Holgate Primary and Nursery School
National Curriculum Statutory Content – Programmes of Study

KEY:
Red italic = recap of previous learning
Blue italic = individualised foci for our school context

<table>
<tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td rowspan="2">History
Common Themes to draw comparisons from:
• Chronology
• Homes
• Lifestyle i.e. Clothes, diet, health & medicine
• Transport
• Rule, Law & Power
• Legacy</td><td colspan="2">- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</td><td colspan="4">- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.</td></tr>
<tr><td>- Changes within living memory.
- 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.
- Significant historical events, people and places in their own locality.</td><td>- 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.
- Significant historical events, people and places in their own locality.
- Events beyond living memory that are significant nationally or globally.</td><td>Changes in Britain from the Stone Age to the Iron Age (1)

A local history study (5)</td><td>The Roman Empire and its impact on Britain (2)

Britain's settlement by Anglo-Saxons and Scots (3)

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (9)</td><td>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)

Ancient Greece – a study of Greek life and achievements and their influence on the western world (8)</td><td>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. (7)

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4)</td></tr>
<tr><td rowspan="2">Geography</td><td colspan="2">Pupils should develop knowledge about the world, the United Kingdom 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.</td><td colspan="4">Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</td></tr>
<tr><td><u>Location Knowledge:</u>
-Name, locate and identify characteristics of the 4 countries of the UK and its surrounding sea
-Name, locate and identify capital cities of the UK
<u>Place Knowledge</u>:
-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Mansfield or Hucknall), and of a small area in a contrasting non-European country (linked to Vehicle).
<u>Human and Physical Geography:</u>
-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South.
-Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, and shop
-Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, soil, season and weather
<u>Geography skills:</u></td><td><u>Location knowledge:</u>
-Name and locate the world's seven continents and five oceans
<u>Place knowledge:</u>
-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London), and of a small area in a contrasting non-European country (linked to Vehicle).
<u>Human and physical geography:</u>
- Use basic geographical vocabulary to refer to: Key human features, including: harbour and port (include recap of city, town, village, factory, farm, house, office and shop).
- Use basic geographical vocabulary to refer to: Key physical features, including: valley and vegetation (include recap of beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather)
<u>Geographical skills:</u>
-Use world maps, atlases and globes to identify the countries (linked to place knowledge) seven continents and five oceans studied at this key stage (include recap of UK capital cities and countries)
-Devise a simple map; and use and construct basic symbols in a key</td><td><u>Location knowledge</u>
-Locate the world's countries (include recap of the world's seven continents and five oceans), using maps to focus on Europe, (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics countries and major cities.
-Name and locate Geographical counties and cities of the UK (Derbyshire OR Nottinghamshire- perhaps do different one at each school and carry out some comparison work linking up the schools), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains and rivers).
-Identify the position of the Equator, Arctic and Antarctic Circle
<u>Place Knowledge</u>:
-Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in a European Country.
<u>Human and Physical Geography:</u>
Describe and understand key aspects of:
-Physical geography including rivers, mountains, and the Water Cycle.
-Human geography including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</td><td><u>Location knowledge:</u>
-Locate the world's countries (include recap of the world's seven continents, five oceans and Europe), using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics countries and major cities
-Name and locate Geographical counties and cities of the UK (Midlothian/Edinburghshire in Scotland – linked to Roman study on Hadrian's Wall), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers).
-Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle
<u>Place Knowledge</u>:
-Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in North America.
<u>Human and Physical Geography:</u>
Describe and understand key aspects of:
-Physical geography including climate zones, (include recap of rivers, mountains and the water cycle)
-Human geography including: types of settlement and land use and the</td><td><u>Location knowledge:</u>
-Locate the world's countries (include recap of North America and Europe), using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics countries and major cities.
-Name and locate Geographical counties and cities of the UK (London – linked to land use in the 2nd World War), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) and land use patterns
-(include recap of the position and significance of latitude, longitude, Equator, Northern, Southern Hemisphere, Arctic and Antarctic Circle) and the Tropics of Cancer and Capricorn.
<u>Place Knowledge:</u>
-Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in South America.
<u>Human and Physical Geography:</u>
Describe and understand key aspects of:
-Physical geography including biomes and vegetation belts, volcanoes and Earthquakes (include recap of climate zones, rivers, mountains, and the Water Cycle)</td><td><u>Location knowledge:</u>
-Name and locate Geographical counties and cities of the UK (include making comparisons to some coastal locations and *changes of land use over time), geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) and land use patterns; *understand how some of these have changed over time
-Include (recap of the position and significance of latitude, longitude, Equator, Northern, Southern Hemisphere, Arctic and Antarctic Circle and the Tropics of Cancer and Capricorn), the Prime/Greenwich Meridian and time zones (including day and night)
<u>Place Knowledge:</u>
-Understand geographical similarities and differences through the study of human and physical geography of several regions in the UK counties and cities including coastal locations.
<u>Human and Physical Geography:</u>
Describe and understand key aspects of:
- Physical geography including recap of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and Earthquakes and the Water Cycle
*understand how some of these have changed over time</td></tr>
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	-Use world maps, atlases and globes to identify the United Kingdom and its countries -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features -Use simple compass directions (North, South, East and West) and locational and directional language (for example near, far, left and right) to describe the location of features and routes on a map **Fieldwork Study (1 week):** -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		**Geographical skills:** -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Fieldwork Study (1 week):** -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	distribution of natural resources including energy, food, minerals and water. **Geographical skills:** -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *-Include the recap of use of 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps)*	Human geography including: economic activity including trade links, *(include a recap of types of settlement and land use, the distribution of natural resources including energy, food, minerals and water).* **Geographical skills:** -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use 6-figure grid references *(Include the recap of use of 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps)* **Fieldwork Study (1 week):** -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Human geography including: economic activity including trade links, *(include a recap of types of settlement and land use, the distribution of natural resources including energy, food, minerals and water).* **Geographical skills:** -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *- Recap the use of 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)*
Science	**Working Scientifically:** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -Asking simple questions and recognising that they can be answered in different ways, -Observing closely, using simple equipment -Performing simple tests -Identifying and classifying, -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions	**Working Scientifically:** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Performing simple tests -Identifying and classifying -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions	**Working Scientifically:** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -Asking relevant questions and using different types of scientific enquiries to answer them -Setting up simple practical enquiries, comparative and fair tests -Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units -Using a range of equipment, including thermometers and data loggers, -Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -Identifying differences, similarities or changes related to simple scientific ideas and processes -Using straightforward scientific evidence to answer questions or to support their findings	**Working Scientifically:** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -Asking relevant questions and using different types of scientific enquiries to answer them -Setting up simple practical enquiries, comparative and fair tests -Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -Identifying differences, similarities or changes related to simple scientific ideas and processes -Using straightforward scientific evidence to answer questions or to support their findings.	**Working Scientifically:** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -Using test results to make predictions to set up further comparative and fair tests -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 -Identifying scientific evidence that has been used to support or refute ideas or arguments.	**Working Scientifically:** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -Using test results to make predictions to set up further comparative and fair tests -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 -identifying scientific evidence that has been used to support or refute ideas or arguments.
	Plants: -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -Identify and describe the basic structure of a variety of common flowering plants, including trees **Animals including humans:** -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Identify and name a variety of common animals that are carnivores, herbivores and omnivores	**Living things and their habitats:** -Explore and compare the differences between things that are living, dead, and things that have never been alive -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 -Identify and name a variety of plants and animals in their habitats, including micro-habitats -Describe how animals obtain their food from plants and other animals, using the	**Plants:** -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -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 -Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Animals including Humans:**	**Living things and their habitats:** -Recognise that living things can be grouped in a variety of ways -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -Recognise that environments can change and that this can sometimes pose dangers to living things. **Animals including Humans:** -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions	**Living things and their habitats:** -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals **Animals, including humans**: -Describe the changes as humans develop to old age **Properties and changes of materials:** -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	**Living things and their habitats:** -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -Give reasons for classifying plants and animals based on specific characteristics. **Animals including Humans:** -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

	-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Everyday Materials:** -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal changes:** -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.	idea of a simple food chain, and identify and name different sources of food. **Plants:** -Observe and describe how seeds and bulbs grow into mature plants -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals including Humans:** -Notice that animals, including humans, have offspring which grow into adults -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Use of Everyday Materials:** -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	-Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Rocks:** -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within rock -Recognise that soils are made from rocks and organic matter. **Light:** -Recognise that they need light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes -Recognise that shadows are formed when the light from a light source is blocked by an opaque object -Find patterns in the way that the size of shadows changes **Forces and Magnets:** -Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials and not others -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 -Describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which poles are facing	-Construct and interpret a variety of food chains, identifying producers, predators and prey. **States of Matter:** -Compare and group materials together, according to whether they are solids, liquids or gases -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) -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Sound:** -Identify how sounds are made, associating some of them with something vibrating -Recognise that vibrations from sounds travel through a medium to the ear -Find patterns between the pitch of a sound and features of the object that produced it -Find patterns between the volume of a sound and the strength of the vibrations that produced it -Recognise that sounds get fainter as the distance from the sound source increases **Electricity:** -Identify common appliances that run on electricity -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -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 -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors.	-Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -Demonstrate that dissolving, mixing and changes of state are reversible changes -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. **Earth and Space:** -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system -Describe the movement of the Moon relative to the Earth -Describe the Sun, Earth and Moon as approximately spherical bodies -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces:** -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans. **Evolution and inheritance:** - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Light:** -Recognise that light appears to travel in straight lines -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 -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 -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity:** -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -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 -Use recognised symbols when representing a simple circuit in a diagram.
Art	-To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To be taught 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.	-To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To be taught 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.	-To create sketch books to record their observations and use them to review ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -To be taught about great artists, architects and designers in history	-To create sketch books to record their observations and use them to review ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -To be taught about great artists, architects and designers in history	-To create sketch books to record their observations and use them to review ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -To be taught about great artists, architects and designers in history	-To create sketch books to record their observations and use them to review ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -To be taught about great artists, architects and designers in history
DT	**Design:** -design purposeful, functional, appealing products for themselves and other users based on design criteria. -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where	**Design:** -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where	**Design:** -use research to inform the design of innovative, functional, appealing products that are fit for purpose. -generate, develop, model and communicate their ideas through discussion, annotated sketches. **Make:**	**Design:** -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	**Design:** -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 -generate, develop, model and communicate their ideas through	**Design:** 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 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-

	appropriate, information and communication technology **Make:** -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining] -select from and use a wide range of materials and components, including construction materials and ingredients, according to their characteristics **Evaluate:** -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria **Technical knowledge:** -build structures, exploring how they can be made stronger, stiffer and more stable **Cooking and nutrition:** -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from	appropriate, information and communication technology **Make:** -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate:** -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria **Technical knowledge:** -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products **Cooking and nutrition:** -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from	-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] with increased accuracy. -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 **Evaluate:** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria. -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge:** -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products (gears, pulleys, cams.) **Cooking and nutrition:** -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	-generate, develop, model and communicate their ideas through discussion, annotated sketches. **Make:** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] with increased accuracy. -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 **Evaluate:** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge:** -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use electrical systems in their products (more complex series circuits incorporating switches, bulbs, buzzers and motors) -apply their understanding of computing to program, monitor and control their products. **Cooking and nutrition:** -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	prototypes, pattern pieces and computer-aided design **Make:** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. -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 **Evaluate:** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge:** -understand and use mechanical systems in their products (levers and linkages) -apply their understanding of computing to program, monitor and control their products. **Cooking and nutrition:** -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed	sectional, exploded diagrams, prototypes, pattern pieces and computer-aided design **Make:** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -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 **Evaluate:** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge:** -build understanding to apply all aspects of technical knowledge from the program of study across key stage 2 phase -apply their understanding of computing to program, monitor and control their products. **Cooking and nutrition:** -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
Computing	**Computer Science:** -Understand what algorithms are and how these are implemented as programs on digital devices and understand programs execute by following precise and unambiguous instructions -Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs **Information Technology:** -Use technology purposefully to create, organise, store, manipulate and retrieve digital content **Digital Literacy:** -Recognise common use of information technology beyond school -Use technology safety 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	**Computer Science:** -Understand what algorithms are and how these are implemented as programs on digital devices and understand programs execute by following precise and unambiguous instructions -Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs **Information Technology:** -Use technology purposefully to create, organise, store, manipulate and retrieve digital content **Digital Literacy:** -Recognise common use of information technology beyond school -Use technology safety 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	**Computer Science:** -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection and repetition in programs; work with variables and various forms of input and output -Use the logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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 **Information Technology:** -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 and analysing, evaluating and presenting data and information. **Digital Literacy:** -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	**Computer Science:** -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection and repetition in programs; work with variables and various forms of input and output -Use the logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -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 **Information Technology:** -Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content -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 and analysing, evaluating and presenting data and information. **Digital Literacy:**	**Computer Science:** -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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			-Identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; -Identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; -Identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; -Identify a range of ways to report concerns about content and contact.
Music	-Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Play tuned and un-tuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Listen with concentration and understanding to a range of high quality live and recorded music.		-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Listen with attention to detail and recall sounds with increasing aural memory. -Use and understand staff and other musical notations. -Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians -Develop an understanding of the history of music.			
	Performing – Singing: -Perform with an awareness of others. -Take part in a group singing performance. -Create patterns with their own voices (high/low - pitch, quiet/loud – dynamics, long/short – duration) **Performing – Playing:** -Make and control long and short sounds (duration). -Investigate pitch by using chime bars, copying high and low notes. **Composing – Creating and Developing Musical Ideas:** -Create a sequence of long and short sounds with help (duration) -Clap longer rhythms with help. -Make different sounds (high/low – pitch, loud/quiet – dynamics, fast/slow – tempo, quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc – timbre) **Listening – Developing Knowledge & Understanding:** -Hear, listen and respond to the beat (pulse) in music. -Hear, listen and respond to different moods in music. -Identify texture – one sound or several sounds? -Choose sounds to represent different things (ideas, thoughts, feelings, moods etc).	**Performing – Singing:** -Sing songs in an ensemble following the melody (tune) well. -Perform songs to an audience. **Performing – Playing:** -Follow instructions on how and when to sing/play an instrument. -Develop an awareness of pitch by identifying higher and lower notes. **Composing – Creating and Developing Musical Ideas:** -Carefully choose sounds to achieve an effect (including use of ICT) -Order sounds to create an effect (beginnings/ends – structure) -Create short musical patterns -Create sequences of long and short sounds – duration (rhythmic patterns) -Control playing instruments so they sound as they should -Use pitch changes to communicate an idea. -Start to compose with two or three notes. -Make own sounds and symbols to make and record music. -Start to look at basic formal notation – play by ear first. **Listening – Developing Knowledge & Understanding:** -Identify the beat (pulse) in music. -Recognise changes in dynamics (loud/quiet), timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc.) and pitch (high/low) to organise music. -Start to recognise different instruments. -Know music can be played or listened to for a variety of purposes (in history/different cultures)	**Performing – Singing:** -Sing simple songs with others or individually, remembering the melody (tune) and keeping in time. -Perform in tune and with expression **Performing – Playing:** -Play notes on instruments clearly and including steps/leaps in pitch. -Improvise (including call and response) within a group of one or two notes. **Composing – Creating and Developing Musical Ideas:** -Compose and perform melodies using two or three notes. -Use sound to create abstract effects (including using ICT) -Create/improvise ostinato (repeated patterns) with a range of instruments -Effectively choose, order, combine and control sounds (texture/structure) -Know the number of beats in a minim (2), crotchet (1), quaver (1/2) and semibreve (4) and recognise symbols (duration). -Play with a sound-then-symbol approach. -Use silence for effect and know symbol for a rest (duration). **Listening – Developing Knowledge & Understanding:** -Internalise the beat (pulse) in music. -Know the difference between pulse and rhythm. -Start to use musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure. -Use these words to identify where music works well/ needs improving. -Describe different purposes of music in history/other cultures.	**Performing – Singing:** -Sing a range of songs in tune with expression, as part of a group or individually. -Listen to a second part and know that ostinato is a repeated pattern in singing. -Perform with an awareness of tempo (speed) and dynamic (volume). -Evaluate their own singing and make improvements. **Performing – Playing:** -Perform with control and awareness of what others are playing. -Improvise including call and response) within a group of three or four notes. **Composing – Creating and Developing Musical Ideas:** -Compose and perform melodies using three or four notes. -Make creative use of the way sounds can be changed, organised and controlled (including ICT). -Create accompaniments for tunes using drones or melodic ostinato (riffs). -Create (dotted) rhythmic patterns with awareness of timbre and duration. -Read notes (FACE – spaces on stave, EGBDF – lines on stave) and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). **Listening – Developing Knowledge & Understanding:** -Know how the pulse stays the same but rhythm changes inn a piece of music. -Listen for several layers of sound (texture) and talk about the effect on mood and feelings. -Use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony -Identify orchestral family timbres. -Identify cyclic patterns -Know that sense of occasion affects performance. -Describe different purposes of music in history/other cultures.	**Performing – Singing:** -Sing a separate part in a group performance, keeping in time with the group (eg. sing a part in a round) -Perform with an awareness of tempo (speed), dynamic (volume) and musical style. -Evaluate different types of singing (gospel choir, rock band, solo voices) and give their preferences. **Performing – Playing:** -Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. -Lead a call and response pattern involving three notes. **Composing – Creating and Developing Musical Ideas:** -Compose and perform melodies using four or five notes. -Use a variety of musical devices including melody, rhythms and chords. -Record own compositions. -Create own songs (raps – structure) -Identify where to place emphasis and accents in a song to create effects (duration). -Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). -Read/work out the musical stave (FACE – spaces on stave, EGBDF – lines on stave) **Listening – Developing Knowledge & Understanding:** -Know how pulse, rhythm and pitch fit together. -Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo) -Use these words to identify strengths and weaknesses in own and other's music. -Describe different purposes of music in history/other cultures.	**Performing – Singing:** -Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group. -Perform own part in a round or other split part. -Maintain a harmony (singing higher or lower than the main melody) in a song. -Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing. -Evaluate different types of singing from different cultures and heritages, and discuss their preferences. **Performing – Playing:** -Maintain own part in a round/sing a harmony/play accurately with awareness of what others are playing. -Play more complex instrumental parts. -Improvise using five notes of the pentatonic scale (1st,2nd, 3rd, 5thand 6th notes from the major scale – C, D, E, G, A) -Use different venues and occasion to vary performances (combining all musical dimensions) **Composing – Creating and Developing Musical Ideas:** -Compose and perform melodies using five or more notes. -Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. -Create music reflecting given intentions and record using standard notation. -Use ICT to organise musical ideas (where appropriate). -(Combine all musical dimensions). -Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. -Refine and improve others'/own work. -Know and use standard musical notation to perform and record own music (adding dotted quavers) **Listening – Developing Knowledge & Understanding:** -Know how the other dimensions of music are sprinkled through songs and pieces of music. -Use musical vocabulary confidently to describe music. -Describe different purposes of music in history/other cultures.