITATS</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, incl. micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b>YEAR 2</b> <b>PLANTS</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
KS2 Year 3	<p><b>HISTORY</b> <b>YEAR 3</b> <b>British history (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• Stone age to Iron age Britain, including <ul style="list-style-type: none"> <li>-hunter gatherers and early farmers e.g Skara Brae</li> <li>-Bronze age religion, technology and travel e.g Stonehenge</li> <li>-Iron Age hill forts: Tribal Kingdoms, farming, art and culture</li> </ul> </li> </ul>

	<p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>• A local history study e.g <ul style="list-style-type: none"> <li>-a depth of study linked to a studied period</li> <li>-a study over a period of time</li> <li>-a post -1066 study of relevant local history</li> </ul> </li> </ul>
Year 3	<p><b>GEOGRAPHY</b> <b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate and name the continents on a World Map.</li> <li>• Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</li> <li>• Locate and name the countries making up the British Isles, with their capital cities.</li> <li>• Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</li> <li>• Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</li> <li>• Human geography including trade links in the Pre-roman and Roman era.</li> <li>• Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</li> </ul> <p><b>Geographical Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>• Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
Year 3	<p><b>RELIGIOUS EDUCATION</b> <b>YEAR 3</b></p> <p><b>Making sense of beliefs</b></p> <ul style="list-style-type: none"> <li>• identifying and making sense of core religious and non-religious beliefs and concepts</li> <li>• understanding what these beliefs mean within their traditions</li> <li>• recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>• Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</li> </ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"> <li>• Evaluating, reflecting on and connecting the beliefs and practices studied</li> <li>• Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils’ thinking</li> <li>• Discerning possible connections between these and pupils’ own lives and ways of understanding the world</li> </ul> <p><b>YEAR 3</b> <b>CONNECTING</b> <b>CHRISTIANS</b></p> <ul style="list-style-type: none"> <li>• What do Christians learn from the creation story? (Creation/Fall)</li> <li>• What is it like for someone to follow God? (People of God)</li> <li>• What is the ‘Trinity’ and why is it important for Christians? (God/Incarnation)</li> <li>• What kind of world did Jesus want? (Gospel)</li> <li>• Why do Christians call the day Jesus died ‘Good Friday?’ (Salvation)</li> <li>• For Christians, what was the impact of Pentecost? (Kingdom of God)</li> </ul> <p><b>YEAR 3</b> <b>CONNECTING</b> <b>JEWS</b></p> <ul style="list-style-type: none"> <li>• How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)</li> </ul>

	<p><b><u>YEAR 3</u></b>  <b><u>CONNECTING</u></b>  <b><u>Thematic</u></b></p> <ul style="list-style-type: none"> <li>• How and why do people mark the significant events of life?</li> <li>• How and why do people try to make the world a better place?</li> </ul>
Year 3	<p><b><u>SCIENCE</u></b>  <b><u>YEAR 3</u></b>  <b><u>WORKING SCIENTIFICALLY</u></b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, incl. thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, incl. oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings</li> </ul> <p><b><u>YEAR 3</u></b>  <b><u>PLANTS</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b><u>YEAR 3</u></b>  <b><u>ROCKS</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul> <p><b><u>YEAR 3</u></b>  <b><u>ANIMALS INCL. HUMANS</u></b></p> <ul style="list-style-type: none"> <li>• Identify that animals, incl. humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b><u>YEAR 3</u></b>  <b><u>LIGHT</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows change</li> </ul> <p><b><u>YEAR 3</u></b>  <b><u>FORCES &amp; MAGNETS</u></b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
Year 3/4/5/6	<p><b><u>YEAR 3</u></b>  <b><u>ART</u></b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g pencil, charcoal, paint and clay</li> <li>• about great artists, architects and designers in history</li> </ul>

Year 3/4/5/6	<p><b><u>MUSIC</u></b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>
Year 3/4/5/6	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks e.g cutting, shaping, joining and finishing, accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products e.g gears, pulleys, cams, levers and linkages</li> <li>• understand and use electrical systems in their products e.g series circuits incorporating switches, bulbs, buzzers and motors</li> <li>• apply their understanding of computing to program, monitor and control their products</li> </ul> <p><b><u>Cooking and nutrition</u></b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
Year 3/4/5/6	<p><b><u>COMPUTING</u></b></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
Year 3/4/5/6	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate e.g badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance e.g through athletics and gymnastics</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively e.g front crawl, backstroke and breaststroke</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>
Year 3/4/5/6	<p><b><u>MFL</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud and using familiar words and phrases</li> </ul>

	<ul style="list-style-type: none"> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, incl. through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
Year 4	<p><b>HISTORY</b> <b>YEAR 4</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• Roman Empire &amp; impact on Britain: <ul style="list-style-type: none"> <li>-Julius Caesar’s attempted invasion</li> <li>-Roman Empire and successful invasion</li> <li>-British resistance e.g Boudicca</li> <li>-Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, incl. early Christianity</li> </ul> </li> </ul> <p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>• Earliest ancient civilisations, i.e <ul style="list-style-type: none"> <li>-Ancient Sumer</li> <li>-Indus Valley</li> <li>-Ancient Egypt or</li> <li>-Shang Dynasty of Ancient China</li> </ul> </li> </ul>
Year 4	<p><b>GEOGRAPHY</b> <b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</li> <li>• Locate and name the main counties and cities in/around Sussex.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</li> <li>• Types of settlements in modern Britain: villages, towns, cities</li> </ul> <p><b>Geography Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• Learn the eight points of a compass, four-figure grid references.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
Year 4	<p><b>RELIGIOUS EDUCATION</b> <b>YEAR 4</b></p> <p><b>Making sense of beliefs</b></p> <ul style="list-style-type: none"> <li>• identifying and making sense of core religious and non-religious beliefs and concepts</li> <li>• understanding what these beliefs mean within their traditions</li> <li>• recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>• Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</li> </ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"> <li>• Evaluating, reflecting on and connecting the beliefs and practices studied</li> <li>• Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils’ thinking</li> <li>• Discerning possible connections between these and pupils’ own lives and ways of understanding the world</li> </ul>

	<p><b>YEAR 4</b> <b>CONNECTING</b> <b>CHRISTIANS (build depth of knowledge from Year 3)</b></p> <ul style="list-style-type: none"> <li>• What do Christians learn from the creation story? (Creation/Fall)</li> <li>• What is it like for someone to follow God? (People of God)</li> <li>• What is the 'Trinity' and why is it important for Christians? (God/Incarnation)</li> <li>• What kind of world did Jesus want? (Gospel)</li> <li>• Why do Christians call the day Jesus died 'Good Friday?' (Salvation)</li> <li>• For Christians, what was the impact of Pentecost? (Kingdom of God)</li> </ul> <p><b>YEAR 4</b> <b>CONNECTING</b> <b>HINDUS</b></p> <ul style="list-style-type: none"> <li>• What do Hindus believe God is like? (Brahman/atman)</li> <li>• What does it mean to be a Hindu in Britain today? (Dharma)</li> <li>• <i>Why do Hindus want to be good? (Karma/dharma/samsara/moksha) Y5/6</i></li> </ul> <p><b>YEAR 4</b> <b>CONNECTING</b> <b>Recapping – making sense, understanding impact and making connections and comparing religions studied</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the core beliefs and concepts studied</li> <li>• Make clear links between texts/sources of authority and the core concepts studied</li> <li>• Offer informed suggestions about what text/sources of authority can mean and give examples of what these sources mean to believers</li> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• Describe how people show their beliefs in how they worship and in the way they live</li> <li>• Identify some differences in how people put their beliefs into practice</li> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>• Give good reasons for the views they have and the connections they make</li> </ul>
Year 4	<p><b>SCIENCE</b> <b>YEAR 4</b> <b>ANIMALS INCL. HUMANS</b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>SOUND</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b>ELECTRICITY</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, incl. cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><b>LIVING THINGS AND THEIR HABITATS</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b>STATES OF MATTER</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>

<p>Year 5</p>	<p><b><u>HISTORY</u></b>  <b><u>YEAR 5</u></b>  <b><u>British History (taught chronologically)</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxons &amp; Vikings including: <ul style="list-style-type: none"> <li>-Roman withdrawal from Britain; Scot’s invasion from Ireland to north Britain (now Scotland)</li> <li>-Anglo Saxon Invasions, settlements and kingdoms; place names and village life</li> <li>-Anglo Saxon art and culture</li> <li>-Christian conversation – Cantebury, Iona and Lindisfarne</li> <li>-Viking raids and invasions; Danegald</li> <li>-resistance by Alfred the Great and Athelstan, first king of England</li> <li>-Anglo Saxon laws and justice</li> <li>-Edward the Confessor up to his death in 1066</li> </ul> </li> </ul> <p><b><u>Broader History Study</u></b></p> <ul style="list-style-type: none"> <li>• Ancient Greece i.e <ul style="list-style-type: none"> <li>-a study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>
<p>Year 5</p>	<p><b><u>GEOGRAPHY</u></b>  <b><u>YEAR 5</u></b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> <li>• Compare 2 different regions in UK rural/urban.</li> <li>• Locate and name the main counties and cities in England.</li> <li>• Linking with History, compare land use maps of UK from past with the present, focusing on land use.</li> <li>• Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography)</li> </ul> <p><b><u>Human &amp; Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</li> <li>• Human geography including trade between UK and Europe and ROW</li> <li>• Fair/unfair distribution of resources (Fairtrade)</li> <li>• Types of settlements in Viking, Saxon Britain linked to History</li> </ul> <p><b><u>Geographical Skills &amp; Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
<p>Year 5</p>	<p><b><u>RELIGIOUS EDUCATION</u></b>  <b><u>YEAR 5</u></b>  <b><u>Making sense of beliefs</u></b></p> <ul style="list-style-type: none"> <li>• identifying and making sense of core religious and non-religious beliefs and concepts</li> <li>• understanding what these beliefs mean within their traditions</li> <li>• recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</li> </ul> <p><b><u>Understanding the impact</u></b></p> <ul style="list-style-type: none"> <li>• Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</li> </ul> <p><b><u>Making connections</u></b></p> <ul style="list-style-type: none"> <li>• Evaluating, reflecting on and connecting the beliefs and practices studied</li> <li>• Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils’ thinking</li> <li>• Discerning possible connections between these and pupils’ own lives and ways of understanding the world</li> </ul> <p><b><u>YEAR 5</u></b></p>

	<p><b><u>CONNECTING</u></b> <b><u>CHRISTIANS</u></b></p> <ul style="list-style-type: none"> <li>• What does it mean if Christians believe God is holy and loving? (God)</li> <li>• Creation and science: conflicting or complementary? (Creation)</li> <li>• Why do Christians believe Jesus was the Messiah? (incarnation)</li> <li>• How do Christians decide how to live? 'What would Jesus do?' (Gospel)</li> <li>• What do Christians believe Jesus did to 'save' people? (Salvation)</li> <li>• For Christians, what kind of king is Jesus? (Kingdom of God)</li> </ul> <p><b><u>YEAR 5</u></b> <b><u>CONNECTING</u></b> <b><u>MUSLIMS</u></b></p> <ul style="list-style-type: none"> <li>• <i>How do festivals and worship show what matters to a Muslim? Y4</i></li> <li>• What does it mean to be a Muslim in Britain today? (Tawhid/iman/ibadah)</li> </ul> <p><b><u>YEAR 5</u></b> <b><u>CONNECTING</u></b> <b><u>Thematic</u></b></p> <ul style="list-style-type: none"> <li>• Why do some people believe in God and some people not?</li> <li>• How does faith help when life gets hard?</li> </ul>
Year 5	<p><b><u>SCIENCE</u></b> <b><u>YEAR 5</u></b> <b><u>WORKING SCIENTIFICALLY</u></b></p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, incl. recognising and controlling variables where necessary</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• Using test results to make predictions to set up further comparative and fair tests</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><b><u>YEAR 5</u></b> <b><u>ANIMALS INCL. HUMANS</u></b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age (Be able to place on a timeline)</li> </ul> <p><b><u>YEAR 5</u></b> <b><u>EARTH AND SPACE</u></b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b><u>YEAR 5</u></b> <b><u>FORCES</u></b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, incl. levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <p><b><u>YEAR 5</u></b> <b><u>LIVING THINGS AND THEIR HABITATS</u></b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> </ul> <p><b><u>YEAR 5</u></b> <b><u>PROPERTIES AND CHANGES OF MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, incl. their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, incl. through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>

	<ul style="list-style-type: none"> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>
Year 6	<p><b><u>HISTORY</u></b> <b><u>YEAR 6</u></b> <b><u>British History (taught chronologically)</u></b></p> <ul style="list-style-type: none"> <li>An extended period study e.g <ul style="list-style-type: none"> <li>-The changing power of monarchs i.e John, Anne and Victoria</li> <li>-significant turning points in British history</li> <li>-Crime and punishment from the Anglo Saxons to the present</li> <li>-Leisure and entertainment in the 20<sup>th</sup> Century</li> <li>-the legacy of Greek or Roman Culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>-significant turning point in British History e.g the first railways or the Battle of Britain</li> </ul> </li> </ul> <p><b><u>Broader History Study</u></b></p> <ul style="list-style-type: none"> <li>Non-European society i.e <ul style="list-style-type: none"> <li>-Islamic civilisation, including Baghdad</li> <li>-Mayan civilization</li> <li>-Benin (West Africa)</li> </ul> </li> </ul>
Year 6	<p><b><u>GEOGRAPHY</u></b> <b><u>YEAR 6</u></b></p> <ul style="list-style-type: none"> <li>Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>Linking with local History, map how land use has changed in local area over time.</li> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</li> </ul> <p><b><u>Human &amp; Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</li> <li>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&amp;T)</li> </ul> <p><b><u>Geographical Skills &amp; Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>Expand map skills to include non-UK countries.</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
Year 6	<p><b><u>RELIGIOUS EDUCATION</u></b> <b><u>YEAR 6</u></b> <b><u>Making sense of beliefs</u></b></p> <ul style="list-style-type: none"> <li>identifying and making sense of core religious and non-religious beliefs and concepts</li> <li>understanding what these beliefs mean within their traditions</li> <li>recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</li> </ul> <p><b><u>Understanding the impact</u></b></p> <ul style="list-style-type: none"> <li>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</li> </ul> <p><b><u>Making connections</u></b></p> <ul style="list-style-type: none"> <li>Evaluating, reflecting on and connecting the beliefs and practices studied</li> <li>Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking</li> <li>Discerning possible connections between these and pupils' own lives and ways of understanding the world</li> </ul> <p><b><u>YEAR 6</u></b></p>

	<p><b>CONNECTING</b>  <b>CHRISTIANS (build on depth of knowledge from Y5)</b></p> <ul style="list-style-type: none"> <li>• What does it mean if Christians believe God is holy and loving? (God)</li> <li>• Creation and science: conflicting or complementary? (Creation)</li> <li>• Why do Christians believe Jesus was the Messiah? (incarnation)</li> <li>• How do Christians decide how to live? 'What would Jesus do?' (Gospel)</li> <li>• What do Christians believe Jesus did to 'save' people? (Salvation)</li> <li>• For Christians, what kind of king is Jesus? (Kingdom of God)</li> </ul> <p><b>YEAR 6</b>  <b>CONNECTING</b>  <b>JEWES</b></p> <ul style="list-style-type: none"> <li>• Why is the Torah so important to Jewish people? (God/Torah)</li> </ul> <p><b>YEAR 6</b>  <b>CONNECTING</b>  <b>Recapping – making sense, understanding impact and making connections and comparing religions studied</b></p> <ul style="list-style-type: none"> <li>• What matters most to Humanists and Christians?</li> </ul>
Year 6	<p><b>SCIENCE</b>  <b>YEAR 6</b>  <b>LIGHT</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>YEAR 6</b>  <b>EVOLUTION AND INHERITANCE</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>YEAR 6</b>  <b>ELECTRICITY</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>YEAR 6</b>  <b>LIVING THINGS AND THEIR HABITATS</b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, incl. microorganisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul>