Settle Primary School Curriculum

Rationale

We have designed our curriculum to **inspire and engage** pupils in their learning through **combining subjects creatively** into exciting topics. This allows us to be **flexible** when teaching different subjects, eg. running whole DT days or topic based theme days, and allows us to use **real-life learning opportunities** such as visitors and school trips in order to deliver many aspects of the curriculum together in a **cross-curricular** way to support our children who, due to rural living/location, struggle to access facilities such as museums, galleries, etc. However, we also allow for subject specific stand-alone lessons when needed to **ensure key knowledge and skills are not missed,** eg. Place knowledge in Geography. Our children have a huge range of ability and interests and also need help to develop resilience and focus, so this approach enables us to embed **STEM** sessions across the curriculum to help them problem solve and 'think like an engineer' as well as support their ability to self-regulate through regular 'Zones of Regulation' and positive mind-set sessions to develop self-confidence.

We launch each topic with a **'Super Start'** to capture the children's interest and end with a **'Fantastic Finish'** to celebrate all the work completed and skills acquired by the children.

Aims

To inspire and engage pupils and make them motivated to learn
To enable them to acquire knowledge progressively and develop skills sequentially: each step should link to previous steps.
To be progressive and challenge all learners at all levels
To ensure STEM subjects have a high priority and allow children to think like engineers
To enable children to apply their reading, writing and mathematical skills across the curriculum
To be clear and easy to understand by all members of the school community
To ensure key knowledge (what they need to know) and key skills (what they need to do) are not missed
To retain skills and knowledge (currently reviewing how we can use end of unit quizzes and knowledge organisers to do this)
To ensure all children have a wide range of knowledge and skills by the time they move onto the next stage in their education
To prepare children for later life (see also our 'Curriculum for Life' document and literacy/numeracy progression documents)

Science (Enquiry Skills)	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Planning & conducting experiments	*Having their own ideas– thinking of ideas; finding ways to solve problems; finding new ways to do thing* *Making predictions* *Planning making decisions about how to solve a problem and reach a goal*	Ask simple questions when prompted Suggest ways of answering a question	Ask simple questions Recognise that questions can be answered in different ways	Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests	Ask relevant questions Plan different types of scientific enquiries to answer questions Set up simple and practical enquiries, comparative and fair tests	With prompting, plan different types of scientific enquiries to answer questions With prompting, recognise and control variables where necessary	Plan different types of scientific enquiries to answer questions Recognise and control variables where necessary
Conducting Experiments	*Testing their ideas* *Finding ways to solve problems* *Learning by trial and error* *Paying attention to details* Children use everyday language as they explore to talk about size, weight, capacity. (SSM) They explore characteristics of everyday objects and shapes(SSM) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EX A&D)	Make relevant observations Conduct simple tests, with support	Observe closely, using simple equipment Perform simple tests	Make systematic observations, using simple equipment Use standard units when taking measurements	Make systematic and careful observations using a range of equipment, including thermometers and data loggers Take accurate measurements using standard units, where appropriate	Select, with prompting, and use appropriate equipment to take readings Take precise measurements using standard units	Take measurements using a range of scientific equipment Take measurements with increasing accuracy and precision Take repeat readings when appropriate Take precise measurements using standard units
Recording evidence	*Developing ideas of grouping, sequencing, cause and effect.* Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (Ex A&D)	With prompting, suggest how findings could be recorded.	Record and communicate their findings in a range of ways and begin to use simple scientific language	Record findings in various ways With prompting, suggest how findings may be tabulated With prompting, use various ways of recording, grouping and displaying evidence	Record findings using simple scientific language, drawings and labelled diagrams Record findings using keys, bar charts, and tables Gather, record, classify and present data in a variety of ways to help to answer questions	Take and process repeat readings	Record data and results of increasing complexity using scientific diagrams and labels Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts. Record data and results using line graphs.
. Reporting Findings .	*Making links and noticing patterns in their experience* Can talk about things they have observed such as plants, animals, natural and found objects. Look closely at similarities, differences, patterns and change Uses talk to organise, sequence and clarify thinking and ideas. (Sp) Gives meaning to marks they make as the draw, write and paint.(Wr) Make observations about plants and animals and explain why some things occur talk about changes.	Recognise findings	Identify and classify	With prompting, suggest conclusions from enquiries Suggest how findings could be reported	Report on findings from enquiries, including oral and written explanations, of results and conclusions Report on findings from enquiries using displays or presentations	Record data and results Record data using labelled diagrams, keys, tables and charts Use line graphs to record data	Report and present findings from enquiries, including conclusions and causal relationships Report/present findings from enquiries in oral and written forms such as displays and other presentation Explain degree of, trust in results
Conclusions and Predictions	*Checking how well their activities are going changing strategy as needed, reviewing how well the approach worked.* Listens and responds to ideas expressed by others. (U) Discuss similarities and differences between living things, objects and materials.	Gather and record data. Use observations to suggest answers to questions	Gather and record data to help answer questions Use their observations and ideas to suggest answers to questions	Suggest possible improvements or further questions to investigate	Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships With support, present findings from enquiries orally and in writing Suggest further comparative or fair tests	Identify scientific evidence that has been used to support or refute ideas or arguments Use test results to make predictions to set up further comparative and fair tests

Science	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Enquiry Vocabulary	Extends vocabulary, especially grouping and naming. (CLL) Express themselves effectively, showing awareness of listeners needs (CLL) Similar /different Pattern Change order Describe Sort Positional language-behind, next to, Estimate Compare	questions answers equipment gather measure record results sort group test explore observe compare describe similar/similarities different/differences egg timers ruler tape measure metre stick beaker pipette syringe	pictogram tally chart block diagram Venn diagram table chart sort group test explore observe compare describe similar/similarities different/differences order observe changes over time notice patterns link secondary sources hand lenses egg timers stop watch	similarities differences changes identify classify order observe changes over time notice patterns fair tests careful accurate observations questions answers equipment gather measure record results evidence present data/evidence/results keys bar charts table results conclusions prediction support/not support thermometers data loggers magnifying glass microscope part	increase decrease identify classify sort group order observe changes over time link secondary sources fair tests careful accurate observations appearance	opinion/fact comparative tests fair tests variables careful accurate accuracy precision degree of trust observations gather measure record results evidence present data/evidence/results keys classification keys bar charts scatter graphs line graphs table results conclusions	independent variable dependent variable controlled variable causal relationships repeat measurements

Science	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Animals including humans	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Talk about some of the things they have observed such as animals. Show care and concern for living things. Look at similarities, differences, patterns & change. Know the similarities and differences in relation to living things. Make observations of animals and explain why some things occur, talk about changes. Dog, puppy, cat, kitten, child, adult, baby, horse, foal, cow, calf, worm, snail, slug, spiders, Parts of the body arms, legs, feet, hands, paws, feathers, skin	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak**	Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) **Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene**	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement **Movement, Muscles, Bones, Skull, Nutrition, Skeletons,**	Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey **Mouth, Tongue, Teeth, Oesophagus, Stomach, Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar**	Describe the changes as humans develop to old age **Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty**	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans **Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration**
Plants	Talk about some of the things they have observed such as plants. Show care and concern for the environment. Look at similarities, differences, patterns and change. Make observations of plants and explain why some things occur, talk about changes Deciduous trees, daffodils, daisies, seeds, bulbs, roots, stem, leaves, trunk, branches,	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees **Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem**	Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Seeds, Bulbs, Water, Light, Temperature, Growth**	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower**			
Seasonal Changes	Develop an understanding of growth, decay and changes over time. Look at similarities, differences, patterns and change. Explain why some things occur, and talk about changes. Seasons, day, night, light, dark	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies **Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark**					

Science	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Materials	Talk about found objects. Beginning to be interested in and describing the texture of things (Ex A & D) Uses various construction materials (Ex A & D) Talk about similarities, differences. Experiments to create different textures. (Ex A & D) Know similarities and differences in relation to objects. Safely use and explore a variety of materials. . . Experiment with texture, form and function. (Ex A & D) Playdough, sand, wood, plastic, water, found materials e.g. acorns, Hard,soft, transparent, float, sink	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties **Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth**	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil**				
Living things and their habitats	Talk about some of the things they have observed such as animals. Show care and concern for living things and the environment. Look closely at similarities, differences, pattern and change. They talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about change. Compost, wildlife area, mini beasts, fish tank,		Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert		Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things **Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats**	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals **Mammal, Reproduction, Insect, Amphibian, Bird, Offspring**	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics **Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects**
Light				Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change **Light, Shadows, Mirror, Reflective, Dark, Reflection**			Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as objects that cast them **Refraction, Reflection, Light,**

Science	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Forces & Magnets				Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing **Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull**		Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys**	
Rocks				Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter **Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent**			
Sound	Explored and learns how sounds can be changed. (Exp Art & D) Explores the different sounds of instruments. (Ex Art and D) Make music and experiment with ways of changing them. (Ex Art & D)				Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases **Volume, Vibration, Wave, Pitch, Tone, Speaker**		

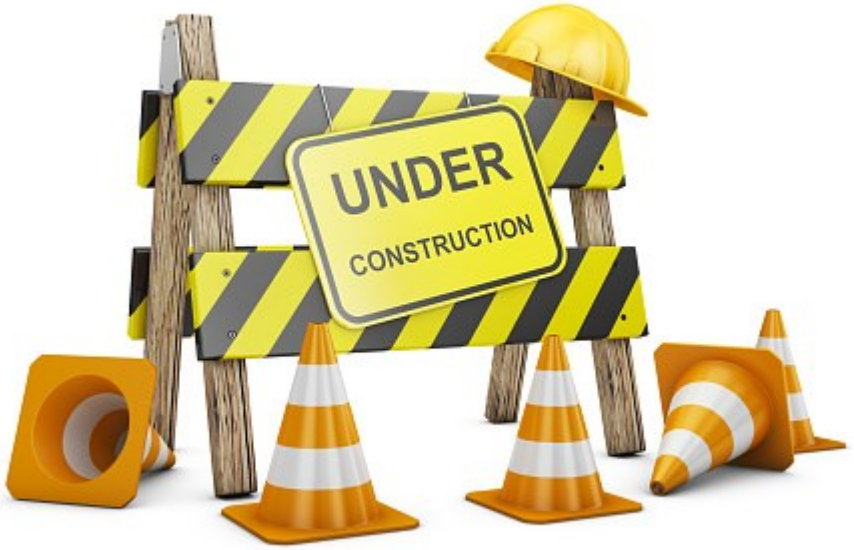
Science	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Earth & Space						Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation**	
Properties of materials	Explores colour and how colours can be changed.(Exp Art & D) Be interested in and describe the texture of things. (Exp Art & D) Use various construction materials. Joins construction pieces together to build and balance. (Exp Art & D) Exploares what happens when they mix colours.(Exp Art & D) Experiments to create different textures. (Exp Art & D) Manipulates materials to achieve a planned effect. (Exp Art & D) Safely use and explore a variety of materials, tools and technicques experimenting with design, texture, form and function.(Exp Art & D)					Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing**	

Science	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Evolution & Inheritance							Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics**
Electricity					Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors **Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators**		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram **Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell**
States of matter					Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing**		

History	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Theme	**Bonfire Night** **Christmas** **My Family and other families**	**Queen Victoria and Queen Elizabeth I** **Toys** **Settle: Victoria Hall**	**Great Fire of London** **Grace Darling** **Seaside holidays**	**Mayan Civilisation** **Local history study of Settle** **Roman Empire and its impact on GB**	**Ancient Egypt** **Britain's Settlement by Anglo Saxons and Scots** **Changes in Britain from the stone age to the iron age**	**Ancient Greece-** **Victorians and the Industrial revolution** **Viking and Anglo– Saxon struggle for the kingdom of England to the time of Edward the Confessor**	**World War 1 and 2** **Life of John Lennon/Sixties** **History of Liverpool** **Magna Carta and history of Parliament**
Chronology, knowledge and understanding of history	Can retell a simple past event in correct order. (CLL) Use a range of tenses (CLL) Use the past form accurately. (CLL) Remembers and talks about significant events in their own experience. Remembers and describes special times or events for family and friends. Children talk about past and present events in their own lives and the lives of family members. I can make some comments about things from the past eg. features, events, people and themes.	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk or write about the past, I include detail I show that I can make some connections with features of other periods I have studied.	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	Uses talk to organise, sequence and clarify thinking . . And events.(CLL) Orders and sequences familiar events. (SSM) Use past, present and future forms accurately when talking aobut events that have happened. . .They develop their own narratives and explanations by connecting ideas or events. (CLL)	I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.	
	I can use everyday language related to time. (SSM) Orders and sequences familiar events. (SSM) Use everyday language to talk about time and to compare . . (SSM) Use terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	I can use a wider range of "time" terms including: recently, before, after, now, later. I can use past and present when describing events	I can use some "historical period" terms. I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms.	I use dates and historical period terms accurately.	I can use historical periods as reference points.	
Continuity and change (during and between periods)	Shows interest in different occupations and was of life. Can talk about past . . Events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, among families, communities and traditions.	I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can describe links between events, situations and changes within and between different periods and societies over long arcs of time.

Histor y	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Diversity (within a period)	Show interest in the lives of people who are familiar to them. Shows an interest in different occupations and ways of life. (UW) Recognise and describe special times or events for family or friends. They know about similarities and differences between themselves and others, among families, communities and traditions. (UW)	I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.
Cause and consequence	Beginning to use more complex sentences to link thoughts. (CLL) Uses talk to connect ideas, explain what is happening. . (CLL) Link statements and stick to a main theme or intention. (CLL) Use talk to organise, sequence and clarify thinking ideas, feelings and events. (CLL) They use the past, present and future forms accurately when talking about events that have happened or are to happen in the future. (CLL) They develop their own narratives and explanations by connecting ideas or events.(CLL)	I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
Significance	Shows interest in the lives of people who are familiar to them. (UW) Remembers and talks about significant events in their own experience.(UW) Recongises and describes significant events in their own experience..(UW) Children can talk about past and present events in their own lives dand in the lives of family members.(UW)		I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
Using & understanding sources of evidence	I know information can be retrieved from computers. Use ICT equipment to interact with age-appropriate software. They can select and use technology for a particular purposes. *I can pick out information about the past from sources like pictures, objects and stories.*	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past.	I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.	I can discuss why different sources of information are more accurate than other sources.
Understanding historical interpretation	Knows that information can be retrieved from books and computers. (R) Demonstrate understanding when talking to others about what they have read. (R) They can select and use technology for particular purposes. (UW)	I can talk about some of the different ways that the past is recorded or represented. I can name some of the different ways which tell us about the past.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed
Communicating ideas in history	Sometimes gives meaning to marks they draw or write. (W) Can retell simple past events in correct order(CLL) Give meaning to marks as they draw, write and paint. (W) Attempts to write own sentences in meaningful contexts. (W) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events(CLL) Write simple sentences which can be read by themselves or others. (W) Use past, present and future forms accurately . (CLL)	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about the past using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	As Y3,4 and 5 combined.

Geography currently being updated to be aligned to the Oddizi Curriculum!



Geography	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Theme	**Local Area** **Seasons** **Hot and cold countries** **Polar regions / deserts**	**Weather patterns in the UK** **Location of hot and cold places in the world** **Fieldwork– a study of our school** **Identify the human and physical features of Settle**	**4 countries and capital cities of the UK and its surrounding seas** **Comparing Settle with** **Tocuaro in Mexico (a non–European country)** **Name the 7 continents and 5 oceans** **Fieldwork– a study of our school and its grounds**	**Fieldwork- Local area study** **Mountains/Volcanoes/ Earthquakes** **Study a region in South America** **Locate North and South America on a map of the world** **Identify the position and significance of the Equator, Tropics of Cancer and Capricorn**	**Rivers and coasts** **Types of settlements: Why do people settle in different places, trade, economy, work, fossils and fuels, cities and rives, land use, transportation and holidays .** **Contrast Central and northern Europe** **Locate Europe on a world map (including the position of Russia)**	**Climates/Rainforests-why are they important? Biomes and vegetation belts** **Contrast UK to Greece (tourism)** **Compass, grids, OS maps, wider local area.** **Identify the position and significance of the Northern and Southern hemispheres, the Arctic Circle and Antarctic Circle**	**Liverpool (import/export/ trade)** **Contrasting UK locality: London** **Trade, import/export- Liverpool, dev of docks, migration** **Identify counties and cities of the UK** **Identify the position and significance of the Prime/ Greenwich Meridian and time zones.**
Geographical Knowledge	Comments and asks questions about aspects of their familiar world such as the palce where they live Make observations about their local environment e.g park, school, home	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify seasonal and daily weather patterns in the United Kingdom. Children should be able to make comparisons and links with the type of foods that are grown in hot/cold countries. To be able to explain why they would wear different clothes at different times of the year	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To be able to find where they live on a map of the UK.	To be able to locate and name the main countries in North and South America on a world map and atlas . Identify the significance of the Equator, Tropics of Cancer and Capricorn To be able to locate and name some of the main mountains in the UK and some of the highest mountains in the world. Locate and name some of the world's volcanoes and earthquakes. Name and locate the key topographical features including hills and mountains. Understand how these features have changed over time.	To know the difference between the British Isles, Great Britain and the UK. To be able to name up to six cities in the UK and locate them on a map. To be able to locate and name some of the main rivers in the UK and the longest rivers in the world. Locate and name on a map the countries that make up Europe (including Russia). Where is the UK? Identify the capital cities of key European countries. To be able to name and locate the capital cities of neighbouring European countries.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. · Identify the significance of the N. and S. Hemisphere, Arctic and Antarctic circles. To be able to name a number of countries in the Northern and Southern Hemispheres.	·Locate and name the main counties and cities in England. Identify the position and significance of latitude/longitude and the Greenwich Meridian, time zones (including night and day). Identify the largest deserts, revising major rivers and mountains.
Geographical Enquiry	Use vocabulary focused on objects and people that are of particular importance to them (CLL) Builds up vocabulathat reflects the breadth of their experiences.(CLL) Extends vocabulary, especially grouping and naming. (CLL)	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.	Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Geography	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Physical Geography	Look closely at similarities and differences. Begin to compare features of different environments e.g park compared to house Know about similarities and differences in relation to places. Talk about features of their own immediate environment and how one environment might vary from another.	To be able to explain the main features of a hot and cold place. To be able to explain how the weather changes with each season. To be able to describe the key features of a place, using basic geographical vocabulary like: forest, hill, mountain, beach, soil, sea, weather, hot, cold	To be able to describe some physical features of their own locality and explain what makes their locality special. To be able to describe some of the features associated with an island. To be able to describe the key features of a place, using basic geographical vocabulary like: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Describe and understand key aspects of: Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. To be able to describe the physical features of a locality.	Describe and understand key aspects of: rivers, mountains and the water cycle. To be able to explain why water is such a valuable commodity . Name and locate the key topographical features including coast, features of erosion and rivers. Understand how these features have changed over time. Understand geographical similarities and differences through the study of the physical geography of a region of the United Kingdom and a region in a European country.	Describe and understand key aspects of : Climate zones, biomes and vegetation belts. To be able to use the appropriate symbols to represent different physical features on a map. Compare a region of the UK with a region in a European country (Greece),	Describe and understand key aspects of: the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. To be able to describe how some places are similar and others are different in relation to their physical features. To be able to explain how a location fits into its wider geographical location; with reference to physical features. To be able to describe the main physical features of a well-known city.
Human Geography		To be able to describe the key features of a place, using basic geographical vocabulary like: City, town, village, factory, farm, house, office. To be able to say something about the people who live in hot and cold places	To be able to describe the key features of a place, using basic geographical vocabulary like: City, town, village, factory, farm, house, office, port, harbour and shop. To be able to describe some human features of their own locality, such as jobs people do and that these may be different in different parts of the world. Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	To be able to describe how volcanoes have an impact on people's lives. To be able to confidently describe human features in a locality . To be able to explain why a locality has certain human features . To be able to explain why a place is like it is. To be able to explain how the lives of people in different countries would be different from their own.	To be able to explain how a locality has changed over time with reference to human features. To be able to find different views about an environmental issue and explain their view. To be able to suggest different ways that a locality could be changed and improved. To be able to explain why people are attracted to live by rivers. Understand geographical similarities and differences through the study of the human geography of a region of the United Kingdom and a region in a European country.	Link with a city compare land use maps from the past with the present, focusing on land use.· To be able to explain how a locations fits into its wider geographical location; with reference to human economical features. To be able to explain what a place might be like in the future, taking account of issues impacting on human features. To be able to locate the Mediterranean and explain why it is a popular holiday destination.	Linking with Liverpool or London, map how land use has changed over time. Make predictions about how it may continue to change in the future. Import/export and trade between UK and Europe and ROW. To be able to give an extended description of the human features of different places around the world. To be able to describe how some places are similar and others are different in relation to their human features. To develop a wider knowledge of understanding of famous landmarks and relate this to tourism.

Geography	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Geographical Skills and Fieldwork	Use vocabulary focused on objects and people that are of particular importance to them (CLL) Builds up vocabulathat reflects the breadth of their experiences.(CLL) Extends vocabulary, especially grouping and naming. (CLL)	Compasses and maps - learning basic directions - forwards and backwards, left and right.	Use world maps, atlases and globes to identify the seven Be able to recognise and use simple compass directions (North, South, East and West)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries To identify the key features of a locality by using a map. To be able to use maps and atlases appropriately by using contents and indexes Learn the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. To use some basic OS map symbols.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries To carry out a survey to discover features of cities and villages. To be able to find the same place on a globe, in an atlas and using digital technology. To be able to label the same features on an aerial photograph or on a map. To be able to plan a journey to a place in England using a map/digital technology. Learn the eight points of a compass, four-figure grid references.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries To collect information about a place and use it in a report. To be able to map land use. To be able to make detailed sketches and plans improving their accuracy later. Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied To be able to choose the best way to collect information needed and decide the most appropriate units of measure. Learn the 8 compass points and 8 figure grid references with teaching of latitude and longitude To be able to recognise key symbols used on ordnance survey maps. To use OS maps to answer questions. To confidently explain scale and use maps with a range of scales . Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

NCCE Planning units underlined Website gives full plans & links for each	**Nursery**	**Reception**	**Year 1** **https:// teachcomputing.org/ curriculum/key-stage-1**	**Year 2** **https://teachcomputing.org/ curriculum/key-stage-1**	**Year 3** **https://teachcomputing.org/ curriculum/key-stage-2**	**Year 4** **https://teachcomputing.org/ curriculum/key-stage-2**	**Year 5** **https://teachcomputing.org/ curriculum/key-stage-2**	**Year 6** **https://teachcomputing.org/ curriculum/key-stage-2**
Computing Systems and Networks		**Technology at school.**	**Technology All Around Us** Recognising technology in school and using it responsibly.	**Information technology around us** Identifying IT and how its responsible use improves our world in school and beyond.	**.Connecting Computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**The Internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Sharing Information** Identifying and exploring how information is shared between digital systems	**Internet Communication** Recognising how the WWW can be used to communicate and be searched to find information Youtube: A Packets's Tale. How does the internet work? How undersea cables are laid The Web is Not the Net
Creating Media	**Digital Mark Making** Interactive White-board– exploe iPads Doodle Buddy	Digital Mark Making Use a keyboard to type name Draw a doodle on 'Splosh' mouse control iPads– Draw and Tell	**Digital Painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	**Digital Photography** Capturing and changing digital photographs for different purposes.	**Stop Frame Animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story.	**Audio Editing** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Video Editing** Planning, capturing, and editing video to produce a short film.	**Webpage Creation** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.
Programming 2 Units A & B	A: Moving a robot Code-a-pillar Test block Follow a pathway	**A: Moving a robot** Introduction to algorithms Control floor robot- With forward/ backwards / turn **B: Programming Animations** Daisy the Dinosaur (iPads) Predict algorithm then test	**A:Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes. **B: Programming Animations** Designing and programming the movement of a character on screen to tell stories.	**A:Robot algorithms** Creating and debugging programs, and using logical reasoning to make predictions. **B: Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	**A:Sequencing Sounds** Creating sequences in a block-based programming language to make music **B:Events and Actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.	**A:Repetition in Shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes. You tube: The Big Bang Theory– The Friendship Algorithm **B: Repetition in Games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game	**A:Selection in physical Computing** Exploring conditions and selection using a programmable microcontroller. **B:Selection in quizzes** Exploring selection in programming to design and code an interactive quiz.	**A:3D Modelling** Planning, developing, and evaluating 3D computer models of physical objects **B: Sensing** Designing and coding a project that captures inputs from a physical device.
Data and Information	Grouping Data Duplo blocks to make a graph	Grouping Data Make and read a block diagram	**Grouping Data** Exploring object labels, then using them to sort and group objects by properties.	**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer.	**Branching Databases** Building and using branching databases to group objects using yes/no questions.	**Data Logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Flat file Databases** Using a database to order data and create charts to answer questions.	**Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data.
Creating Media	Draw and tell iPad (2) Take photo	**Story Telling** Puppet Pals—audio recording	**Digital Writing** Using a computer to create and format text, before comparing to writing non-digitally.	**Making Music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	**Desktop Publishing** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Photo Editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled	**Vector Drawing** Creating images in a drawing program by using layers and groups of objects.	**3D Modelling** Planning, developing, and evaluating 3D computer models of physical objects.
Internet Safety Resources /progression Safer Internet Website	Feeling Safe Smartie The Penguin Tell someone if you have a funny feeling in your tummy	Staying Safe online Digi Ducks Big Decision Chicken Clicking	Personal information Sharing videos and images CEOP 'Lee and Kim' Cartoon Story Webster Email	Using Technology Responsibly safe searching Sharing images/videos The Adventures of Cara Winston and the SMART crew	Real and Fake information Book: Penguin Pig Collection of images on Staff share Youtube: Flying Penguins / World Penguin day Fake Website: All about Explorers	Recognising acceptable / Unacceptable behaviour Book– Troll Stinks J.Willlis Youtube; Jigsaw for 8-10 year olds	Sharing images/videos *BBC Newsround—Caught in the Web Lonely Princess	Digital Citizenship (Youtube) :Up to us film *Dove– Evolution Commercial *BMW Commercial Before and After *I Forgot My Phone

Music	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Use of voice expressively and creatively. (KS1) **Play and Perform (KS2)**	Use intonation, rhythm and phrasing to make the meaning clear to others.(Sp) Sing a few simple songs. Sings ot self and makes up simple songs (I) Begins to build a repertoire of songs. Children sing songs... and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music ..	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience.	Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.	Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence.	Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear.	Create songs with an understanding of the relationship between lyrics and melody. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion.	Perform significant parts from memory and from notations with awareness of my own contribution. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.
Play tuned and untuned instruments. (KS1) **Improvise and compose (KS2)**	Explores and learns how sounds can be changed. Tap out repeated rhythms. Makes up rhythms (I) Explores the sounds of different instruments. Children make music and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music ..	Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention.	Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given Understand how to control playing a musical instrument so that they sound, as they should.	To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases	Compose music that combines several layers of sound. Awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.	Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group.	Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.
Listen with concentration and understanding. (KS1) **Listen to attention to detail and record sounds. Appreciate and understand a wide range of live and recorded music. (KS2)**	Begin to move rhythmically. Imitates movement in response to music. Use movement to express feelings (I) Create movement in response to music.(I) Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music.	Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types.	To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.	To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect. Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.	Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions. Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.
Experimenting creating and combining. (KS1) **Develop an understanding of the history of music (KS2)**	Captures experiences and responses with a range of media such as music Children talk about the ideas and processes which have led them to make music.	Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired.	Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) . Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea.	Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.	Understand that the sense of occasion affects the performance. Combine sounds expressively.	Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.	Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. Use different venues and occasions to vary my performances.

Music	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Use and understand musical notation **(KS2)**				Create own marks to represent different sounds.	Use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music.	Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. Learn to read music during recorder lessons. Read the musical stave and can work out the notes (FACE). Draw a treble clef at the correct position on the stave.	Use of a variety of notation when performing and composing. Compose music for different occasions appropriate musical devises. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). Describe music using musical words and use this to identify strengths and weaknesses in music.
Knowledge	Builds up vocabulary that reflects the breadth of their experiences.(CLL) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (CLL) Shows increasing control over an object . . .(PD) Handles tools, objects,. . .safely and with increasing control. (PD) Children can express themselves effectively, showing awareness of the listeners' needs.(CLL) Children show good control and co-ordination in large and small movements) They handle equipment and tools effectively. (PD)	To begin to understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat. To begin to learn musical instruments names. To understand how to play an instrument with care and attention.	To continue to understand and demonstrate the differences between – pulses, rhythm, pattern, chanting, beat, pitch. To continue to learn musical instruments names. To understand how to play an instrument with care and attention.	To understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat, pitch To understand the difference between the term melodic and rhythmic. Begin to recognise and identify instruments being played and to be able to name these instruments. To begin to describe the different purposes of music throughout history and in other cultures. Recognise how musical elements can be used together to compose music. AT SP2	To understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat, pitch.. To understand the difference between the term melodic and rhythmic Continue to recognise and identify instruments being played and to be able to name these instruments. To continue to describe the different purposes of music throughout history and in other cultures. Recognise how musical elements can be used together to compose music. To begin to understand musical notation (minim, crotchet, semibreve) and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music	To understand and demonstrate the differences between – pulse, rhythm, pattern, chanting, beat, pitch etc. Continue to recognise and identify instruments being played and to be able to name these instruments and to be able to say what family the instrument comes from. To begin to describe the different purposes of music throughout history and in other cultures. Recognise how musical elements can be used together to compose music. To begin to understand musical notation (minim, crotchet, semibreve) and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music. To be know the musical notes (FACE) (Right hand). To understand what a treble clef/stave is.

Art	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Drawing and Sketchbooks		**Spirals** Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	**Explore and Draw** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	**Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance.	**Storytelling Through Drawing** Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.	**Typography and Maps** Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	**2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.
Print, Colour, Collage		**Simple Printmaking** Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	**Exploring the World Through Monoprint** Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	**Working with Shape and Colour** Painting with Scissors": Collage and stencil in response to looking at artwork.	**Exploring Pattern** Exploring how we can use colour, line and shape to create patterns, including repeating patterns.	**Making Monotypes** Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines.	**Activism** Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.
Working in Three Dimensions		**Playful Making** Exploring materials and intention through a playful approach.	**Be an Architect** Exploring architecture and creating architectural models.	**Telling Stories Through Drawing and Making** Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	**The Art of Display** Explore how the way we display our work can affect the way it is seen. Create an artwork inspired by the idea of "Plinth".	**Set Design** Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	**Brave Colour** Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2 d or 3d models to share our vision of imagined installations with others.
Paint, Surface, Texture		**Exploring Watercolour** Exploring watercolour and discovering we can use accidental marks to help us make art.	**Expressive Painting** Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes.	**Cloth, Thread, Paint** Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	**Exploring Still Life** Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	**Mixed Media Land and City Scapes** Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.	**Exploring Identity** Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.
Working in Three Dimensions		**Making Birds** Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	**Stick transformation project.** Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.	**Making Animated Drawings** Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.	**Sculpture, Structure, Inventiveness and Determination.** What can artists learn from nature? Nurture personality traits as well as technical skills.	**Architecture: Dream Big or Small?** Explore the responsibilities architects have to design us a better world. Make your own architectural model.	**Take a Seat** Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.
Collaboration and Community		**Inspired by Flora and Fauna** Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.	**Music and Art** Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make.	**Using Natural Materials to Make Images.** Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.	**Festival Feasts** Drawing and Making inspired by food. How might we use food and art to bring us together?	**Fashion Design** Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	**Shadow Puppets** Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own shadow puppets.

Progression based on the progressive units of work within the new **Access Art Curriculum**. Suggested artists and activities can be adapted to fit with class focus but all objectives should be covered and all art forms should be taught in each year.

D&T Level Expected at the End of EYFS

During the Early Years Foundation Stage, the essential building blocks of children's design and technology capability are established. There are many opportunities for carrying out D&T-related activities across all areas of learning.

By the end of the reception year most children should be able to:	
Construct with a purpose in mind, using a variety of resources.	Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary.
Use simple tools and techniques competently and appropriately.	Select the tools and techniques they need to shape, assemble and join materials they are using.

D&T-related activities in the EYFS should be appropriate to the developmental stage of the children. Activities should look quite different from those carried out in KS1.

Effective practice in the EYFS has the following characteristics:	
Designing does not necessarily entail drawing	Designing does not necessarily entail drawing
Designing can mean using hand gestures, arranging and re-arranging materials and components, talking and listening	Designing can mean using hand gestures, arranging and re-arranging materials and components, talking and listening
Designing is usually intuitive	Designing is usually intuitive
The designing and making process is fluid	The designing and making process is fluid
Sometimes practical skills are taught directly	Sometimes practical skills are taught directly

Design and Technology activities in Reception should include	
Construction	Learning to construct with a purpose in mind, e.g. using scissors, glue, string and a hole-punch to make a bag to store items collected during a Forest School session
Structure and Joins	Observing closely and replicating a structure, e.g. following a visit, children make a milking shed, church tower out of small wooden bricks
Using a Range of Tools	Learning about planning and adapting initial ideas to make them better, e.g. a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape. Children should use a range of tools including scissors, hole punch, stapler, glue spreader, rolling pin, cutter and grater
Cooking	Beginning to understand some of the tools, techniques and processes involved in food preparation. E.g. taking turns stirring the mixture for a cake and then watching it rise while cooking. Children should practise stirring, mixing, pouring and blending ingredients during cookery activities
Exploration	Learning about how everyday objects work by dismantling things and looking closely at their component parts, e.g. a child might dismantle a pepper grinder and discover how it is put together and the materials different parts are made from.
Discussion	Opportunities to discuss reasons that make activities safe or unsafe e.g. hygiene and electrical awareness. Opportunities to discuss appropriate use of senses e.g. when tasting different foods. Opportunities to use the language of designing and making, e.g. words such as 'join', 'build' and 'shape' as well as evaluative and comparative language - 'longer', 'shorter', 'lighter', 'heavier' and 'stronger'. Children should also learn to record their experiences by, for example, drawing, writing, voice recording or modelling

D&T 6 Essentials Progression Framework KS1&2

The 6 Essentials identifies the fundamental skills that our learners should gain from Design & Technology sessions.

	KS1	KS2
User	***Pupils should have a clear idea of who they are designing and making products for, considering their wants, needs, values, interests and preferences.*** ***The intended user could be themselves, or others, an imaginary or story-based character, a client, a consumer or a specific target group***	
	The pupils can: • Identify who their products will be for. • Suggest possible users of a range of existing products. • Explore how existing products are used. • Consider where and when their own and others' products might be used. • Evaluate whether users' needs and preferences have been met effectively. • Appreciate the importance of the user within D&T	*The pupils can:* • Explore users' needs in a range of contexts • Research to identify potential problems and opportunities for users • Analyse findings and draw conclusions from their research • Distinguish between needs, wants, values, interests and preferences. • Design products for individuals, clients, consumers and target groups.
Purpose	***Pupils should be able to clearly communicate the purpose of their products they are designing and making.*** ***Each product should be designed to perform one or more defined tasks.***	
	The pupils can: • State what their products are for • Suggest the purpose of a range of existing products • Develop design criteria that take account of the intended purpose of their products.	***The pupils can:*** • Clarify the purpose of the products they are designing and making • Evaluate how well existing products meet their intended purpose • Understand the concept of 'fitness for purpose' in the context of their own designing and making • Distinguish between how well products are designed and how well they are made • Discuss whether their own and existing products have an impact beyond their intended purpose • Recognise when products have to fulfil conflicting requirements.
Functionality	***Pupils should design and make products that work effectively in order to fulfil users' needs, wants and purposes.***	
	The pupils can: • Know that their products should work in some way • Know how a range of existing products work • Develop specific technical knowledge and understanding, in order to ensure that their products work well.	***The pupils can:*** • Understand the meaning of 'functionality' and its importance to design and technology • Know how functionality is relevant to the product they are designing • Know how the materials and components they use assist the functionality of the product • Contrast the functional properties of materials and components with their aesthetics qualities • Understand that how products work affects how they are used
Design	***Pupils need opportunities to make their own design decisions. Through making design decisions pupils decide on the form their product will take, how their product will work, what task it will perform and who the product will be for. This demonstrates their creative, technical and practical expertise.***	
	The pupils can: • Make their own design decisions • Discuss the design decisions that have been made in existing products • Take into account users' needs when making design decisions • Develop their technical and practical expertise in order that they can make informed design decisions • Use D&T related visits and inputs from experts to make informed design decisions	***The pupils can:*** • Discuss the effectiveness of the design decisions made in existing products • Discuss the effectiveness of the design decisions made in their own products • Identify, describe, and offer reasons for the presence of pollution on a beach. • Describe and explain how people can take greater care of the seaside environment. • Describe what a *habitat* is and the features of one kind of seaside habitat. • Understand the interdependence of living things in seaside environments. • Identify different places at the seaside where plants, birds and animals might live. • Describe and compare how people have enjoyed holidays at the seaside in the past compared with today.
Innovation	***When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed. It helps to have open-ended starting points***	
	The pupils can: • Respond creatively and imaginatively to design briefs and problems	***The pupils can:*** • Demonstrate some originality when design and making • Learn how to take creative risks • Understand the meaning of 'innovation' within D&T • Understand how innovation is an important part of the process of designing and making products •
Authenticity	***Pupils should design and make products that are believable, real and meaningful to themselves and others.***	
	The pupils can: • Carry out projects that are real and meaningful to them and others. • Work within a range of relevant contexts, ranging from domestic to industrial. • Work towards realistic and credible outcomes that can be evaluated in use. • Engage in activity that mirrors design and technology in the wider world. • Create products with a genuine purpose and for a real user. • Create products which need to work in some way in order to be successful.	***The pupils can:*** • Understand the difference between genuine D&T products and outcomes created in other areas of the curriculum

Projects on a Page
Please refer to the Projects on a Page documents for progression of vocabulary.

KS1 D&T National Curriculum Expectations & progression		KS2 D&T National Curriculum Expectations & progression			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Leavers and sliders • Structures • Fruit and Veg	• Templates and Textiles • Wheels and Axels • Food	• Healthy Diet • Levers and Linkages • 2-D shape to &3-D product. • Shell structures	• Pneumatics • Simple circuits and switches • Shell structures CAD • Simple programming and control	• Pulleys & gears • Frame structures • Celebrating culture and seasonality • Monitoring and control	• CAD • Cams • Complex Switches • Combining fabric shapes

Area of Study		KS1	KS2
DESIGNING	Understanding contexts, users and purposes	***Across KS1 pupils should:*** • Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. • State what products they are designing and making • Say whether their products are for themselves or other users • Describe what their products are for • Say how their products will work • Say how they will make their products suitable for their intended users • Use simple design criteria to help develop their ideas	***Across KS2 pupils should:*** • Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • Describe the purpose of their products • Indicate the design features of their products that will appeal to intended users • Explain how particular parts of their products work ***In early KS2 pupils should also:*** • Gather information about the needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas ***In late KS2 pupils should also:*** • Analyse findings and draw conclusions from their research • Distinguish between needs, wants, values, interests and preferences. • Design products for individuals, clients, consumers and target groups.
	Generating, developing, modelling and communicating ideas	***Across KS1 pupils should:*** • Generate ideas by drawing on their own experiences • Use knowledge of existing products to help come up with ideas • Develop and communicate ideas by talking and drawing • Model ideas by exploring materials, components and construction kits and by making templates and mockups • Use information and communication technology, where appropriate, to develop and communicate their ideas	***Across KS2 pupils should:*** • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • Use computer-aided design to develop and communicate their ideas ***In early KS2 pupils should also:*** • Generate realistic ideas, focusing on the needs of the user • Make design decisions that take account of the availability of resources ***In late KS2 pupils should also:*** • Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost
MAKING	Planning	***Across KS1 pupils should:*** • Plan by suggesting what to do next • Select from a range of tools and equipment, explaining their choices • Select from a range of materials and components according to their characteristics	Across KS2 pupils should: • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities ***In early KS2 pupils should also:*** • Order the main stages of making ***In late KS2 pupils should also:*** • Produce appropriate lists of tools, equipment and materials that they need • Formulate step-by-step plans as a guide to making
	Practical Skills and techniques	***Across KS1 pupils should:*** • Follow procedures for safety and hygiene • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques, including those from art and design	***Across KS2 pupils should:*** • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities ***In early KS2 pupils should also:*** • Order the main stages of making ***In late KS2 pupils should also:*** • Produce appropriate lists of tools, equipment and materials that they need • Formulate step-by-step plans as a guide to making

EVALUATING	Own Ideas and products	***Across KS1 pupils should:*** • Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved	***Across KS2 pupils should:*** • Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work ***In early KS2 pupils should also:*** • Refer to their design criteria as they design and make • Use their design criteria to evaluate their completed products	***In late KS2 pupils should also:*** • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • Evaluate their ideas and products against their original design specification
	Existing products	***Across KS1 pupils should explore:*** • What products are • Who products are for • What products are for • How products work • How products are used • Where products might be used • What materials products are made from • What they like and dislike about products	***Across KS2 pupils should investigate and analyse:*** • How well products have been designed • How well products have been made • Why materials have been chosen • What methods of construction have been used • How well products work • How well products achieve their purposes • How well products meet user needs and wants ***In early KS2 pupils should also investigate and analyse:*** • Who designed and made the products • Where products were designed and made • When products were designed and made • Whether products can be recycled or reused	***In late KS2 pupils should also investigate and analyse:*** • How much products cost to make • How innovative products are • How sustainable the materials in products are • What impact products have beyond their intended purpose
	Key events and Individuals		***Across KS2 pupils should:*** • Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products, e.g. Jacques de Vaucanson (CAMS), Gustave Eiffel (free standing structures), Thomas Edison/Lewis Latimer (circuits), Isambard Kingdom Brunel (engineering/structures)	
TECHNICAL KNOWLEDGE	Making Products Work	***Across KS1 pupils should know:*** • About the simple working characteristics of materials and components • About the movement of simple mechanisms such as levers, sliders, wheels and axles • How freestanding structures can be made stronger, stiffer and more stable • That a 3-D textiles product can be assembled from two identical fabric shapes • That food ingredients should be combined according to their sensory characteristics • The correct technical vocabulary for the projects they are undertaking	***Across KS2 pupils should know:*** • How to use learning from science to help design and make products that work • How to use learning from mathematics to help design and make products that work • That materials have both functional properties and aesthetic qualities • That materials can be combined and mixed to create more useful characteristics • That mechanical and electrical systems have an input, process and output • The correct technical vocabulary for the projects they are undertaking ***In early KS2 pupils should also know:*** • How mechanical systems such as levers and linkages or pneumatic systems create movement • How simple electrical circuits and components can be used to create functional products • How to program a computer to control their products • How to make strong, stiff shell structures • That a single fabric shape can be used to make a 3D textiles product • That food ingredients can be fresh, pre-cooked and processed	***In late KS2 pupils should also know:*** • How mechanical systems such as cams or pulleys or gears create movement • How more complex electrical circuits and components can be used to create functional products • How to program a computer to monitor changes in the environment and control their products • How to reinforce and strengthen a 3D framework • That a 3D textiles product can be made from a combination of fabric shapes • That a recipe can be adapted by adding or substituting ingredients
COOKING AND NUTRITION	Where food comes from	***Across KS1 pupils should know:*** • That all food comes from plants or animals • That food has to be farmed, grown elsewhere (e.g home) or caught	***Across KS2 pupils should know:*** • That a recipe can be adapted a by adding or substituting one or more ingredients • That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs and cattle) and caught (such as fish) in the UK, Europe, the World.	***In late KS2 pupils should also know:*** • That seasons may affect the food available • How food is processed into ingredients that can be eaten or used in cooking
	Food preparation, cooking and nutrition	***Across KS1 pupils should know:*** • How to name and sort foods into the five groups in 'The eatwell plate' • That everyone should eat at least five portions of fruit and vegetables every day • How to prepare simple dishes safely and hygienically, without using a heat source • How to use techniques such as cutting, peeling and grating	***Across KS2 pupils should know:*** • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically [including, where appropriate, the use of a heat source] • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking ***In early KS2 pupils should also know:*** • That a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The eatwell plate'. • That to be active and healthy, food and drink are needed to provide energy for the body	***In late KS2 pupils should also know:*** • That recipes can be adapted to change the appearance, taste, texture and aroma • That different food and drink contain different substances – nutrients, water and fibre – that are needed for health

French	3	4	5	6
Key Topics/ North Yorkshire Units (Bold units cover key skills)	**Moi** **Les couleurs** La jungle Tutti Frutti Vive le sport **Le météo**	Les monstre **Le calendrier des fêtes** **Les animaux** **Au marché** Je suis le musician À la mode	**Ma famille** On fait la fête Cher Zoo **Le petit déjeuner** **Vive le temps libre** À la plage	**Les portraits** **Les cadeaux** *Le carnaval des animaux* **Au café** *Tour de France* *Destinations*
Listening	Understand a few familiar spoken words and phrases - e.g. the teacher's instructions • a few words and phrases in a song or a rhyme • days of the week • colours • numbers	Understand a range of familiar spoken phrases - e.g. • Basic phrases concerning myself, my family, my school, the weather.	Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. • A short rhyme or song, a telephone message, announcement or weather forecast. • Sentences describing what people are wearing, what they are doing, an announcement or message.	Understand and respond to spoken and written language from a variety of authentic sources.
Speaking	Say and repeat single words and short simple phrases – e.g. • greeting someone • saying oui, non, s'il vous plait, merci (or equivalents in other languages) • naming classroom objects • days of the week • saying what the weather is like	Answer simple questions and give basic information – e.g. • Saying where I live • Whether I have brothers and sisters • Whether I have a pet • When my birthday is • How old I am • Saying the date	Ask and answer simple questions and talk about their interests - e.g. • taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear … • discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions, discussing houses, pets, food.	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • give a short prepared talk, on a topic of choice, including expressing opinions • describing a picture or part of a story; making a presentation to the class
Reading	Can recognise and read out a few familiar words and phrases - e.g. • from stories and rhymes • labels on familiar objects • the date • the weather	Understand and read out familiar written phrases - e.g. • simple phrases • weather phrases • simple description of objects • someone writing about their pet	Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. • very simple messages on a postcard or e-mail or part of a story • three to four sentences of information about my e-pal; a description of someone's school day.	Understand the main points and opinions in written texts from various contexts - e.g. • A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story … • discover and develop an appreciation of a range of writing in French
Writing	Can write or copy simple words or symbols correctly - e.g. • numbers • Days of week • colours • classroom objects • a shopping list	Can write one or two short sentences to a model and fill in the words on a simple form- e.g. • personal information • where I live • how old I am • holiday greetings by e-mail or on a postcard	Write a few short sentences with support using expressions which they have already learnt - e.g. • a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g. • three to four sentences for a wall display; a simple e-mail message.	Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • paragraphs of three to four sentences about myself, • about a story or a picture; a message containing three to four sentences; a postcard or greetings card

Year 3	**Unit 1 – Moi! (All about me !)** Bonjour/salut au revoir/bonsoir Comment ça va? Ça va/bien/mal Et toi? Merci C'est… Numéro Comment tu t'appelles? Je m'appelle…	**Unit 2 - Les couleurs (Colours)** C'est (de) quelle couleur? C'est… Addition vocab Quelle est ta couleur préférée? J'aime/je n'aime pas le + colour Sequencing language Imperatives	**Unit 3 – La jungle (Jungle animals)** Qu'est-ce que c'est? C'est… Je suis + un/une + animal petit/grand Introduction to gender + adjectival agreement Accents Indefinite article un/une	**Unit 4 – Tutti fruitti (Fruit)** C'est un/une J'aime le/la/les J'adore… Je n'aime pas…. Je déteste …. Quel est ton fruit préféré? (In) definite articles Singular/ plural nouns mon/ton	**Unit 5 – Vive le sport (Our Sporting Lives)** Days of the week Qu'est-ce que tu fais le + day? Quel est ton sport préféré? jouer au + sport faire du/de la + sport Present tense (je/tu) Using jouer and faire	**Unit 6 - La météo (Weather)** Quel temps fait-il? Il fait… Revise days à + French towns Present tense of faire il fait + weather	**Alphabet 0-10**
Year 4	**Unit 7 - Les monstres (Parts of the body)** Touche le nez/pied; la bouche/tête; l'oreille; les: épaules/genoux/yeux 1-10 Qu'est-ce que c'est…? C'est … J'ai + number + body part Plurals of nouns Avoir: j'ai, il/elle a	**Unit 8 - Le calendrier des fêtes (Calendar of Festivals)** Date Months Revise days 1-31 Seasons Festivals Noël Use of ordinal/cardinal numbers Questions using quel(le) en + month	**Unit 9 - Les animaux (Pets)** Qu'est ce que c'est? C'est … As-tu un animal? J'ai/ je n'ai pas de Il y a… qui s'appelle… Agreement/position of adjectives Inversion of verb in question Affirmative/negative sentences	**Unit 10 – Au marché (At the market)** Vegetables bon/mauvais pour la santé Qu'est-ce que tu as? Je voudrais… s'il vous plaît C'est combien? … euros Quantities + de les/des + noun	**Unit 11 - Je suis le musicien (I am the music man)** Musical instruments J'aime/ j'adore Je n'aime pas Je déteste Je joue du/de la/des + instruments Use of de Questions using Qu'est-ce que? and Qui?	**Unit 12 - À la mode (Clothes)** Loup y es-tu? story Clothes + weather + seasons Je mets… Je porte … Quand il fait Possessive adjectives: mon/ ma/mes Complex sentences with Quand	**Alphabet 0-20**
Year 5	**Unit 13 - Ma famille (Family)** Revise Comment t'appelles-tu? Tu as des frères et des soeurs? J 'ai/je n'ai pas de… Il/elle s'appelle… Voici… qui s'appelle. Present tense of s'appeler	**Unit 14 - On fait la fête (Birthdays)** Quelle est la date de ton anniversaire? C'est le… Quel âge as-tu? J'ai …ans être present tense (je/il) Prepositions : en/au de (of)	**Unit 15 – Cher zoo (Animals)** Il a une queue/une tête/des pattes Il était + adjectives Il y a… Intensifiers très, trop Connectives mais à + time Introduction to perfect tense: j'ai vu/je suis allé(e)	**Unit 16 - Le petit déjeuner (Breakfast)** Breakfast items, Ce matin Je mange/je bois Tu aimes + le/la/les/l' + food? C'est bon/délicieux Ce n'est pas bon Numbers 10 - 60 Perfect tense: j'ai mangé /j'ai bu Use of some: du/de la de l'/ des	**Unit 17 - Vive le temps libre (Hobbies)** Revise sport and introduce other hobbies such as watching TV, etc Qu'est ce que tu vas faire? Introduction to future tense : je vais + infinitive	**Unit 18 - À la plage (At the beach)** Beach vocab Ice creams Revise colours Je voudrais + ice cream flavours Il y a… être present tense (est/sont) Agreement and position of adjectives Use of à la/au + flavours	**Alphabet 0-60**
Year 6	**Unit 19 – Les portraits (Le Monstre) Facial features** Est ce qu'il / elle a…? Qui est-ce? C'est… Indefinite articles: un/une/des Present tense: avoir/être porter (je, tu, il, elle) Compound sentences : et/avec/mais	**Unit 20 - Les cadeaux (Presents)** Revise family members Je voudrais une/un/des… C'est trop cher/moins cher/joli Expressing opinions: je pense que c'est…. Future tense: je vais acheter/ commander Comparative adjectives: plus/moins	**Unit 21 - Le carnaval des animaux (Animals)** C'est quel animal? C'est un/une… savane, forêt mer, ferme lentement/vite comme un/une adjectives D'accord/pas d'accord Questions using quel/qui/où Prepositions: dans/à la	**Unit 22 - Au café (Café)** Drinks and snacks sucré/sale/ gras C'est combien? Ça fait … Mathematical vocab: plus/ moins/divisé/ multiplié par Qualifying opinions parce que c'est + adjective	**Unit 23 - Tour de France** Compass points Geographical features Numbers 1 – 100 Modal verb: on peut visiter/ voir/manger/faire	**Unit 24 - Destinations** European countries + capital cities Ici on parle… Je suis + nationality Où vas-tu? Future tense: Je vais voir/ manger/ ramener Je vais en/au/aux + country Je vais à + city	**Alphabet 0-100**

All units taken from NYCC Scheme of work We focus on units shaded blue (but keep other units in our progression to see where these fit alongside other content).

RE	EYFS 30-50 40-60 ELG	1	2	3	4	5	6
	Discovering	**Exploring**		**Connecting**			
Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth)	F1: Which stories are special and why? F2: Which people are special and why? Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life.	1.1: Who is a Christian and what do they believe? Y1 **1.2: Who is a Muslim and what do they believe? Y2 (choose 1.2 or 1.3)** **1.3: Who is a Jewish and what do they believe? Y2 (choose 1.2 or 1.3)** 1.4: What can we learn from sacred books? Y2		L2.1: What do different people believe about God? Y3 L2.2: Why is the bible so important for Christians today? Y3 L2.3: Why is Jesus inspiring to some people? Y4		U2.1: Why do some people believe God exists? Y5 U2.2: What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Y5 U2.3: What do religions say to us when life gets hard? Y6	
Expressing (religious and spiritual forms of expression; questions about identity and diversity)	F3: What places are special and why? F4: What times are special and why? Recognises and describes special times or events for family friends. Enjoys joining in with family customs and routines. Children can talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this.	1.5: What makes some places sacred? Y1 1.6: How and why do we celebrate special and sacred times? Y1 Y2		L2.4: Why do people pray? Y3 L2.5: Why are festivals important to religious communities? Y3 & Y4 L2.6: Why do some people think that life is a journey and what significant experiences mark this? Y4		U2.4: If God is everywhere, why go to a place of worship? Y5 U2.5: Is it better to express your beliefs in arts or architecture or in charity and generosity? Y6	
Living (religious practices and ways of living; questions about values and commitments)	F5: Being special: where do we belong? *Showing interest in the lives of people familiar to them* *Knows some of the things that makes them unique, and can talk about some of the similarities and differences in relation to friends or family.* *They know about similarities and differences between themselves and others and among families, communities and traditions.* F6: What is special about our world? Comment and ask questions about their familiar world such as the place where they live or the natural world. Look closely at similarities, differences . . . Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary form one another.	1.7: What does it mean to belong to a faith community? Y1 1.8: How should we care for others and the world, and why does it matter? Y1/Y2		L2.7: What does it mean to be a Christian in Britain today? Y3 L2.8: What does it mean to be a Hindu in Britain today? Y4 L2.9: What can we learn from religions about deciding what is right and wrong? Y4		U2.6: What does it mean to be a Muslim today? Y5 U2.7: What matters most to Christians and humanists? Y6 U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Y6	

PE	EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Fundamental movement skills, Multi-skills, Gymnastics	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Observes the effects of activity on their bodies. Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. *Persisting with activity when challenges occur* *Showing belief that more effort or a different approach will pay off*	To explore movement, actions with control and link them together with flow. To explore gymnastic actions and shape. To explore travelling on benches and apparatus. To repeat and link combinations of movements and shape with control. To explore static balancing and explore the concept of bases. To practise ABC (agility, balance and coordination).	To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body, using floor and hold balance. To develop a range of moves, particularly balancing. To link together a number of actions in a sequence. To explore ways of travelling around on large apparatus.	To explore jumping techniques and link them with other actions. To work with a partner or small group to create a sequence that develops jumping skills. Develop and combine; flexibility, strength, technique, control and balance.	To identify and practise body shapes. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform and evaluate own and other sequences.	To use and refine the following skills: flexibility, strength, balance, power and mental focus. To identify and practise symmetrical and asymmetrical body shapes. To perform and evaluate own and other sequences. To use counterbalances and incorporate them into a sequence of movements. To perform movements in cannon and in unison.	To identify and practise gymnastic shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. Create well executed sequences that include a range of movements including: travelling, balances, jumps and rolls. Practise and improve these independently. Reflect on own performance and know ways of improving. Assist others in improving their performance.
Dance	Creates movement in response to music (I) Imitates movements in response to music (EMM) Uses movement to express feelings (i) Initiates new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences. (I) Begins to build a repertoire of . .dances (EMM) They represent their own ideas, thoughts and feelings through . . . .dance.(I) Children dance, and experiment with ways of changing them. (EMM) *Thinking of ideas* *Finding new ways to do things*	To link travelling moves that change direction and level. To link a variety of moves together. To explore basic body patterns and movements to music. To link a variety of dance moves incorporating speed, direction and gestures, in time to music.	To explore different levels and speeds of movement. To compose and perform simple dance phrases. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control.	To explore dance movements and create patterns of movement. To work with a partner to create dance patterns. To perform a dance with rhythm and expression. To use knowledge of dance to create a story in small groups. If they choose, to perform a routine at the school Summer Fair.	To identify and practise the patterns of chosen dance styles. To demonstrate an awareness of the music's rhythm and phrasing when improvising. Use a range of movements to develop and perform group and individual dances. If they choose, to perform a routine at the school Summer Fair.	To create and perform an individual dance that reflects the chosen dance style. To create group dances that reflect the dance style. To perform and evaluate own and others work. If they choose, to perform a routine at the school Summer Fair.	To identify and practise the patterns and actions in a street dance style. To perform and analyse own and others performance. To use skills obtained throughout the year to participate in school production. If they choose, to perform a routine at the school Summer Fair.

PE		EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Brilliant ball skills	**Invasion Games (rugby, football, hockey, netball, basketball)**	,, Runs e skilfully and negotiates space successfully, adjusting speed or direction to avoid objects. Can catch a large ball. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. *Seeking challenge* *Showing a 'can do' attitude* *Maintaining focus on their activity for a period of time.* *Paying attention to detail* *Bouncing back after difficulties.*	To be able to move forwards, backwards and sideways, low and high, with some speed. To develop balance, agility and co-ordination (ABC). To become spatially aware and move in and out of space safely. To be able to move forwards, backwards and sideways, low and high, with some speed.	To kick and move with a ball. To develop catching and dribbling skills. To use ball skills in a mini game. To become spatially aware and move in and out of space safely and quickly.	To be aware of others when playing games. To choose the correct skills to meet a challenge. To perform a range of actions, maintaining control of the ball. To apply skills and tactics in small-sided games. To identify and follow the rules of games. To choose and use simple tactics to suit different situations. To react to situations in ways that make it difficult for opponents to win.	To keep possession of a ball. To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. To use accurate passing and dribbling in a game. To identify and apply ways to move the ball towards an opponent's goal. To learn concepts of attack and defence. To play in a mini competition or match. To play an attack or defend position.	To demonstrate basic passing and receiving skills To use good hand/eye co-ordination to pass and receive a ball successfully. To understand the importance of 'getting free' in order to receive a pass. To understand how to make space by moving away and coming back and by dodging. To understand how to intercept a pass. To learn how to shoot. To understand different roles of attack and defend. To develop an understanding of the basic footwork rule of netball./dribbling rules in basketball.	To understand the basic rules of tag rugby. To work as a team, using ball-handling skills. To pass and carry a ball using balance and co-ordination. To use skills learned to play a game of tag rugby. To apply rules and skills learned to a game. To be able to demonstrate a range of defending skills and understand how to mark an opponent. To understand the different positions in a netball team (five-a-side) - which positions are attacking and which are defending.

PE		EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Brilliant ball skills	Net/Wall Games (tennis/badminton)	Can catch a large ball. Understands that equipment and tools have to be used safely. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment . .effectively. *Showing a 'can do' attitude* *Seeking challenge* *Enjoying meeting challenges for their own sake rather than external reward or praise.* *Taking a risk, engaging in new experiences, and learning by trial and error.*	To master basic sending and receiving techniques. To use ball skills in gamebased activities	To use hand-eye coordination to control a ball. To catch a variety of objects. To vary types of throw. To balance things on a racket.	To master the basic catching technique and catch with increasing control and accuracy. To become familiar with balls/shuttlecocks and rackets. To get the ball/shuttlecock into play. To accurately serve underarm. To build up a rally. To become aware of the correct grip when using a racket.	To become more familiar with balls /shuttlecocks and rackets. To get the ball/shuttlecock into play. To accurately serve underarm. To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when different shots should be played. To play a competitive tennis game.	To identify and apply techniques for hitting a tennis ball/ shuttlecock. To develop the techniques for ground strokes and volleys. To develop a backhand technique and use it in a game. To practise techniques for all strokes. • To play a tennis/badminton game using an overhead serve and the correct selections of shots.	To demonstrate and use the correct grip of the racket and understand how to get into the ready position. To understand how to use different shots to outwit an opponent in a game. To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
	Striking and Fielding Games (rounders/cricket)		To practise basic striking, sending and receiving. To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To use basic skills learnt in a mini game.	To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practise throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.	To perform a range of throwing and catching and gathering skills with control. To practise the correct technique for catching, batting and fielding a ball and use it in a game. To throw and hit a ball in different ways (e.g. high, low, fast or slow). To know how to play a striking and fielding game competitively and fairly. To throw and hit a ball in different ways (e.g. high,	To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, co-ordination) to field a ball well and to move into good positions for catching and apply it in a game situation. To use hand-eye coordination to strike a moving and a stationary ball. To develop fielding skills and understand their importance when playing a game.	To develop skills in batting and fielding. To choose fielding techniques. To run between the wickets. To run, throw and catch. To develop a safe and effective overarm throw. To learn batting control. To use all the skills learned by playing in a mini tournament. To strike the ball for distance.	To throw and catch under pressure. To use fielding skills to stop the ball effectively. To learn batting control. To learn the role of backstop. To play in a match or tournament and work as team, using tactics in order to beat another team.

In Key Stage 2, pupils are given many opportunities to participate in inter schools competitions, developing sporting behaviour.

PE		EYFS *CofEL* 30-50 40-60 ELG	1	2	3	4	5	6
Outdoor and adventurous activities	Orientation	Observes the effect of activity on their bodies (PH) Shows some good understanding that good practices with regard to exercise. . .can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. Use simple maps and diagrams to follow a trail. Cone orienteering courses. Recognising symbols games. KS1 course.		Orientate simple maps and plans. Mark control points in correct position on map or plan. Find way back to a base point. Star courses. Red course.		Draw maps and plans and set trails for others to follow. Use the eight points of the compass to orientate. Plan an orienteering challenge using star courses. Purple course. Full orienteering course.	
	Communication	Shows an understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Children know the importance for good health of physical exercise, ... And talk about ways to keep healthy and safe.	Begin to work co-operatively with others. Plan and share ideas.		Co-operate and share roles within a group. Listen to each other's ideas when planning a task and adapt. Take responsibility for a role within the group. Recognise that some outdoor adventurous activities can be dangerous. Follow rules to keep self and others safe.		Plan and share roles within the group based on each other's strengths. Understand individuals' roles and responsibilities. Adapt roles or ideas if they are not working. Recognise and talk about the dangers of tasks. Recognise how to keep themselves and others safe.	
	Problem	*Planning, making decisions about how to approach a task, solve a problem to reach a goal.* *Checking how well their activities are going.* *Changing strategy as needed.* *Reviewing how well the approach worked.*	Discuss how to follow trails and solve problems. Select appropriate equipment for the task.		Select appropriate equipment/route/people to solve a problem successfully. Choose effective strategies and change ideas if not working.		Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies.	
Athletics		Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Move freely and with pleasure and confidence in a range of ways , such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles. Show good control and co-ordination in large and small movements. They move safely in a range of ways, safely negotiating space.. They handle equipment and tools effectively. *Showing a can do attitude* *Seeking challenge*	To use varying speeds when running. To develop fundamentals of movement. To practise short distance running. To explore different methods of running.	To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To run for distance. To complete an obstacle course with control and agility.	To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To choose and understand appropriate running techniques. To compete in a mini competition, recording scores.	To select and maintain a running pace for different distances. To practise throwing with power and accuracy, displaying safety and understanding. To demonstrate good running technique in a competitive situation. To understand which technique is most effective when jumping for distance.	To use correct technique to run at speed. To continue to develop skills required for distance running. To develop throwing with accuracy and power. To identify and apply techniques of relay running. To understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw.	To investigate running styles and changes of speed. To develop throwing with power and accuracy, displaying safety and understanding. To demonstrate good running technique in a competitive situation. To reinforce techniques of relay running. To understand which technique is most effective when jumping for distance.

Children take part in the outdoor residential in Year 5 (Eshton Grange) which includes climbing, scrambling, gorge walking, assault courses, swimming, mixed sports, etc

All students follow the Swim England Learn to Swim programme, which is carried out and assessed by qualified swimming instructors at Settle Swimming.Pool and is based on individual ability.