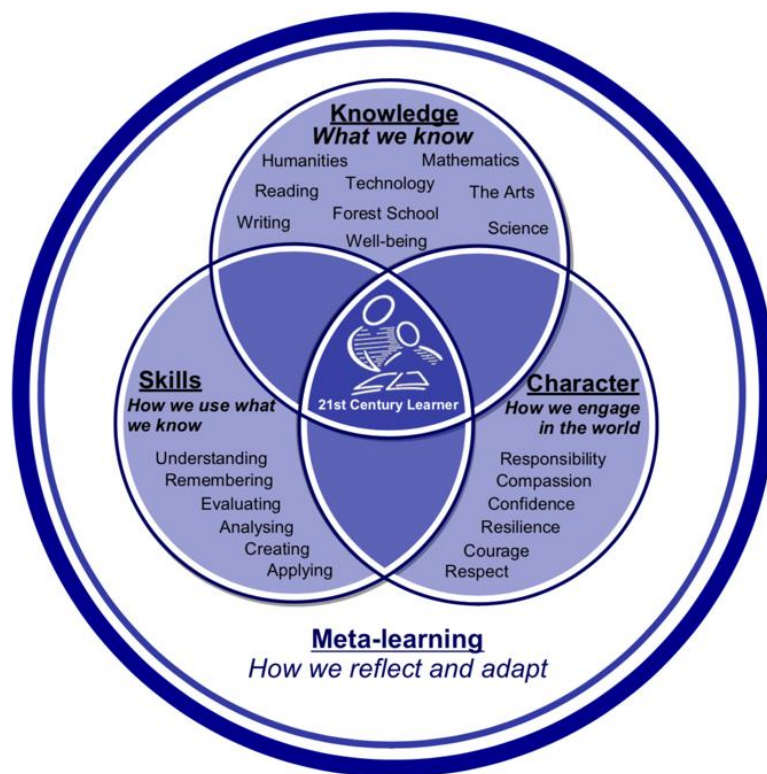


Abbots Hall Primary Academy



Our Curriculum

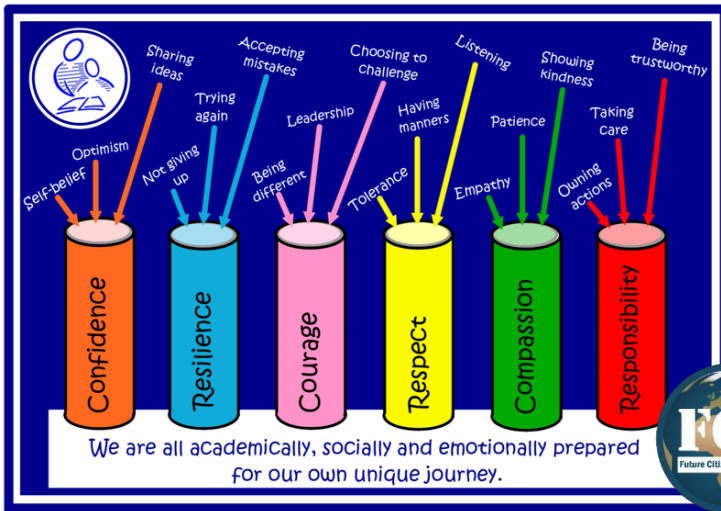


Provide equal opportunities for all children, regardless of their background and starting points, to gain knowledge, skills and character and make significant progress across the range of concepts taught in the School Curriculum

Encourage children to develop a sense of personal growth through character development, enabling them to become global citizens and socially responsible. They will develop key characteristics through the celebration of our values [Fig. 2]

Develop children's application of knowledge through carefully planned, high quality questioning and activities where a wide range of thinking skills are required. These skills are accessed by the Abbots Hall 'Thinking Skills' [Fig.4]

Prepare children for their own unique journey by encouraging them, through the curriculum, to become reflective, effective learners.



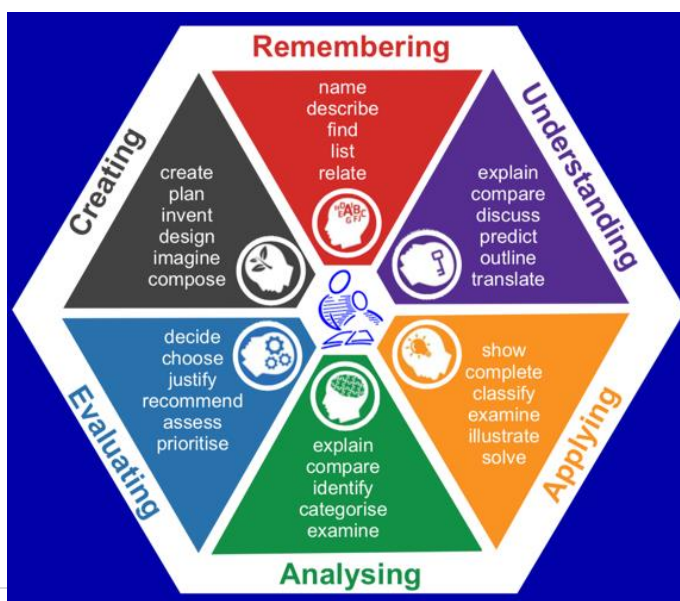
Underpinning the school's 'character' curriculum are our values; confidence, resilience, courage, respect, compassion and responsibility [Fig. 2] and the Future Citizens Programme. These values are celebrated within the academy's assembly themes as well as part of a 'soft curriculum' of adult role modelling and consistent reinforcement. We promote the acceptance of and engagement with the fundamental British values and these are integral to our character curriculum.

The Abbots Hall curriculum is taught in discrete curriculum subjects as well as linked "topic" areas where relevant. A whole school long term plan indicates the broad objectives of the national curriculum and ensures progression through the key stages. Medium term plans organised for each year group are called curriculum maps and show the links between subjects

Where knowledge cannot be linked, it is the academy's policy that this taught discretely. Knowledge is split across the core and non-core curriculums.

We encourage teachers to be highly reflective, think creatively, and adapt plans to match the needs interest and ability of the children in their class. As a school we believe that learning is not limited to the walls of our building but can happen anywhere.

	Key Stage 1 (Years 1-2)	Key Stage 2 (Years 3-6)
Core Subjects		
English	✓	✓
Maths	✓	✓
Science	✓	✓
Non-Core Subject		
Art & Design	✓	✓
Technology	✓	✓
Computing	✓	✓
Geography	✓	✓
History	✓	✓
Modern Foreign Languages		✓
Music	✓	✓
Physical Education	✓	✓
Religious Education	✓	✓
PSHE (incl RSE)	✓	✓



Subject Skills Progression

Subject leaders have identified core themes for subject specific skills, and these are set out progressively for each year group for all subjects. The skills are used by class teachers to plan sequences of lessons and then assess pupil progress against these.

Abbots Hall 'Thinking Skills'

The skills outlined are used across the curriculum to support the consolidation of knowledge and to ensure pupils are learning concepts to a greater depth. The skills based upon Bloom's Higher Order Thinking Skills.

Teachers plan the application of skills and knowledge using 'intelligent variation' questioning.



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Subject Overviews

Each wider curriculum subject has an overview which outlines what unit is being taught in each year group. Units for foundation subjects are organised into strands, or concepts, which connect units together, enabling children to make links and build on what they know, can do and understand. Each foundation subject overview will contain a key which identifies which 'strand' the units belong to.

Units have a more detailed 'unit plan' outlining the key knowledge, skills and vocabulary that will be learnt – they can be found in the 'Unit Plan' section of the curriculum document. Some subjects, such as Music, are taught using online resources. These subjects will not have 'unit plans'. Details of how to access the learning for these units can be found on the Subject Overview for the relevant subjects.

History Curriculum Overview

Changes in Britain (Ks1: Changes over time)	Early Civilizations (Ks1: Events beyond living memory)	Lives of significant others
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History						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Toys Through the Ages		How homes have changed over time		Mary Seacole/ and Florence Nightingale	
Year 2	Great Fire of London			King Henry VIII and his wives		Peasant's revolt
Year 3	Stone Age Bronze Age Iron Age			Local History Study: Stanford Le Hope and Corringham	Romans	
Year 4		Shang Dynasty <i>How is life different in the Shang Dynasty from life today?</i>	Anglo-Saxons and Celts <i>What effects did invaders have on Britain?</i>		Vikings leading to 1066 <i>How does artwork help us understand the past?</i>	
Year 5	Ancient Greece		Crime and Punishment		WW2	
Year 6	Early Islamic civilisation			Getting a say!	Rebuilding After WW2	

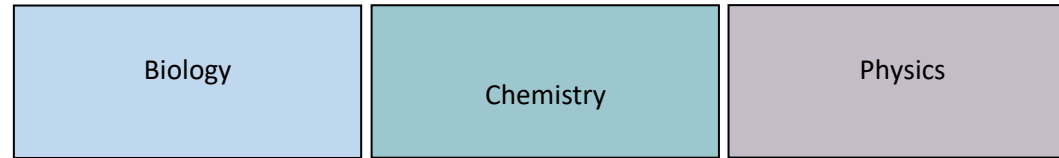
Geography Curriculum Overview



Geography						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		A home for Santa! How can you keep Santa busy all year long?		Our Wonderful Island Which is longer The Water of Leith or the Thames?		Weather of the UK What on Earth shall I wear?
Year 2		Local Area Study What's so different?	Comparing the seasons: UK and Egypt Why do houses in Egypt look different to mine?		Coastal Study Why do people go on holiday to the coast?	
Year 3		Settlements – river Where would you have built a new town?	Rainforests Are all rainforest the same?			Volcanoes (will link to Iceland and ring of fire) Are all volcanoes dangerous?
Year 4	Settlements - mountains Where could a new hotel be built?			Climate So you think it gets cold here in the winter...?		Rivers A nice place for a picnic?
Year 5		Iceland (volcano links) Why are Icelandic people considered the happiest in the world?		Biomes of North America How could I prepare myself for life in these places?		Earthquakes (will link to S. America and volcanoes) Should you take that dream job in San Francisco?
Year 6		Renewable energy Why are these wind turbines needed?	South America Fair trade The cheaper the better! Right?			An Environmental Enquiry What is climate change?

Many topics in science are multi-disciplinary – they cover more than one strand. The topics have been classified by which discipline they focus most upon.

Science Curriculum Overview



Snap Science outlines the plans for each topic.

See Science lead for more information.

Science																																				
Class	Autumn												Spring												Summer											
Week	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Year 1	Everyday Materials (10 lessons)							OCW Plants (1 lesson)	OCW Sensing Seasons (2 lessons)	OCW Animal Antics (2 lessons)	Using Our Senses (6 lessons)				Plant Detective (5 lessons) and OCW Plants				OCW sensing Seasons (1 lesson)	OCW Animal Antics (1 lesson)	Looking at Animals (7 lessons)				OCW Animal Antics (2 lessons)	OCW Sensing Seasons (2 lessons)	OCW Plants (2 lessons)									
Year 2	What is in your Habitat? (3 lessons)	Our Changing World (lessons 1,2,3)		Materials: Good Choices (8 lessons)					Materials: Shaping Up (6 lessons)				The Apprentice Gardener (10 lessons)					Our Changing World (Lessons 5,6,7)			Take Care (4 lessons)		Growing up (4 lessons) Our Changing World (lesson 4)													
Year 3	Amazing Bodies (8 lessons)			The Power of Forces (7 lessons)					Rock Detectives (10 lessons)				How Does Your Garden Grow? (12 lessons)					Can You See Me? (9 lessons)																		
Year 4	Good Vibrations (7 lessons)		Switched On (9 lessons)					Human Impact (6 lessons)		Where Does All That Food Go? (9 lessons)					In A State (12 lessons)					Who Am I? (4 lessons)																
Year 5	Get Sorted (6 lessons)		Everyday Materials (6 lessons)		Earth and Beyond (8 lessons)				Feel the Force (10 lessons)			Marvellous Mixtures (5 lessons)		All Change (5 lessons)		Reproduction in Plants and Animals (8 lessons)			Circle of Life (7 lessons)																	
Year 6	Danger! Low Voltage (6 lessons)		Everything Changes (10 lessons)					The Nature Library (10 lessons)				Light Up Your World (9 lessons)				Body Pump (7 lessons)			Body Health (9 lessons)																	

Art Curriculum Overview

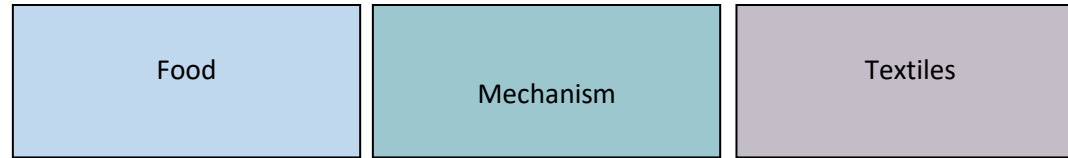
Drawing

Using Colour

Sculpture and Textiles

Art						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Self portrait		It's a wrap		Weave away
Year 2	Flower Power		No Paintbrushes Allowed!		My stitchniture	
Year 3		Mine-crafting a world	Dot-acular!			Cress Creatures
Year 4	Shape of you (Self portrait)		(C)Andy Warhol		Piecing us together	
Year 5		It was on a starry night	A piece of scrap			Fabric and Wire
Year 6	Life as a cartoon		Covering the Walls!		Material Momentos	

DT Curriculum Overview



DT						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Salads		Kites		T shirts design	
Year 2		Pizza		Moving toys		Hand Puppets
Year 3	Healthy Pasta			Pop up books	Bags	
Year 4		Breads		Cars		Embroidery Cards
Year 5	Rice dishes			A bridge too far	Pillows	
Year 6		Pastry		Fairground Rides		Pencil Cases

Music Curriculum Overview



Singing	Playing Instruments	These units cover all 5 music strands: listen and appraise; singing; playing instruments; improvisation and composition
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Music						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Me!	Christmas Concert Rehearsals & My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Hey You!	Christmas Concert Rehearsals	Rhythm in the Way we Walk and the Banana Rap	In the Groove	Round and Round	Your Imagination
Year 2	Hands, Feet, Heart	Christmas Concert Rehearsals	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, rewind and replay
Year 3	Let Your Spirit Fly	Christmas Concert Rehearsals	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together
Year 4	Mamma Mia!	Christmas Concert Rehearsals	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird
Year 5	Living on a Prayer	Christmas Concert Rehearsals	Classroom Jazz 1	The Fresh Prince of Bel Air	Practice for the Junior Music Festival	
Year 6	Happy	Christmas Concert Rehearsals	Music and Me	You've got a Friend	Practice for Leavers' Assembly	

French Curriculum Overview



Language Angels outlines the plans for each topic.

See MFL lead for more information.

Phonetics	Vocabulary	Culture
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French						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3	Phonetics lesson 1 (Language Angels - C)	I'm learning French (Language Angels - E)	Seasons (Language Angels – E)	Musical Instruments (Language Angels – E)	French Market Fruit and vegetables (Language Angels – E) Ice-creams (Language Angels– E)	
Year 4	Phonetics lesson 2 (Language Angels - C)	Presenting myself (Language Angels – I)	Family (Language Angels – I)	My Home (Language Angels – I)	French Classroom Classroom (Language Angels – I) <i>Traditional French stories</i>	
Year 5	Phonetics lesson 3 (Language Angels - C)	Do you have a pet? (Language Angels – I)	What is the date? (Language Angels -I)	Habitats (Language Angels – I)	Fashion Week Clothes (Language Angels – I) The Weather (Language Angels – I)	
Year 6	Phonetics lesson 4 (Language Angels - C)	Regular verbs (Language Angels – I)	At School (P)	The Weekend (Language Angels - P)	French Around the World Vikings (Language Angels – P) Me in the World (Language Angels – P)	

Physical Education Curriculum Overview



Physical Education						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Intro to PE: Unit 1	Intro to PE: Unit 2	Fundamentals: Unit 1	Fundamentals: Unit 2	Ball Skills: Unit 1	Ball Skills: Unit 2
	Dance: Unit 1	Dance: Unit 2	Gymnastics: Unit 1	Gymnastics: Unit 2		
R	Intro to PE: Unit 1	Intro to PE: Unit 2	Fundamentals: Unit 1	Fundamentals: Unit 2	Games: Unit 1	Games: Unit 2
	Dance: Unit 1	Dance: Unit 2	Gymnastics: Unit 1	Gymnastics: Unit 2	Athletics	Athletics
Year 1	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics
	Fundamentals	Ball Skills	Sending and Receiving	Team Building	Striking and fielding games	Striking and fielding games
Year 2	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics
	Team Building	Ball Skills	Sending and Receiving	Fitness	Striking and fielding games	Striking and fielding games
Year 3	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics
	Fundamentals Y3/4	Ball Skills Y3/4	Fitness	Netball	Cricket	Rounders
Year 4	Dance	Dance	Gymnastics	Gymnastics	Multi-skills	Multi-skills
	Fundamentals Y3/4	Fundamentals Y3/4	Fitness	Netball	Rounders	Cricket
Year 5	Dance	Dance	Gymnastics	Gymnastics	Multi-skills	Multi-skills
	Tag Rugby	Fitness	Hockey	Netball	Cricket	Tennis
Year 6	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics
	Tag Rugby	Fitness	Hockey	Netball	Tennis	Rounders

Religious Education Curriculum Overview



Discovery RE outlines the unit plans for each topic.

See R.E lead for more information.

RE						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Theme: Jesus as a Friend EQ: Was it always easy for Jesus to show friendship? R: Christianity	Theme: Christmas EQ: What Present would I have bought baby Jesus? R: Christianity	Theme: Shabbat EQ: Why is Shabbat important to Jewish people? R: Judaism	Theme: Easter (Palm Sunday) EQ: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? R: Christianity	Theme: Islam EQ: What is a Muslim? R: Islam	Theme – Creation EQ: Does God Want Christians to look after the World? R: Christianity
Year 2	Theme: Community and Belonging EQ: How does going to the Mosque give Muslims a sense of belonging? R: Islam	Theme: Christmas- Jesus as a gift from God EQ: Why did God give Jesus to the world? R: Christianity	Theme: Passover EQ: How important is it for Jewish people to do what god asks them to do and why? R: Judaism	Theme: Easter – Resurrection EQ: Is it true that Jesus came back to life again? R: Christianity	Theme: The Covenant EQ: How special is the relationship that Jews have with God? R: Judaism	Theme: Prayer at home EQ: Does praying at regular intervals every day help a Muslim in his/her everyday life? R: Islam
Year 3	Divali EQ: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? R: Hinduism	Theme: Christmas EQ: Has Christmas lost its true meaning? R: Christianity	Theme: Sharing and Caring EQ: Do Sikhs think that it is important to share? R: Sikhism	Theme- Easter – Forgiveness EQ: What is 'good' about Good Friday? R: Christianity	Theme – Hajj (unit from Year 2) EQ- Does completing Hajj make a person a better Muslim? R: Islam	Theme: Jesus' Miracles EQ: Could Jesus really heal people? Were these miracles or is there another explanation? R: Christianity
Year 4	Theme: Rites of passage and good works EQ: What is the best way for Jews to show commitment to god? R: Judaism	Theme: Christmas EQ: What is the most significant part of the Christmas story for Christians today? R: Christianity	Theme; Belief in Action (Previously a Year 5 Unit) EQ: How far would a sikh go for his / her religion? R: Sikhism	Theme: Easter EQ: Is forgiveness always possible? R: Christianity	Theme: Pilgrimage EQ: Would visiting the River Ganges feel special to a non-Hindu? R: Hinduism	Theme: Prayer and worship EQ: Do people need to go to Church to show they are Christians? R: Christianity- starting links with other world religions
Year 5	Theme: Belief in action EQ: What is the best way for a Hindu to show commitment to God? R: Hinduism	Theme: Christmas EQ: Is the Christmas story true? R: Christianity	Theme: Belief and moral values EQ: Are Sikh stories important today? Can they teach us anything? R: Sikhism	Theme: Beliefs and Practices EQ: What is the best way for a Christian to show their commitment to God? R: Christianity	Theme: Beliefs and Practices (previously Year 6 unit) EQ: What is the best way for a Muslim to show their commitment to god? R: Islam	Theme: Beliefs and meaning EQ- Is anything eternal? R: Christianity- starting links with other world religions
Year 6	Theme: Hindu beliefs (previously year 5) EQ: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? R: Hinduism	Theme: Christmas EQ: How significant is it that Mary was Jesus' mother? R: Christianity	Theme: Beliefs and Moral Values EQ: Does belief in Akhirah (life after death) help Muslims lead good lives? R: Islam – starting links with other world religions	Theme: Beliefs EQ: Is Christianity still a strong religion 2000 years after Jesus's birth and is it still relevant? R- Christianity		

PSHE Curriculum Overview

Being Me In My World

Celebrating Difference

Dreams and Goals

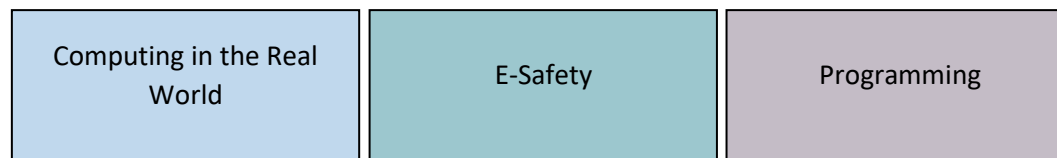
Healthy Me

Relationships

Changing Me

PSHE						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs and achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenario Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and where to get help Being a global citizen Being aware of how choices affect others Awareness of children having different lives Expressing appreciation for family/friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food/Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling/Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls/puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising Achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control/Assertiveness Technology safety	Self-image Body image/Puberty and feelings Conception to birth Reflections about change Respect and consent Physical attraction/Boyfriends/girlfriends Sexing Transition

Computing Curriculum Overview



Computing						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R						
Year 1	Digital drawing with Purple Mash	Word processing skills using Purple Mash	Coding with BeeBots	Online safety – Passwords	Coding with Purple Mash	Music with Purple Mash
				BeeBots – Debug a program		
Year 2	Word Processing using Microsoft Word	BeeBots - Plan and record a sequence	Digital drawing with Purple Mash	Programming with Purple Mash	Online safety – Digital footprint	Introduction to Scratch
Year 3	Introduction to the Micro:Bit	PowerPoint and Search Engines	Micro:Bit - My Virtual Pet	Online Safety – Reliability and email	Scratch - Deep sushi	Microsoft paint - Repeated patterns
Year 4	Scratch - Paint Box	Sonic Pi – Create a doorbell	Online safety – Online responsibilities	Microsoft Word - Inserting Images	Micro:Bit - Reaction Time	Microsoft Excel - Collecting and representing data
Year 5	PowerPoint with Hyperlinks	Micro:Bit Frustration	Online safety – Responsible Users	Micro:Bit - Introduction to Python Coding	3D Design with Tinkercad	Sonic Pi – Drum loop
Year 6	Micro:Bit - Python Coding	Micro:Bit - Inchworm	3D Design with Tinkercad	Online Safety – Responsible users and Blogging	PowerPoint – Yearbook Non-linear hyperlinks	

Maths Curriculum Overview



White Rose maths outlines the unit plans for each topic.
See maths lead for more information.

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	Number Place value (within 10) FREE TRIAL			Number Addition and subtraction (within 10)			Geometry Shape		Consolidation				
Spring term	Number Place value (within 20)		Number Addition and subtraction (within 20)		Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume				
Summer term	Number Multiplication and division		Number Fractions		Geometry Position and direction		Number Place value (within 100)		Measurement Money		Measurement Time		Consolidation

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL			Number Addition and subtraction				Geometry Shape				
Spring term	Measurement Money		Number Multiplication and division				Measurement Length and height		Measurement Mass, capacity and temperature			
Summer term	Number Fractions		Measurement Time		Statistics		Geometry Position and direction		Consolidation			

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL		Number Addition and subtraction				Number Multiplication and division A					
Spring term	Number Multiplication and division B		Measurement Length and perimeter		Number Fractions A		Measurement Mass and capacity					
Summer term	Number Fractions B		Measurement Money		Measurement Time		Geometry Shape		Statistics		Consolidation	

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL			Number Addition and subtraction			Measurement Area		Number Multiplication and division A			
Spring term	Number Multiplication and division B		Measurement Length and perimeter		Number Fractions		Number Decimals A					
Summer term	Number Decimals B		Measurement Money		Measurement Time		Consolidation		Geometry Shape		Statistics Position and direction	













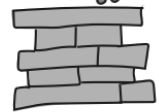




Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL		Number Addition and subtraction		Number Multiplication and division A			Number Fractions A				
Spring term	Number Multiplication and division B		Number Fractions B		Number Decimals and percentages		Measurement Perimeter and area		Statistics			
Summer term	Geometry Shape		Geometry Position and direction		Number Decimals		Number Negative numbers		Measurement Converting units		Measurement Volume	

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	Number Place value FREE TRIAL		Number Addition, subtraction, multiplication and division				Number Fractions A		Number Fractions B		Measurement Converting units		
Spring term	Number Ratio		Number Algebra		Number Decimals		Number Fractions decimals and percentages		Measurement Area, perimeter and volume		Statistics		
Summer term	Geometry Shape		Geometry Position and direction		Themed projects, consolidation and problem solving								

Play Curriculum Overview

Play	
Rec	Our play curriculum aims to give all children the opportunity to access the 16 play types (Playtypes: Speculation and Possibilities – Hughes 2006).
Year 1	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Symbolic Play</p> </div> <div style="text-align: center;">  <p>Locomotor Play</p> </div> <div style="text-align: center;">  <p>Recapitulative Play</p> </div> <div style="text-align: center;">  <p>Creative Play</p> </div> <div style="text-align: center;">  <p>Exploratory Play</p> </div> </div>
Year 2	They have access to the range of activities at play and lunch times, where resources are made available.
Year 3	For more information about play at Abbots Hall, please see the 'Play Policy' available on the school website.
Year 4	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Communication Play</p> </div> <div style="text-align: center;">  <p>Socio-dramatic Play</p> </div> <div style="text-align: center;">  <p>Role Play</p> </div> <div style="text-align: center;">  <p>Fantasy Play</p> </div> <div style="text-align: center;">  <p>Deep Play</p> </div> </div>
Year 5	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Object Play</p> </div> <div style="text-align: center;">  <p>Mastery Play</p> </div> <div style="text-align: center;">  <p>Deep Play</p> </div> </div>
Year 6	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Rough and Tumble Play</p> </div> <div style="text-align: center;">  <p>Dramatic Play</p> </div> <div style="text-align: center;">  <p>Social Play</p> </div> <div style="text-align: center;">  <p>Imaginative Play</p> </div> </div>

Year Group Overviews

Each year group has an overview which outlines the units being taught throughout the year. The plans for each unit can be found in the 'Unit Plans' section of this document, or by logging into the appropriate online scheme.

Year 1 overview

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Toys through the ages.	A home for Santa	How homes have changed over time	Our wonderful island	Florence Nightingale and Mary Seacole	Weather of the UK
Art/DT	Salads	Self portrait	Kites	It's a wrap	T shirts design	Weave away
Science	Everyday materials	Animal Antics	Senses	Plants	Looking at Animals	Plant Detectives
Music	Hey you!	Christmas Concert Rehearsals	Rhythm in the way we move The Banana rap	In the Groove	Rounf and Round	Your Imagination
RE	Theme: Jesus as a Friend Christianity	Theme: Christmas Christianity	Theme: Shabbat Judaism	Theme: Easter (Palm Sunday) Christianity	Theme: Islam Islam	Theme – Creation Christianity
PE	Dance Fundamentals	Dance Ball Skills	Gymnastics Sending and Receiving	Gymnastics Team Building	Athletics Striking and fielding games	Athletics Striking and fielding games
Computing	Digital drawing with Purple Mash	Word processing skills with Purple Mash	Coding BeeBots	Online Safety – Passwords BeeBots – Debug a program	Coding with Purple Mash	Music Purple Mash
PSHE	Being me and my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Year 2 overview

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Great Fire of London	Local area study – What’s so different?	Comparing the seasons UK and Egypt	Henry VIII and his wives	Coastal Study	Peasants Revolt
Art/DT	Flower power	Pizza	No paintbrushes allowed	Moving toys	My stitchniture	Hand Puppets
Science	What’s in your habitat? Our changing world?	Materials – good choices	Material -Shaping up	The apprentice gardener	Our changing world	Taking care and growing up Our changing World
Music	Hands feet and heart	Christmas Concert Rehearsals	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, rewind and replay
RE	Theme: Community and Belonging Islam	Theme: Christmas- Jesus as a gift from God Christianity	Theme: Passover Judaism	Theme: Easter – Resurrection Christianity	Theme: The Covenant Judaism	Theme: Prayer at home Islam
PE	Dance Team Building	Dance Ball Skills	Gymnastics Sending and Receiving	Gymnastics Fitness	Athletics Striking and fielding games	Athletics Striking and fielding games
Computing	Word Processing using Microsoft Word	BeeBots – Plan and record a sequence	Digital drawing with Purple Mash	Programming with Purple Mash	Online safety – Digital footprint	Introduction to Scratch
PSHE	Being me and my World	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Year 3 overview

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	The stone Age The bronze Age The iron Age	Settlements	Rainforests	Local history	Romans	Volcanoes
Art/DT	Healthy pasta	Minecrafting a world	Dot-tactular	Pop up books	Bags	Cress creatures
Science	Amazing bodies	The power of forces	Rock detectives	How does your garden grow?	How does your garden grow?	Can you see me?
Music	Let your spirit fly	Christmas Concert Rehearsals	Glockenspiel 1	Three little birds	The Dragon Song	Bringing us together
French	Phonics lessons 1	I'm learning French	Seasons	Musical instruments	French market Fruits and vegetables	French market Ice creams
RE	Theme: Divali Hinduism	Theme: Christmas Christianity	Theme: Sharing and Caring Sikhism	Theme: Easter – Forgiveness Christianity	Theme: Hajj (unit from Y2) Islam	Theme: Jesus's Miracles Christianity
PE	Dance Fundamentals Y3/4	Dance Ball Skills Y3/4	Gymnastics Fitness	Gymnastics Netball	Athletics Cricket	Athletics Rounders
Computing	Introduction to the Micro:Bit	PowerPoint and Search Engines	Micro:Bit - My Virtual Pet	Online Safety – Reliability and email	Scratch - Deep sushi	Microsoft paint - Repeated patterns
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Year 4 overview

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Mountains	Shang Dynasty	Anglo-Saxons and Celts	Climate	Vikings to 1066	Rivers <i>A nice place for a picnic?</i>
Art/DT	Self Portrait (shape of you) Paul Klee	Bread	Andy Warhol	Cars	Piecing us together	Embroidery cards
Science	Good Vibrations	Switched on	Human impact	Where does all the food go?	In a state	Who am I?
Music	Mama Mia	Christmas Concert Rehearsals	Glockenspiel Play 2	Stop!	Lean on me	Blackbird
French	Phonics	Presenting myself	Family	Home	Classroom	Traditional French Stories
RE	Theme: Rites of passage and good works Judaism	Theme: Christmas Christianity	Theme: Belief in Action (previously Y5 unit) Sikhism	Theme: Easter Christianity	Theme: Pilgrimage Hinduism	Theme: Prayer and Worship Christianity
PE	Dance Fundamentals Y3/4	Dance Fundamentals Y3/4	Gymnastics Fitness	Gymnastics Netball	Multi-skills Rounders	Multi-skills Cricket
Computing	Scratch - Paint Box	Sonic Pi – Create a Doorbell	Online Safety – Online responsibilities	Microsoft Word – Inserting images	Micro:Bit – Reaction Time	Microsoft Excel - Collecting and Representing Data
PSHE	Being me in my world	Celebrating Difference	Goals and Dreams	Healthy Me	Relationships	Changing Me

Year 5 overview

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Ancient Greece	Iceland (volcano links) Why are Icelandic people considered the happiest in the world?	Crime and punishment	Biomes of North America How could I prepare myself for life in these places?	WW2	Earthquakes (will link to S. America and volcanoes) Should you take that dream job in San Francisco?
Art/DT	Rice dishes	It was on a starry night	A piece of scrap	A bridge too far	Pillows	Fabric and Wire
Science	Get Sorted! Everyday Materials	Earth and Beyond	Feel the Force	Marvellous Mixtures and All change!	Reproduction in Plants and Animals	Circle of Life
Music	Living on a Prayer	Christmas Concert Rehearsals	Classroom Jazz 1	The Fresh Prince of Bel Air	Practice for the Junior Music Festival	
French	Phonetics lesson 3 (Language Angels - C)	Do you have a pet? (Language Angels – I)	What is the date? (Language Angels -I)	Habitats (Language Angels – I)	Fashion Week Clothes (Language Angels – I) The Weather (Language Angels – I)	
RE	Theme: Belief in action Hinduism	Theme: Christmas Christianity	Theme: Belief and moral values Sikhism	Theme: Belief and practices Christianity	Theme: Beliefs and Practices (Previously Y6 unit) Islam	Theme: Beliefs and meaning Christianity/ links with others
PE	Dance Tag Rugby	Dance Fitness	Gymnastics Hockey	Gymnastics Netball	Multi-skills Cricket	Multi-skills Tennis
Computing	PowerPoint with Hyperlinks	Micro:Bit - Frustration	Online Safety – Responsible Users	Micro:Bit – Introduction to Python Coding	3D design with TinkerCad	Sonic Pi - Drum loop
PSHE	Being me in my world	Celebrating Difference	Goals and Dreams	Healthy Me	Relationships	Changing Me

Year 6 overview

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Early Islamic civilisation	Renewable energy Why are these wind turbines needed?	South America: Fair trade The cheaper the better! Right?	Getting a say!	Rebuilding After WW2	An environmental enquiry What is climate change?
Art/DT	Life as a cartoon	Pastry	Covering the Walls!	Fairground rides	Mask Mementos (Madi Gras) (Day of the dead)	Pencil cases
Science	Danger! Low Voltage (6 lessons)	Everything Changes (10 lessons)	The Nature Library (10 lessons)	Light Up Your World (9 lessons)	Body Pump (7 lessons)	Body Health (9 lessons)
Music	Happy	Christmas Concert Rehearsals	Music and Me	You've got a Friend	Practice for Leavers' Assembly	
French	Phonetics lesson 4 (Language Angels - C)	Regular verbs (Language Angels – I)	At School (P)	The Weekend (Language Angels - P)	French Around the World Vikings (Language Angels – P) Me in the World (Language Angels – P)	
RE	Theme: Hindu Beliefs (previously Y5) Hinduism	Theme: Christmas Christianity	Theme: Beliefs and moral values Islam / links with others		Theme: Beliefs Christianity	
PE	Dance Tag Rugby	Dance Fitness	Gymnastics Hockey	Gymnastics Netball	Athletics Tennis	Athletics Rounders
Computing	Micro:Bit – Python Coding	Micro:Bit - Inchworm	3D design with TinkerCad	Online Safety – Responsible users and blogging	PowerPoint – Yearbook, non-linear hyperlinks	
PSHE	Being me in my world	Celebrating Difference	Goals and Dreams	Healthy Me	Relationships	Changing Me

Subject Skills Progression

Each subject has a skills progression which outlines the key skills that children will learn as they progress through the year groups from Nursery to year 6.

History Skills Progression

	Chronology	Range and Depth of historical knowledge	Interpretations of History	Historical Enquiry
Nursery	Begin to make sense of their own life-story and family's history.			
Rec	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.			
Year 1	<p>I can sequence events or objects in chronological order</p> <p>I use words and phrases: old, new, young, days, months</p>	<p>I can tell the difference between past and present in own and others' lives</p> <p>I can describe the similarities and differences in artefacts</p>	<p>I am beginning to identify and recount some features of the past from sources i.e. photos, videos, first-hand accounts etc...</p>	<p>I can ask and answer questions related to different artefacts/sources</p> <p>I can sort artefacts into 'then' and 'now'</p> <p>Use a wide range of sources as possible</p>
Year 2	<p>sequence events closer together in time</p> <p>I can describe memories of key events in lives</p> <p>I can put 3 people/events/artefacts in order using a given scale</p> <p>I use words and phrases: recently, before, after, now, later, past, present</p> <p>I use past and present when telling others about an event</p>	<p>I can use information to describe the past</p> <p>I can recount main events from a significant event in history</p> <p>I use evidence to explain reasons why people in the past acted as they did, developing empathy and understanding (hot seating, role play)</p>	<p>I can understand why some people in the past did things</p> <p>I am able to identify different ways to represent the past</p>	<p>I use a source to ask questions: 'what was it like for a?', 'what happened in the past?', 'how long ago did ... Happen?'. Use evidence from these sources to answer questions.</p> <p>I can sequence a collection of artefacts.</p> <p>I use timelines to order events closer in time.</p> <p>I am beginning to discuss the effectiveness of sources.</p>
Year 3	<p>I use timelines to sequence events or artefacts</p> <p>I understand timelines can be split into BC and AD</p> <p>I use words and phrases: century, decade</p> <p>I can use dates related to the passing of time</p>	<p>I find out about everyday lives of people in the time studied</p> <p>I compare with our lives today</p> <p>I identify reasons for and results of people's action</p> <p>I understand why people may have had to do something</p>	<p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can distinguish between two different sources and evaluate their usefulness</p> <p>Look at representations of that period, i.e. field trips, pictures, etc.</p>	<p>I can use printed sources, the internet, pictures, photos, music, artefacts, historical building and field trips to collect information about the past</p> <p>I can ask questions: 'how did people ...?', 'what did people do for ...?'. I suggest sources of evidence to use to help answer questions</p>

Year 4	<p>can place names and places of significant events on a timeline</p> <p>I divide recent history into present using 21st century, and the past using 19th and 20th centuries</p> <p>I use words and phrases: century, decade, BC, AD, after, before, during</p>	<p>I use evidence to reconstruct life in the time studied</p> <p>I identify key features and events</p> <p>I give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during that time period</p> <p>I describe how some of the past events/people affect life today</p> <p>I can study an ancient society in detail</p>	<p>I give reasons why there may be different accounts of history</p>	<p>I use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, field trips to collect information</p> <p>I understand the difference between a primary and secondary source</p> <p>I can ask questions: 'what was it like for a ... during ...?'</p> <p>I suggest sources of evidence from a selection provided to help answer questions</p>
Year 5	<p>I use timelines to place and sequence local, national and international events</p> <p>I sequence historical periods</p> <p>I use words and phrases: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period</p>	<p>I identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world</p> <p>I examine causes and results of great events and the impact on people</p> <p>I compare an aspect of life with the same aspect in another period</p> <p>I can study an ancient society in detail</p>	<p>I compare accounts of events from different sources (these can be fact and fiction)</p> <p>I can offer some reasons for the difference in events</p>	<p>I ask a range of questions about the past</p> <p>I choose reliable sources of evidence to answer questions</p> <p>I realise that there is not often a single answer to historical questions</p>
Year 6	<p>I can place current study on a time line in relation to other studies</p> <p>I use timelines to demonstrate changes in developments in culture, technology, religion and society</p> <p>I use words and phrases as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, today</p> <p>I describe main changes in a period of history using words: social, religious, political, technological and cultural</p>	<p>I give own reasons why changes may have occurred, backed up with evidence</p> <p>I find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views or feelings</p> <p>I describe how some changes affect life today</p> <p>I make links between some features if past societies</p>	<p>I understand that the past has been represented in different ways</p> <p>I suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</p> <p>I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p>	<p>I can identify and use different sources of information and artefacts</p> <p>I evaluate the usefulness and accurateness of different sources of evidence</p> <p>I can select the most appropriate source of evidence for particular tasks</p> <p>I form my own opinions about historical events from a range of sources</p>

Geography Skills Progression

	Locational and Place Knowledge	Human and Physical Geography	Fieldwork
Nursery	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>		
Rec	<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in different countries</p> <p>Recognise some environments are different to the one in which they live</p>		
Year 1	<p>I can use maps and a globe</p> <p>I can locate the continents</p> <p>I can use simple compass directions (North, South, East and West).</p> <p>I can ask geographical questions</p> <p>I can express own views.</p> <p>I can draw and label pictures</p>	<p>I can use basic geographical vocab to refer to key physical features</p> <p>I can use basic geographical vocab to refer to key human features.</p> <p>I can verbalise and write about similarities and differences</p> <p>I can ask questions about the weather and seasons.</p> <p>I can observe, record and express opinions about the seasons and relate the changes</p>	<p>I can use simple fieldwork e.g. note taking, videoing, data collection, sketches, observations.</p>
Year 2	<p>I can use maps and globes to locate the 4 countries of the UK and the capital cities.</p> <p>I can study two differing localities, one in the UK and one in a contrasting non-European country.</p> <p>I can ask geographical questions</p> <p>I can express own views about a place, people and environment.</p> <p>Give detailed reasons to support own likes and dislikes</p>	<p>I can use both maps and globes, identify the coldest places in the world.</p> <p>I can make predictions about where the hottest places in the world are</p> <p>I can identify the equator and some of the countries on it</p> <p>I can use basic geographical vocab to refer to key physical features.</p> <p>I can use basic geographical vocab to refer to key human features.</p>	<p>I can study maps and aerial photographs</p> <p>I can use simple compass directions (North, South, East and West)</p> <p>I can use locational and directional language.</p> <p>I can draw own maps</p> <p>I can construct basic symbols in a key.</p> <p>I can observe and record the features</p> <p>I can make sketches</p>
Year 3	<p>I can use maps to locate countries of Europe.</p> <p>I can study maps using keys to identify features.</p> <p>I can use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>I can identify similarities and differences</p> <p>I can compare physical and human features</p> <p>I can draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>I can identify main trade and economy in European country and compare to region of the UK.</p>	<p>I can locate places in the world where volcanoes occur.</p> <p>I can ask, research and explain the cause of volcanoes and the process that occurs before a volcano erupts. Y</p> <p>I can discuss how volcanoes affect human life Y</p> <p>I can relate land use and trade to settlements. Y</p>	<p>I can use locational language to describe the location of points on a map of the school/local area.</p>

Year 4	<p>I can identify the different hemispheres on a map. I can use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. I can use prior knowledge of climate I can identify the different climate zones. Explain the term 'climate zone' I can ask questions about global warming and Research the implications on tourism. I can use maps, globes and Google Earth identify physical features. I can draw conclusions about how these shapes life I can identify the major cities of places studied I can compare and contrast two differing regions e.g. rich/poor I can ask geographical questions</p>	<p>I can compare changes in land use over time. I can ask and answer questions through own knowledge and self-conducted research I can produce own pictures and labeled diagrams. I can draw conclusions</p>	<p>I can design questions and studies to conduct in the local area. I can identify local features on a map I can experiment with four figure grid references I can undertake surveys. I can conduct investigations. I can classify buildings. I can use recognised map symbols I can choose effective recording and presentation methods I can present data in an appropriate way using keys to make data clear. I can draw conclusions from the data.</p>
Year 5	<p>I can confidently use maps, globes and Google Earth. Use 4 figure grid references. I can locate and draw conclusions about the climates of countries on the Equator and on the tropics. I can use geographical symbols I can ask geographical questions I can study photos/pictures/maps to make comparisons between locations. I can identify and explain different views of people including themselves. I can use maps to locate features of the places studied e.g. rivers, mountains, large cities. I can explain and defend which are physical and which are human features. I can label counties, cities, mountains and rivers.</p>	<p>I can discuss land use and draw conclusions I can describe and explain the processes that cause natural disasters. I can draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p>	<p>I can 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. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Year 6	<p>I can use 6 figure grid references I can understand how features may have changed over time I can select the most appropriate map for different purposes I can explain the climates of chosen countries and make links using prior knowledge I can use maps to identify longitude and latitude. I can identify environmental regions and compare and contrast these regions. I can locate the key physical and human characteristics. I can relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. I can reflect on the importance and value of the tourism industry in these areas</p>	<p>I can discover where food comes from. Identify trade links. I can discuss and debate fair trade. I can investigate the facts and join in a reasoned discussion. I can generate solutions and promote ethically sound trade. I can study and compare aerial photographs and maps Study one key building in the locality during the three periods (e.g. hospital/airport) I can reflect on the changes. I can suggest reasons for the differences. I can draw conclusions I can look at maps on different scales and calculate scales on own maps.</p>	<p>I can 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.</p>

Science Skills Progression

	Approaches to enquiry	Planning	Observing	Recording	Concluding	Evaluating
Nursery	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Plant seeds and care for growing plants./Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice					
Rec	Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the affect of changing seasons on the natural world around them					
Yea 1 / Year 2	I am developing my understanding of scientific ideas I can (with help) use different types of scientific enquiry to answer my own questions I can observe changes over a period of time I can notice patterns I can group and classify things I can carry out simple comparative tests I can find things out using secondary sources of information.	I can ask simple questions and recognise that they can be answered in different ways	I can observe closely, using simple equipment I can perform simple tests I can identify and classify	I can gather and record data to help in answering questions	I can use my observations and ideas to suggest answers to questions	
Year 3 / Year 4	I can ask my own questions about what to observe I can make some decisions about which types of scientific enquiry are likely to be the best ways of answering my questions I can observe changes over time I can notice patterns I can group and classify things I can carry out simple fair tests I can find things out using secondary sources of information.	I can ask relevant questions and using different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests	I can make systematic and careful observations I can, where appropriate, take accurate measurements using standard units I can use a range of scientific equipment, including thermometers	I can gather, record, classify and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support their findings	I can use results to draw simple conclusions I can make predictions for new values, suggest improvements, and raise further questions.
Year 5 / Year 6	I can select the most appropriate way to answer science questions using different types of scientific enquiry I can observe changes over different periods of time I can notice patterns I can group and classify things I can carry out fair tests I can find things out using a wide range of secondary sources of information.	I can plan different types of scientific enquiries to answer questions I can recognise and control variables where necessary	I can take measurements using a wide range of scientific equipment with increasing accuracy and precision I can take repeat readings when appropriate	I can record data and results of increasing complexity I can use scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs	I can report and present findings from enquiries in oral and written forms, such as displays and other presentations I can make conclusions, explain causal relationships and degree of trust in results.	I can use test results to make predictions to set up further comparative and fair tests I can identify scientific evidence that has been used to support or refute ideas or arguments

Art Skills Progression

	Drawing <i>(pencil, wax, chalk, ink, pen, brushes)</i>	Colour <i>(Paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc.)</i>	Printing <i>(Fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc.)</i>	Pattern <i>(painted, printed, dyed, rubbed, imprinted, embossed etc.)</i>	Texture <i>(Collage, weaving, threads, fibers, fabrics, surfaces, wood, clay)</i>
Nursery	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing				
Rec	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing their ideas, resources and skills.				
Year 1	<u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <u>Texture</u> Investigate textures by describing, naming, rubbing, copying.	Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours. Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark Continues to explore applying colour with a range of tools for enjoyment	Create patterns and pictures by printing from objects using more than one colour. (Klee) Develop impressed images with some added pencil or decorative detail. Relief printing - string, card, etc. Use equipment and media correctly, to produce clean image. Use appropriate language to describe tools, process, etc.	Awareness and discussion of patterns around them – pattern hunt. Experiment creating repeating patterns on paper using drawing or printing of own design. Link to Maths	Simple paper and/or material weaving using a card loom. Mix colours and paint strips of paper to weave with. Add objects to the weaving - buttons, twigs, dried flowers. Explore colour in weaving. Build on skills of using various materials to make collages –using some smaller items. Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc. Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. Discuss how textiles create things – curtains, clothing, decoration
Year 2		Begin to describe colours by objects – 'raspberry pink, sunshine yellow' Make as many tones of one colour as possible using primary colours and white. Darken colours without using black Mix colours to match those of the natural world – colours that might have a less defined name Experience using colour on a large scale, A3/A2 playground.	Use printmaking as a means of drawing Create order, symmetry, irregularity Extends repeating patterns - overlapping, using two contrasting colours etc Still prints with a growing range of objects, including manmade and natural printing tools Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.) Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Look at natural and manmade patterns and discuss. Discuss regular and irregular – what does it mean?	Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch. Use various collage materials to make a specific picture.

<p style="text-align: center;">Year 3</p>	<p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist. Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Use sketchbook for recording textures/patterns. Use language appropriate to skill. Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.) Explores images through monoprinting on a variety of papers Explore colour mixing through overlapping colour prints deliberately. Pointillism</p>	<p>Search for pattern around us in world, pictures, objects.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Link to Maths - symmetry</p>	<p>Use smaller eyed needles and finer threads. Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p> <p>Look at artists Linda Caverley, Ellen Jackson, Alison King</p>
<p style="text-align: center;">Year 4</p>		<p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood (Matisse)</p>	<p>Use sketchbook for recording textures/patterns. Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Consider different types of mark making to make patterns. Look at various artists creation of pattern and discuss effect, i.e.. Gaudi, Matisse, Escher, aboriginal art)</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/klee)</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>

Year 5	<p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p>	<p>Experienced in combining prints taken from different objects to produce an end piece. Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</p>	<p>Organise own patterns.</p> <p>Use shape to create patterns.</p> <p>Create own abstract pattern.</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e. molly Williams, Jill Denton, Linda Caverley</p>
Year 6		<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Considering colour for purposes</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>	<p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief</p> <p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p>		<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>

Design Technology Skills Progression

	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
Nursery	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>		
Rec	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing their ideas, resources and skills.</p>		
Yea 1	<p>I am beginning to draw on my own experience to help generate ideas and research conducted on criteria.</p> <p>I am beginning to understand the development of existing products: What they are for, how they work, materials used.</p> <p>I am starting to suggest ideas and explain what I am going to do.</p> <p>I understand how to identify a target group for what I intend to design and make based on a design criteria.</p> <p>I am beginning to develop my ideas through talk and drawings. Make templates and mock-ups of my ideas in card and paper or using ICT.</p>	<p>I am beginning to make my design using appropriate techniques.</p> <p>I am beginning to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.</p> <p>With help, I can measure, mark out, cut and shape a range of materials.</p> <p>I am exploring using tools e.g. scissors and a hole punch safely.</p> <p>I am beginning to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>I am beginning to use simple finishing techniques to improve the appearance of my product.</p>	<p>I'm starting to evaluate my product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products I can explain what I like and dislike about products and why.</p> <p>I am beginning to evaluate my own products as they are developed, identifying strengths and possible changes I might make.</p>
Year 2	<p>I am starting to generate ideas by drawing on my own and other people's experiences.</p> <p>I am beginning to develop my design ideas through discussion, observation, drawing and modelling.</p> <p>I can identify a purpose for what I intend to design and make.</p> <p>I understand how to identify a target group for what I intend to design and make based on a design criteria.</p> <p>I develop my ideas through talk and drawings and label parts.</p> <p>I can make templates and mockups of my ideas in card and paper or using ICT.</p>	<p>I am beginning to select tools and materials; use correct vocabulary to name and describe them.</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, I cut and score with some accuracy.</p> <p>I am learning to use hand tools safely and appropriately.</p> <p>I am starting to assemble, join and combine materials in order to make a product.</p> <p>I can demonstrate how to cut, shape and join fabric to make a simple product. I can use basic sewing techniques.</p> <p>I am starting to choose and use appropriate finishing techniques based on own ideas.</p>	<p>I can evaluate my work against my own design criteria.</p> <p>I look at a range of existing products explain what I like and dislike about products and why.</p> <p>I am starting to evaluate my own products as they are developed, identifying strengths and possible changes I might make.</p> <p>With confidence, I talk about my ideas, saying what I like and dislike about them.</p>

<p style="text-align: center; font-weight: bold;">Year 3</p>	<p>With growing confidence, I generate ideas for an item, considering its purpose and the user/s.</p> <p>I am starting to order the main stages of making a product.</p> <p>I identify a purpose and establish criteria for a successful product.</p> <p>I understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>I am starting to understand whether products can be recycled or reused.</p> <p>I know how to make drawings with labels when designing.</p> <p>When planning, I explain my choice of materials and components including function and aesthetics.</p>	<p>I can select a wider range of tools and techniques for making my product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>I can explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>I am starting to understand that mechanical and electrical systems have an input, process and output.</p> <p>I am starting to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>I know how simple electrical circuits and components can be used to create functional products.</p> <p>I can measure, mark out, cut, score and assemble components with more accuracy.</p> <p>I am starting to work safely and accurately with a range of simple tools.</p> <p>I am starting to think about my ideas as I make progress and be willing to change things if this helps me to improve my work.</p> <p>I am starting to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>I am starting to evaluate my product against original design criteria e.g. <i>how well it meets its intended purpose.</i></p> <p>I am beginning to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>I evaluate the key designs of individuals in design and technology and how this has helped shape the world.</p>
<p style="text-align: center; font-weight: bold;">Year 4</p>	<p>I am starting to generate ideas, considering the purposes for which I am designing.</p> <p>I confidently make labelled drawings from different views showing specific features.</p> <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>I identify the strengths and areas for development in my ideas and products.</p> <p>When planning, I consider the views of others, including intended users, to improve, my work.</p> <p>I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>When planning, I explain my choice of materials and components according to function and aesthetic.</p>	<p>I can select a wider range of tools and techniques for making my products safely.</p> <p>I know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>I am starting to join and combine materials and components accurately in temporary and permanent ways.</p> <p>I know how mechanical systems such as cams or pulleys or gears create movement.</p> <p>I understand how more complex electrical circuits and components can be used to create functional products.</p> <p>I am learning how to program a computer to monitor changes in the environment and control my products.</p> <p>I understand how to reinforce and strengthen a 3D framework.</p> <p>I can sew using a range of different stitches.</p> <p>I can demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>I am beginning to use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT.</p>	<p>I can evaluate their products carrying out appropriate tests.</p> <p>I am starting to evaluate my work both during and at the end of the assignment.</p> <p>I am able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p>

<p style="text-align: center; font-weight: bold;">Year 5</p>	<p>I am starting to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>I am beginning to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>With growing confidence, I can apply a range of finishing techniques, including those from art and design.</p> <p>I can draw up a specification for their design- link with Mathematics and Science.</p> <p>I use results of investigations, information sources, including ICT when developing design ideas.</p> <p>With growing confidence, I can select appropriate materials, tools and techniques.</p> <p>I am starting to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>	<p>I can select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>I can 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.</p> <p>I understand how systems such as cams or pulleys or gears create movement.</p> <p>I know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>I understand that mechanical and electrical systems have an input, process and output.</p> <p>I am beginning to measure and mark out more accurately.</p> <p>I can demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>I can weigh and measure accurately (time, dry ingredients, liquids).</p> <p>I can use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT.</p>	<p>I am starting to evaluate a product against the original design specification and by carrying out tests.</p> <p>I can evaluate my work both during and at the end of the assignment.</p> <p>I am beginning to evaluate it personally and seek evaluation from others.</p> <p>I can evaluate the key designs of individuals in design and technology has helped shape the world.</p>
<p style="text-align: center; font-weight: bold;">Year 6</p>	<p>I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>I can accurately apply a range of finishing techniques, including those from art and design.</p> <p>I can draw up a specification for my design.</p> <p>I plan the order of my work, choosing appropriate materials, tools and techniques.</p> <p>I can suggest alternative methods of making if first attempts fail.</p> <p>I identify the strengths and areas for development in my ideas and products.</p> <p>I know how much products cost to make, how sustainable and innovative they are, and the impact products have beyond their intended purpose.</p>	<p>I confidently select appropriate tools, materials, components and techniques and use them.</p> <p>I can use tools safely and accurately.</p> <p>I can assemble components to make working models.</p> <p>I aim to make and to achieve a quality product.</p> <p>With confidence, I pin, sew and stitch materials together to create a product.</p> <p>I can demonstrate modifications as I go along.</p> <p>I can construct products using permanent joining techniques.</p> <p>I understand how mechanical systems such as cams or pulleys or gears create movement.</p> <p>I know how more complex electrical circuits and components can be used to create functional products.</p> <p>I know how to reinforce and strengthen a 3D framework.</p> <p>I understand that mechanical and electrical systems have an input, process and output.</p> <p>I use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT.</p>	<p>I evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>I evaluate my work both during and at the end of the assignment.</p> <p>I record my evaluations using drawing with labels.</p> <p>I evaluate against my original criteria and suggest ways that my product could be improved.</p> <p>I evaluate the key designs of individuals in design and technology has helped shape the world.</p>

Music Skills Progression

	Listen and Appraise	Singing	Playing Instruments	Improvisations	Composition	Perform and Share
Nursery	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>					
Rec	<p>Listen attentively, move to, and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following melody Explore and engage in music making and dance, performing solo or in groups</p>					
Year 1 / Year 2	<p>I enjoy listening to lots of different musical styles from around the world.</p> <p>I can sometimes recognise/identify where in the world music is from.</p> <p>I can sometimes recognise/identify what the different styles of music are and some of the different instruments I hear.</p> <p>I can usually find the pulse on my own when I listen to music.</p> <p>I am starting to use musical words when I talk about music.</p> <p>I pay attention and concentrate when my friends talk about the music we have listened to.</p> <p>I understand how pulse, rhythm and perhaps also tempo and dynamics fit into the music we listen to</p>	<p>I can stand up straight to produce a quality sound.</p> <p>I can breathe properly and pronounce words in the correct style of the song we are singing.</p> <p>I understand the meaning of the lyrics I sing so I can perform them properly.</p> <p>I keep the pulse inside me when I sing.</p> <p>I can follow a leader when I sing.</p> <p>I start and stop when a leader tells me to.</p>	<p>I can play tunes on an instrument.</p> <p>I have started to improvise, making up my own tunes and rhythms.</p> <p>I can play 'by ear' or 'by heart' and when I feel comfortable with the part I have learnt, I can move to a different one.</p> <p>I can start and stop or join in when I am directed as I watch a leader.</p> <p>I look after my instrument and hold the beater correctly.</p> <p>I know there is a language that represents the music we play.</p>	<p>I enjoy creating and exploring musical sounds with my instrument.</p> <p>I can make up simple improvisations on my own.</p> <p>I can make up a rhythm with a group and then add a tune to it.</p> <p>I feel confident when using one, two or three notes when I improvise.</p>	<p>I can compose our own tune in groups and then fit it into the song we are learning.</p> <p>I can use two or three notes to compose our tune.</p> <p>I can record my composition e.g. graphic/pictorial, using ICT, video, formal notation</p>	<p>I can work together in my group. We try to start and end together.</p> <p>I can perform what I've learnt to other people, with confidence.</p> <p>I can make sure the audience can hear and see me properly.</p> <p>I can talk about what went well and what we could do better.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3 / Year 4</p>	<p>I enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>I can sometimes place pieces of music in their historical context.</p> <p>I am starting to recognise different style indicators and different instruments and their sounds.</p> <p>I can find the pulse through movement when listening to music.</p> <p>I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music.</p> <p>I can use more musical words to describe the music we listen to and my feelings towards it</p> <p>I pay attention and concentrate when my friends talk about music we have listened to.</p> <p>I understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to.</p>	<p>I understand that we all need to work together when we sing in a group.</p> <p>I understand why we warm up our voices.</p> <p>I can stand up straight, breathe properly and pronounce words in the correct style of the song we are singing.</p> <p>I understand the meaning of the lyrics to a song and perform them properly, showing how I feel when I sing.</p> <p>I keep the pulse inside of me when I sing and realise that we all need to sing together as an ensemble.</p> <p>I can follow a leader when I sing.</p>	<p>I can play tunes and improvise.</p> <p>I have composed a simple melody.</p> <p>I can play 'by ear' and when I feel comfortable with the part I have learnt, I can move to a different one.</p> <p>I can start and stop or join in when I'm directed as I watch the leader.</p> <p>I look after my instrument and play it thoughtfully.</p> <p>I know that sometimes music is written down in the form of notation.</p> <p>I can write music down using colours, pictures or numbers</p>	<p>I have created simple improvisations with my voice and instrument within a song.</p> <p>I understand that when I improvise, I make up my own tune with notes that the teacher gives me.</p> <p>I make up my own rhythms to go with the notes.</p> <p>I can improvise confidently.</p> <p>I can make up simple rhythmic patterns and then add a melody to it.</p>	<p>I can make up/compose my own simple tunes as part of the song we are learning.</p> <p>I can record my compositions e.g. graphic/pictorial, using ICT, video, formal notation</p> <p>I can use dynamics to make my composition more interesting to listen to</p>	<p>I can confidently perform to an audience.</p> <p>I can sing, play my instrument, improvise and play my compositions during the performance.</p> <p>I am aware of our audience when I perform.</p> <p>I can evaluate my performance, helping to improve the next one.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 / Year 6</p>	<p>I enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>I can place pieces of music in their historical context.</p> <p>I can confidently recognise different style indicators and different instruments and their sounds.</p> <p>I can find the pulse easily on my own when listening.</p> <p>I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music.</p> <p>I can use musical words to describe the music we listen to and my feelings towards it.</p> <p>I can comment and discuss respectfully and share my ideas in discussion.</p> <p>I can confidently discuss other dimensions of music and how they fit into the music we are listening to.</p>	<p>I enjoy singing in an ensemble.</p> <p>I pronounce the words correctly and sing in tune.</p> <p>I understand the importance of warming up my voice to keep it safe.</p> <p>I understand that when I sing, I need to know what the song is about and how the melody and words work together.</p> <p>I feel the pulse when I sing.</p> <p>I can stop and start my group on my own and help them to keep the pulse.</p>	<p>I can play tunes and improvise.</p> <p>I can compose using my instrument.</p> <p>I can play different parts 'by ear' and sometimes with notation if I can.</p> <p>I can play a different part to others and keep it going within the ensemble.</p> <p>I continue to look after my instrument and treat it with respect.</p> <p>I understand that music has a language and it is called notation.</p> <p>I can read and understand some notes.</p>	<p>I feel confident creating improvised melodies with my voice and instrument.</p> <p>I can explain what improvisation is.</p> <p>I feel confident improvising on my own or in a group.</p> <p>I can use up to five notes to improvise.</p>	<p>I am confident creating my own tunes within the song we are learning.</p> <p>I can use up to five notes when composing.</p> <p>I record my compositions e.g. graphic/pictorial, using ICT, video, formal notation</p> <p>I have various ways to make our compositions sound more interesting.</p>	<p>I can explain why we work together in an ensemble and what it means to do so.</p> <p>I am confident in my role within a performance.</p> <p>I am aware of my audience and their needs.</p> <p>I can offer constructive comments about my own and others' work.</p>

PE Skills Progression

	Games	Dance	Gymnastics	Athletics
Nursery	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>			
Rec	<p>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Progress towards a more fluent style of moving with developing control and grace Develop overall body strength, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Develop overall body strength, balance, coordination and agility Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming Develop confidence, competent, precision and accuracy when engaging in activities that involve a ball</p>			
Yea 1	<ul style="list-style-type: none"> - I can move fluently by changing direction and speed easily and avoiding collisions. - I can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking - I can choose and use skills effectively for particular games understand the concepts of aiming, hitting into space. - I can take the ball to a good position for aiming use skills in different ways in different games. - I can try to win by changing the way they use skills in response to their opponent's actions. 	<ul style="list-style-type: none"> - I can explore movements. - Can move confidently and safely. - I can perform phrases. - I can recognise how their body feels after exercise. - I can discuss dance ideas. 	<ul style="list-style-type: none"> - I can explore gymnastics and still movements. - I can move safely and with confidence. - I can know how to carry and place equipment. - I can watch, copy and describe what others have done. - I can perform movement phrases using a range of body parts and actions. 	<ul style="list-style-type: none"> - I can copy actions and repeat actions and skills. -I can move with control and care. -I can copy and remember actions. -I have the opportunity to explore running, jumping, throwing, catching. As well as developing balance, agility and co-ordination. -Begin to apply these in a range of athletic activities.
Year 2	<ul style="list-style-type: none"> - I can pass a ball accurately to a partner over a variety of distances - I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. - I can show a good awareness of others in running, chasing and avoiding games. - I can make simple decisions about when and where to run. - I can vary skills and show some understanding of simple tactics. - I can choose and use tactics to suit different situations. - I can react to situations in a way that helps their partners and makes it difficult for their opponent. 	<ul style="list-style-type: none"> - I can explore, remember and repeat dance actions. - I can compose and perform short dance phrases. - I can describe how different dance movements make them feel. - I can watch and describe dance phrases and dances and use what they learn to improve. 	<ul style="list-style-type: none"> - I can remember, repeat and link gymnastics and still movements - I can move safely and with confidence. - I can know how to carry, lift and place equipment. - I can watch, copy and describe what others have done. - I can improve their work using information they have gained by watching and listening. 	<ul style="list-style-type: none"> - I can copy and remember actions. - I can repeat and explore actions with control and coordination. - I have the opportunity to explore running, jumping, throwing. As well as developing balance, agility and co-ordination. - I can begin to apply these in a range of athletic activities.

Year 3	<ul style="list-style-type: none"> - I can travel whilst bouncing a ball showing control - I can use a range of skills to help them keep possession and control of the ball. - I can perform the basic skills needed for the games with control and consistency. - I can, in pairs, make up a game and play a simple rallying game. - I can use a range of skills to keep possession and make progress towards a goal, on their own and with others. - I can choose good places to stand when receiving, and give reasons for their choice - I can choose and use batting or throwing skills to make the game hard for their opponents. 	<ul style="list-style-type: none"> I can improvise freely on own or with a partner. - I can translate ideas into a dance. - I can create and link phrases using a simple dance structure. - I can perform dances with an awareness of rhythm on their own or in a group. 	<ul style="list-style-type: none"> - I can improve the quality of their actions, body shapes and balance. - I can select appropriate actions and consolidate simple ideas. - I can know the importance of strength. - I can evaluate their work and quality of their performance. - I can recognise how their work can be improved. 	<ul style="list-style-type: none"> - I can select and use appropriate skills, actions or ideas with co-ordination and control. - I have been re-introduced to the physical fitness factors in regards to each event within athletics. - I can run at fast, medium and slow speeds, changing speed and direction. - I can make up and repeat a short sequence of linked jumps. - I can take part in a relay activity, remembering when to run and what to do.
Year 4	<ul style="list-style-type: none"> - I can keep a game going using a range of different ways of throwing. - I can strike a ball with intent and throw it more accurately when bowling and/or fielding. - I can use a range of skills with increasing control. - I can effectively play a competitive net/wall game. - I can play by a set of given rules. - I can explain how to make things difficult for my opponent by directing the ball to space, at different speeds and height. 	<ul style="list-style-type: none"> - I can explore and create characters and narratives. - I can create motifs. - I can describe the need to warm up. - I can evaluate their own performance and comment on improvements. 	<ul style="list-style-type: none"> - I can develop a range of actions, body shapes and include in a performance. - I can create gymnastic sequences that meet a theme or set of objectives. - I can describe how their body reacts to different situations. - I can make simple judgments on their own and others work. 	<ul style="list-style-type: none"> - I can select and use the most appropriate skills, actions or ideas. - I can apply and describe physical fitness factors depending on the event being practised. - I can apply the specific rules of athletics in regards to health and safety - I can link running and jumping activities with some fluency, control and consistency. - I can throw a variety of objects, changing my action for accuracy and distance. - I can run over a long period of time.
Year 5	<ul style="list-style-type: none"> - I can travel with a ball showing changes of speed and directions using either foot or hand. - I can use a range of techniques when passing, e.g. high, low, bounced, fast, slow. - I can hit the ball with purpose, varying the speed, height and direction. - I can hit the ball from both sides of the body. - I can judge how far they can run to score points. 	<ul style="list-style-type: none"> - I can explore ideas from different dance styles. - I can compose dances expressively. - I can organise their own warm up and cool down to suit activities. - I can understand why it's important to warm up. 	<ul style="list-style-type: none"> - I can perform actions in a fluent and consistent performance. - I can create sequences and adapt. - I can know and understand the basic the principles of warming up and why it is important. - I can understand why physical activity is good for overall health. - I can evaluate and improve their own and others work. 	<ul style="list-style-type: none"> - I can link skills, techniques and apply them accurately and appropriately. - I can show good control in all movements. - I can assist others in achieving the correct techniques when running, throwing and jumping. - I am ble to apply an appropriate run up when performing jumps and throws. - I can sprint over a short distance. - I can throw in different ways and select the most effective technique for certain objects. - I can hit a target, jump in different ways and combine running and jumping/ throwing activities.
Year 6	<ul style="list-style-type: none"> - I can dribble effectively around obstacles. - I can show precision and accuracy when sending and receiving. - I can perform skills with accuracy, confidence and control. - I can combine and perform skills with control, adapting them to meet the needs of the situation. - I can play shots on both sides of the body and above my head in practices. When the opportunity arises in a game use different ways of bowling. - I can play games showing tactical awareness and knowledge of rules and scoring. - I can respond consistently in the games they play, choosing and using skills which meet the needs of the situation. - I can choose when to pass or dribble, so that they keep possession and make progress towards the goal. 	<ul style="list-style-type: none"> - I can explore, improvise and combine movements. - I can create structure in sections of dance. - I can understand why dance if good for fitness. - I can comment on their own work and the work of others. 	<ul style="list-style-type: none"> - I can combine and perform gymnastic actions, shapes and balances fluently. - I can develop their own sequences. - I can understand why warming up and cooling down is important. - I can evaluate their own work and the work of others. 	<ul style="list-style-type: none"> - I can apply skills, techniques and ideas consistently. - I can show precision, control and fluency. - I can compete in all athletic events with confidence. - I am aware of distances that throws and jumps are measured in and can attempt to measure others' events. - I am able to use a stopwatch correctly and time runners and record results. - I can demonstrate stamina. - I can do a controlled take-off and landing in a jump. - I can throw with accuracy. - I can follow specific rules.

RE Skills Progression

	AF1: Thinking about religions and beliefs	AF2: Pupils: Enquiring, investigating and interpreting	Beliefs and teachings (what people believe)	Practices and lifestyles (what people do)	Expression and language (how people express themselves)	Identity and experience (making sense of who we are)	Meaning and purpose (making sense of life)	Values and commitments (making sense of right and wrong)
Nursery	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Develop their sense of responsibility and membership of a community.							
Rec	Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways							
Year 1	I can recall features of religious, spiritual and moral stories. I can recognise and name features of different religions.	I can explore questions that puzzle me. I can identify different religious symbols.	I can retell a moral or religious story	I can explain how different people show faith and respect.	I can identify different religious symbols. I can use new vocabulary linked to different faiths. (i.e torah, baptise , mosque)	I can explain my own feelings and experiences.	I can explore questions that puzzle me. I can have my own ideas about the answers to these questions.	I can explain what is special to me. I can talk about some things that are special to other people.
Year 2	I can retell religious, Spiritual and moral stories. I can identify ways to express beliefs. I can name similarities and differences in the way that people express their beliefs.	I can explain why some questions don't always have an answer. I can ask questions to find out what different people do and believe. I can suggest the meanings for different religious symbols.	I can retell a moral or religious story I can identify what the story is try to teach people.	I can explain how different people show faith and respect. I can identify similarities and differences between these ways.	I can suggest the meanings for different religious symbols and stories.	I can identify the things that make me special. I can value differences and similarities between me and someone else.	I can accept that some questions don't always have one answer.	I can explain my opinion. I can show respect for the opinions and beliefs of others.
Year 3	I can see connections between beliefs, stories and practices. I can explain how beliefs are important to people. I can name similarities and differences in the way that people express their beliefs.	I can identify links between different religions. I can create my own questions about religions and beliefs. I can suggest the meanings for different religious symbols.	I can explain what is important and special to people of different faiths and why.	I can describe how different festivals are an opportunity to show Faith and respect.	I can identify links between different religious symbols, stories or ideas.	I can discuss my own experiences and demonstrate that I value the experiences of other people.	I can compare my own and other people's ideas about questions that are difficult to answer. I can demonstrate valuing ideas and opinions that are different to my own.	I can explain the meaning of values and commitments, in my own life and those of others.

Year 4	<p>I can explain connections between different religions and beliefs.</p> <p>I can describe the impact of beliefs on individuals and the community.</p> <p>I can describe and explain similarities and differences within and between religions and beliefs.</p>	<p>I can answer my own questions about different religions and beliefs .</p> <p>I can research and present my own questions and answers.</p> <p>I can suggest the meanings for different religious symbols and practices.</p>	<p>I can explain what is important and special to people of different faiths and why.</p> <p>I can make connections between the teachings of different faiths.</p>	<p>I can explain how aspects of faith make a difference to the lives of individuals and communities.</p>	<p>I can identify how beliefs, ideas and feelings can be expressed in different ways.</p>	<p>I can ask questions about the significant experiences of key figures from religions studied.</p>	<p>I can ask questions about puzzling aspects of life and experiences.</p>	<p>I can ask questions about matters of right and wrong</p> <p>I can explain my opinions and demonstrate an understanding of the opinions of others.</p>
Year 5	<p>I can explain connections between different religions and beliefs.</p> <p>I can describe the impact of beliefs on individuals and the community.</p> <p>I can explain how and why differences in belief are expressed.</p>	<p>I can compose and answer my own questions about different religions and beliefs.</p>	<p>I can explain how some beliefs and teachings are shared by different religions.</p>	<p>I can explain how aspects of faith make a difference to the lives of individuals and communities.</p> <p>I can compare different religions in terms of how they demonstrate their devotion.</p>	<p>I can explain how some forms of religious expression are used to convey a message to individuals and communities.</p>	<p>I can make informed responses to questions of identity and experience.</p>	<p>I can use my knowledge and understanding of different faiths to help me ask and answer puzzling questions.</p>	<p>I can construct an argument or response to an issue.</p> <p>I can explain how different faiths may respond differently to issues based on their beliefs.</p>
Year 6	<p>I can use religious and philosophical terminology to explain my knowledge.</p> <p>I can explain some of the challenges faced by different religions in the modern world.</p> <p>I can explain the importance of diversity within our society.</p>	<p>I can identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p> <p>I can explain religions and beliefs from different perspectives.</p> <p>I can identify the significance of different forms of religious and spiritual expression.</p>	<p>I can make comparisons between the key beliefs, teachings and practices of all the Faiths I have studied.</p> <p>I can use a wide range of appropriate language and vocabulary to demonstrate my understanding.</p>	<p>I can explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>	<p>I can explain and compare the different ways in which people of different faiths express their beliefs.</p>	<p>I can express my views on some fundamental questions of identity, meaning, purpose and morality.</p>	<p>I can express my views on some fundamental questions of identity, meaning, purpose and morality.</p>	<p>I can explain how different faiths may respond differently to issues based on their beliefs.</p>

Computing Skills Progression

	Networking	Programming	Office Skills	Creative Computing	Digital Literacy / E-safety
Nursery	Explore how things work.				
Rec	I can identify the main input devices (eg keyboard and mouse) of a desktop computer.	<p>I follow instructions to make something happen so it works</p> <p>I can control the movement of a floor turtle (eg BeeBot) using single commands (eg FD or RT)</p>	<p>I can locate letters and numbers on the keyboard</p> <p>I can use the spacebar and the shift key for capital letters</p>		
Year 1	<p>I can log on to a network using my own log on and 'secret' password.</p> <p>I can load my digital work (with some help) from a saved place.</p> <p>I can log off safely from a network.</p>	<p>I can follow instructions to make something happen.</p> <p>I can control the movement of a floor turtle (e.g. BeeBot) using ONE OR MORE command to solve a problem.</p> <p>I can write my own algorithm using symbols.</p> <p>I can control and debug commands for a BeeBot or a screen sprite to move it to a given position</p> <p>I know the term algorithm and how they can be used to control a sprite on a screen or a floor turtle.</p>	<p>I can enter text into my work.</p> <p>I understand that you can enter numbers into a computer.</p> <p>I can use the backspace key to edit my work.</p> <p>I can locate and use the spacebar, full stop and shift key to get a capital letter.</p>	<p>I can choose and use a range of tools in a program for a purpose or effect.</p> <p>I can create my own digital artwork.</p> <p>I can select and sequence sounds.</p> <p>I can create a regular beat with more than one sound.</p> <p>I can evaluate the music I create.</p> <p>I can make changes to my sequence to improve the sound.</p>	<p>I can log in safely and recognise whether it is my account (avatar, name).</p> <p>I am beginning to understand the idea of 'ownership' of my work.</p> <p>I know to keep personal information private.</p> <p>I recognise common uses of information technology beyond school.</p>
Year 2	<p>I can log on to a network using my own log on and 'secret' password.</p> <p>I can save and load (retrieve) my work on a range of devices (e.g. laptops and tablets).</p> <p>I can log off safely from a network.</p> <p>I can start to organise my work (e.g. using file names and folders).</p> <p>I understand that we save to a network that can be accessed on all school devices.</p>	<p>I understand that an algorithm is a list of instructions that must be done in the right order.</p> <p>I can understand that a problem can be broken up into smaller parts.</p> <p>I can create a list of instructions to make things happen for a specific outcome for a floor turtle or an onscreen sprite.</p> <p>I can control and debug multiple commands for a BeeBot or an onscreen sprite.</p> <p>I can predict where the BeeBot or Screen Sprite will finish from a list of commands.</p> <p>I can use a range of different blocking coding commands including time-after command and collision detection.</p> <p>I can explain to others how to create a program.</p>	<p>I can use technology to create a range of content (i.e. text based, image based, number based).</p> <p>I can change what is in my work and the look of my work (i.e. change the font).</p> <p>I can combine text and images from the internet.</p>	<p>I can create my own digital artwork.</p> <p>I can use tools from the program effectively.</p> <p>I can evaluate the effectiveness of different tools and select them for a specific purpose.</p>	<p>I can give good and bad sides to technology.</p> <p>I can explain what a digital footprint is, that it is permanent and my online behaviour influences what it shows.</p> <p>I can respond to emails safely and responsibly.</p> <p>I can identify the basic parts of a web search, refine my searches using Boolean search terms (AND, OR, NOT) and navigate results page.</p> <p>I know the implications of inappropriate searches.</p> <p>I know where to go for help and support when I have concerns about online content.</p>

Year 3	<p>I understand how to save and get back (retrieve) data on the school network and a handheld device such a tablet computer.</p> <p>I can correctly connect my Micro:Bit output to a desktop computer.</p>	<p>I use basic programming constructs to create simple programs.</p> <p>I can predict some of the things that may happen BEFORE I run my program.</p> <p>I can create a forever loop initiated by a trigger event (i.e. Green Flag click).</p> <p>I understand that many programs can follow more than one route (more than one thing can happen) e.g. IF/ THEN statements.</p> <p>I am beginning to introduce simple variables into my algorithms.</p> <p>I know when to test a program and when to debug it if it doesn't work.</p> <p>I can control a physical system using a range of commands (e.g. Micro:Bit).</p> <p>I can use the radio to send and receive messages with other Micro:Bits.</p>	<p>I can communicate my ideas effectively using the right software and formats.</p> <p>I can create a presentation that is easy to understand and that is interesting.</p> <p>I can combine more than one source of information (e.g. text, picture, video, animation, sound), including from the internet, into my work.</p>	<p>I can select drawing tools for a purpose.</p> <p>I can manipulate an image using tools such as: select, resize, flip and rotate.</p> <p>I can use copy and paste to create a repeated pattern.</p> <p>I can use the dropper to select the identical colour.</p>	<p>I can make safe passwords and know the consequences of not keeping it secure.</p> <p>I know that blogs and emails are a form of communication, and they must be used responsibly.</p> <p>I understand that not all online content is reliable, and I am beginning to recognise 'spoof' webpages.</p> <p>I am aware of the importance of ratings to keep me safe.</p> <p>I can identify a range of ways to report concerns about contact.</p>
Year 4	<p>I understand how to save and get back (retrieve) data on the school network and a hand-held device such a tablet computer</p> <p>I can use a Micro:Bit to identify when a circuit is closed.</p> <p>I can create a circuit using simple components and connect it to a Micro:Bit in order to control them.</p> <p>I can build a multiple switch circuit which uses the Micro:Bit pins to produce different outputs (i.e. sounds).</p>	<p>I use basic programming constructs to create programs.</p> <p>I can understand that using repeat instruction can save time and make a program simpler.</p> <p>I can test and retest a program whilst it is being developed; recognising errors and debugging.</p> <p>I can predict some of the things that may happen BEFORE I run my program.</p> <p>I can create a forever loop initiated by a trigger event (i.e. Green Flag click).</p> <p>I can use a range of variables into my algorithms.</p> <p>I can use more than one IF/THEN in my algorithm to create a range of outcomes.</p> <p>I am beginning to us input to BROADCAST information to trigger another event (i.e. pencil colours).</p> <p>I can identify multiple costumes for one screen sprite.</p> <p>I can use lists within my algorithm.</p> <p>I can build a program that randomises values for a specific purpose.</p>	<p>I can use some of the more advanced features of applications (not just change font) to present my ideas and work clearly.</p> <p>I can combine more than one source of information (e.g. text, picture, video, animation, sound) in my work.</p> <p>I can use software to collect, present and analyse data appropriately. (e.g. to make a chart).</p> <p>I can evaluate my digital work to see if it has met the target or goal set for me.</p> <p>I can collect, analyse, evaluate and present data and information.</p>	<p>I can evaluate and select appropriate images from the internet.</p> <p>I can copy and paste images then manipulate them within a document (i.e. resize, rotate, flip, and change the order) for a specific outcome.</p>	<p>I can explain how to protect myself from identify theft.</p> <p>I can identify the risk and benefits of installing new software including apps.</p> <p>I know what plagiarism is and the consequences of copying others' work.</p> <p>I can identify a range of ways to report concerns about content.</p> <p>I can recognise acceptable and unacceptable behaviour when collaborating online.</p> <p>I can identify the positive and negative influences of technology on health and the importance of a balanced screen-time.</p>

Year 5	<p>I understand that my work can be saved in a range of places (the device itself, USB stick, or 'in the cloud').</p> <p>I understand the opportunities computer networks offer for collaboration.</p>	<p>I use basic programming constructs to create simple programs.</p> <p>I can write programs to do what I want them to do.</p> <p>I can predict some of the things that may happen BEFORE I run my program.</p> <p>I can create a forever loop initiated by a trigger event.</p> <p>I can recognise an error in a program, debug the program and explain the changes I have made.</p> <p>I recognise the need to test and retest whilst a program is being developed.</p> <p>I can understand that repeating instructions can save time and make a program simpler. (e.g. create a LOOP).</p> <p>I understand that any system requires input devices (e.g. keyboard) and output devices (sound, light etc).</p> <p>I can receive data from input components and control output components using a computer or microcontroller.</p>	<p>I can use software to collect and present information appropriately. I can explain what I have done to other people.</p> <p>I can create and edit a presentation to provide information clearly and can include hyperlinks in it (e.g. using PowerPoint or Keynote).</p> <p>I can combine more than one source of information (e.g. text, picture, video, animation, sound) in my work and can present this well to other people.</p>	<p>Use a range of tools to add and manipulate 3D models for a specific purpose.</p> <p>Select and combine shapes to design and create content to accomplish a given goal.</p>	<p>I have a greater understanding of how to evaluate whether online sources - including altered images and videos online – are reliable or not.</p> <p>I have a greater understanding of how to keep safe online, including what information shouldn't be shared and why, and I know different ways to report online concerns.</p> <p>I can be discerning in evaluating digital content.</p> <p>I know that sources of information should be referenced, and I know how to cite them.</p>
Year 6	<p>I understand that my work can be saved in a range of places (the device itself, USB stick, or 'in the cloud') and can talk about this.</p> <p>I understand that computers can be linked together to create a network and that this can help me working with others online (collaboration).</p>	<p>I can predict what a Python script is going to do.</p> <p>I can broadcast information to trigger another event.</p> <p>I can use a range of sensing components to control what happens.</p> <p>I can write Python programs to do what I want them to do. I can test and debug these.</p> <p>I can make connections between block coding and Python script.</p> <p>I can receive data from input components and control output components using a computer or microcontroller.</p> <p>I can control a physical system using a range of commands.</p>	<p>I can select, use and combine a variety of software effectively (including internet services) to meet the goals I have been set.</p> <p>I can combine several sources of information (e.g. text, picture, video, animation, sound) in my work to meet the goal I have been set.</p> <p>I can use software to collect, present, analyse and evaluate data appropriately (e.g. using a spreadsheet and/or a database).</p> <p>I can create and edit a presentation to convey meaning and include non-linear hyperlinks in it (e.g. PowerPoint or Keynote).</p> <p>I can present data and information for a specific audience in a way that is easy to understand.</p>	<p>Use 3D drawing software, selecting appropriate tools, to create a realistic representation of world objects.</p> <p>Create a more complex 3D model of my own design adding detail to 3D drawings and manipulating objects.</p>	<p>I know a range of ways to protect myself online including looking for privacy seals, protecting my digital footprint and reporting concerns. I understand a range of ways to use technology respectfully and be a responsible online user (including making appropriate comments and reporting cyberbullying).</p> <p>I can identify the positive and negative influences online and understand the importance of a healthy screen-time. I can create a blog for a specific audience and understand that it will be approved.</p> <p>I can select digital artefacts (<i>anything that can be created using digital tools</i>) for a given audience. I understand that I need consent to use some digital artefacts (<i>anything that can be created using digital tools</i>).</p>