

PROGRESSION OF SKILLS

Year Group 3

|                     |         | Year Group 3  |   |   |   |  |   |
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|                     |         | Autumn 1  | Autumn2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
| Theme               |         | <b>Stones and Bones – history based topic, focusing on the Stone Age.</b>   | <b>Stones and Bones – history based topic, focusing on the Bronze and the Iron Age and comparing all three stages.</b>  | <b>The Land of the Pharaohs – history based topic.</b>  | <b>The Land of the Pharaohs – history based topic.</b>  | <b>Geography based topic, yet to be decided.</b>   | <b>Geography based topic, yet to be decided.</b>  |
| Values              |         | Understand the importance of honesty and the consequences of not being honest (Horrid Henry stimulus).  | Wisdom – Mary Anning’s fossil discoveries. Happiness and being recognised as a scientist.   | Consider how kindness can impact those around us. Wisdom – link to the building to the building of the pyramids.  | Understand what happiness is and what we can do to remain happy (Little book of happiness).   | Bravery – link to travel to Europe. Cross channel swimmers (David Walliams, studied author).   | Self-Belief – link to Animals including Humans in Science and eating a balanced healthy diet. Gaudi in Barcelona – Segrada Familia, pursuing a creative vision over many years. |
| Languages<br>French | Context | <b>All About Me unit</b>  | <b>Friends and Family unit</b>  | <b>Getting to Know You unit</b>   | <b>Our School unit</b>  | <b>Time unit</b>   | <b>Food Glorious Food</b> - linked to topic   |
|                     | Skills  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> <li>describe people, places, things and actions orally</li> </ul> |   |

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|                    |         | <ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> <li>describe people, places, things and actions orally</li> </ul>  | <p>to understand new words that are introduced into familiar written material</p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally</li> </ul>   | <p>to understand new words that are introduced into familiar written material</p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally</li> </ul>  | <p>to understand new words that are introduced into familiar written material</p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally</li> </ul>   | <p>to understand new words that are introduced into familiar written material</p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally</li> </ul>  |  |
| Physical Education | Context | <p>Hockey</p> <p>Warm up checks: hands on heart to feel heart rate, checking breathing rates have increased, temperature of body (repeated each lesson).</p> <p>Passing and moving with the ball; attacking and defending; communicating with team members, competing with each other.</p> | <p>Gymnastics</p> <p>Rolls – pencil, log, egg, teddy bear roll, complete forward roll.</p> <p>Jumps – pencil, star, tuck, half turn, full turn, stag leap.</p> <p>Balances – simplified point and patch balances, partner and group balances, linking more complex moves together with continuity.</p> | <p>Dance</p> <p>Dance is linked to the theme of Egypt.</p> <p>Composing movements as a class and in small groups.</p> <p>Tall and small movements, thinking about body position.</p>  | <p>Tennis (Net and Wall)</p> <p>To have a good understanding of the rules of tennis, eg The ball can only bounce once, no double hits, understand the court markings.</p> <p>Practise a forehand shot towards a partner with one bounce, begin to return and maintain rallies.</p> <p>Practise a backhand by dropping onto racket.</p> <p>Attempt a volley shot with no bounces.</p> | <p>Rounders</p> <p>Learn the rules of the game.</p> <p>Striking the ball with a rounders bat.</p> <p>Bowling with an underarm technique.</p> <p>Fielding: retrieving the ball and throwing to bases, positioning.</p>   | <p>Athletics</p> <p>Throwing a foam javelin from a five-step run up using the correct technique.</p> <p>Jumping - with a short run up using one foot hit the take off board correctly, landing on two feet.</p> <p>Sprinting – using the correct techniques, keeping your head still, using running arms, knee lifts and the balls of your feet.</p> <p>Relay practice – handing over the baton when running, communicating to a partner when to go.</p> |
|                    | Skills  | <p>Running, agility and co-ordination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Evaluate their performances and identify areas to improve.</p>   | <p>Develop flexibility, strength, technique, control and balance</p> <p>Evaluate their performances and identify areas to improve.</p>   | <p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, technique, control and balance.</p> <p>Evaluate their performances and identify areas to improve.</p>   | <p>Play competitive games, modified where appropriate.</p> <p>Evaluate their performances and identify areas to improve.</p>   | <p>Play competitive games, modified where appropriate.</p> <p>Evaluate their performances and identify areas to improve.</p>  | <p>Use running, jumping, throwing</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Evaluate their performances and identify areas to improve.</p>  |
| Music              | Context | DPA WCIT – Samba Drumming  | DPA WCIT – Samba Drumming  | <p>Perform – controlling sounds through singing and playing – singing from memory with accurate pitch and in tune. Maintain a simple part within a group. Play the recorder with care and produce a good quality sound.</p> <p>Understand how to read notation for the recorder from the stave, through various pieces of music.</p> <p>Describe – describe music using technical terms such as duration,</p> | <p>Compose – compose and perform simple melodies on the recorder.</p> <p>Understand how to read notation for the recorder from the stave, through various pieces of music.</p> <p>Perform an ostinato pattern. Describe – describe music using technical terms such as duration, texture, timbre, pitch, tempo, beat.</p>  | <p>Perform - Understand the importance of pronouncing words in a song well. I can control my voice.</p> <p>Can perform with control and awareness of others in the group.</p> <p>Understand how to read notation for the recorder from the stave, through various pieces of music.</p> <p>Evaluate own playing and identify how to improve.</p> | <p>Perform - Understand the importance of pronouncing words in a song well. I can control my voice.</p> <p>Can perform with control and awareness of others in the group.</p> <p>Evaluate own playing and identify how to improve.</p> <p>Read and play 5 notes from the stave.</p> <p>Describe – describe music using technical terms such as duration, texture, timbre, pitch, tempo, beat.</p>  |

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|                     |         |   |   | texture, timbre, pitch, tempo, beat.  |   | Describe – describe music using technical terms such as duration, texture, timbre, pitch, tempo, beat.  |   |
|                     | Skills  | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Develop an understanding of the history of music.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Develop an understanding of the history of music.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Develop an understanding of the history of music.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Develop an understanding of the history of music.</li> </ul> |
| Religious Education | Context | <b>Who was Jesus? Explore the idea of Jesus teaching by example. Jesus’s compassion for the lost – Zacchaeus, lost sheep, prodigal son, unforgiving servant.</b>  | <b>Buddism -Can we treat animals just as we like? The Buddha and the Wounded Swan, St Francis and the Wolf.</b>   | <b>How can Christianity affect the lives of people? Explore the life and work of Mother Teresa and Gurdev Singh Khush.</b>  | <b>Christian Beliefs - Is there a heaven? The Waterbugs and the Dragonfly. Discuss beliefs about eternal life. Explore the Easter message.</b>  | <b>Who was Muhammad? Explore the idea of a prophet as a messenger from God. Muhammad as the last and final prophet and his life as an example for all. Muhammad and the new robe. Muhammad and the four friends.</b>  | <b>What rules do we live by? Introduction to Judaism – Moses, Ten Commandments. 9<sup>th</sup> commandment – why is it wrong to lie? The Boy Who Cried Wolf.</b>  |
|                     | Skills  | <p><b>Stories –</b></p> <p>Pupils should learn about Christian stories that are in the Bible. Stories that they learnt about in Key Stage 1 like, the <b>lost sheep, the lost (prodigal) son</b>, may be revisited in Key Stage 2 in order to gain a deeper</p>   | <p><b>Artefacts -</b></p> <ul style="list-style-type: none"> <li>• Pupils should also learn about worship in at least one other religious tradition – Buddhist artefacts, the lotus flower, prayer beads, bells. Pupils should be encouraged to share</li> </ul>  | <p><b>People of Faith –</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught about the life and work of at least one person who was motivated or inspired by their Christian faith Mother Teresa and Dr Gurdev Singh Khush.</li> </ul>  | <p><b>Festivals –</b></p> <p>Learn about Christian festivals – Easter</p> <p><b>Beliefs –</b></p> <ul style="list-style-type: none"> <li>• Pupils should learn about some major Christian beliefs Jesus</li> </ul>  | <p><b>Stories -</b></p> <ul style="list-style-type: none"> <li>• Pupils should also learn about stories associated with at least one other religious tradition. Islam – Muhammad and New Robe and Muhammad and the Four Friends and</li> </ul>  | <p><b>Stories –</b></p> <ul style="list-style-type: none"> <li>• Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example Noah’s Ark and the Ten Commandments</li> </ul>   |

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|  | <p>understanding of how these stories may be interpreted.</p> <ul style="list-style-type: none"> <li>In addition pupils should also learn about other New Testament stories, for example, the story of <b>the healing of the blind man</b>,</li> <li>Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing.</li> </ul> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>Pupils should learn about Christian worship – Bible, Cross, Crucifix.</li> </ul> <p><b>Leaders of Religion –</b></p> <ul style="list-style-type: none"> <li>Pupils should learn about Jesus of Nazareth as the founder of Christianity.</li> <li>Pupils should have knowledge of some of the parables which Jesus used to teach about kindness, going out of one’s way to help others and of having a forgiving nature, as reflected in stories like the lost sheep, the lost (prodigal) son, the Good Samaritan and the unforgiving servant.</li> </ul> <p><b>Holy Books –</b></p> <ul style="list-style-type: none"> <li>Pupils should learn about the Bible as the holy book of Christianity.</li> <li>Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> </ul> | <p>their thoughts and views in response to their enquiry into worship.</p> <ul style="list-style-type: none"> <li>They should be taught to support their views or beliefs making use of reasons which are clear and cogent.</li> </ul> <p><b>Festivals –</b></p> <p>Learn about <b>festivals in at least one other religious tradition – Buddhist festival Vesak or Buddha Day.</b></p> <p>Learn about Christian festivals – Christmas</p> <p>Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate.</p> <p><b>Beliefs –</b></p> <ul style="list-style-type: none"> <li><b>Pupils should also learn about some central beliefs associated with at least one other religion – Buddhism – reincarnation and compassion for living things, rid the world of suffering.</b> Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> </ul> <p><b>Leaders of Religion –</b></p> <ul style="list-style-type: none"> <li><b>Pupils should also learn about the leader of religion in at least one other religious tradition – Buddha, Muhammad.</b> Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils may explore the life of a well-known person drawn from history - Mother Teresa</li> <li>Pupils should explore in what way this person’s life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them.</li> <li>Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> </ul> <p><b>Leaders of Religion –</b></p> <ul style="list-style-type: none"> <li>Pupils should also have learnt about some of the miracle stories associated with Jesus, for example, the healing of the blind man and the feeding of the five thousand.</li> <li>Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion.</li> </ul> | <p>was resurrected from the dead, heaven and eternal life.</p> <ul style="list-style-type: none"> <li>Pupils should learn about central beliefs associated with the belief in the resurrection of the dead and eternal life.</li> </ul> | <p><b>Buddhism – The wounded Swan</b></p> <ul style="list-style-type: none"> <li>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing.</li> </ul> |
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|         |         |  | <p><b>Holy Books –</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should also learn about the holy book or scriptures associated with at least one other religion - Buddhism.</b></li> <li>• Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> </ul>  |   |   |  |  |
| History | Context | <b>Stones and Bones – history-based topic – Stone Age</b>  | <b>Stones and Bones – history-based topic – Bronze Age and Iron Age</b>  | <b>The Land of The Pharaohs – history based topic - Ancient Egypt</b>   | <b>The Land of The Pharaohs – history based topic - Ancient Egypt</b>   |  |  |
|         | Skills  | <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> </ul> <p>Pupils should continue to develop:</p> <ul style="list-style-type: none"> <li>• A chronologically secure knowledge and understanding of British and world history</li> <li>• Establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• They should understand how our knowledge of the past is</li> </ul> | <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> </ul> <p>Pupils should continue to develop:</p> <ul style="list-style-type: none"> <li>• A chronologically secure knowledge and understanding of British and world history</li> <li>• Establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• They should understand how our knowledge of the past is</li> </ul> | <ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</li> </ul> <p>Pupils should continue to develop:</p> <ul style="list-style-type: none"> <li>• A chronologically secure knowledge and understanding of British and world history</li> <li>• Establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that</li> </ul> | <ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</li> </ul> <p>Pupils should continue to develop:</p> <ul style="list-style-type: none"> <li>• A chronologically secure knowledge and understanding of British and world history</li> <li>• Establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that</li> </ul> |  |  |

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|           |         | constructed from a range of sources – Primary and secondary i.e. artefacts, diaries, letters, newspaper articles.   | constructed from a range of sources – Primary and secondary i.e. artefacts, diaries, letters, newspaper articles. | involve thoughtful selection and organisation of relevant historical information.<br><ul style="list-style-type: none"> <li>They should understand how our knowledge of the past is constructed from a range of sources – Primary and secondary i.e. artefacts, diaries, letters, newspaper articles.</li> </ul> | involve thoughtful selection and organisation of relevant historical information.<br><ul style="list-style-type: none"> <li>They should understand how our knowledge of the past is constructed from a range of sources – Primary and secondary i.e. artefacts, diaries, letters, newspaper articles.</li> </ul> |   |  |
| Geography | Context | <b>Skara Brae (as part of Stone Age topic)</b>  |   | <b>Ancient Egypt</b>   |  | <b>Topic based learning (to be decided)</b>   | <b>Topic based learning (to be decided)</b>  |
|           | Skills  | <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>use maps, atlases and globes to locate countries and describe features studied.</li> </ul> |   | <ul style="list-style-type: none"> <li>locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>use maps, atlases and globes to locate countries and describe features studied.</li> </ul>                       |  | <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul> | <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> |

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|                       |         |  |  |  |  | <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases and globes to locate countries and describe features studied.</li> </ul> | <ul style="list-style-type: none"> <li>use maps, atlases and globes to locate countries and describe features studied.</li> </ul>   |
| Design and Technology | Context |  | <b>Stones and Bones – Moving Mammoth</b><br>Research/practical investigation into pneumatics<br>Designs –Draw and annotate ideas for design. Focus on design features.<br>Make<br>Evaluate   |  | <b>The Land of the Pharaohs</b>  |  | <b>Topic yet to be decided – topic related cooking</b>  |
|                       | Skills  |  | <b>Design:</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches</li> </ul> <b>Make:</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, and ingredients, according to their functional</li> </ul> |  | <b>Design:</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches</li> </ul> <b>Make:</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, and ingredients, according to their functional</li> </ul> |  | <b>Design:</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches</li> </ul> <b>Make:</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <b>Evaluate:</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul> |

PROGRESSION OF SKILLS

|                |         |  |   |  |   |  |   |
|----------------|---------|--|---|--|---|--|---|
|                |         |  | <p>properties and aesthetic qualities</p> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [for example, pulleys, cams, levers and linkages]</li> </ul> |  | <p>properties and aesthetic qualities</p> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [for example, pulleys, cams, levers and linkages]</li> </ul> |  | <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Cooking and Nutrition:</b></p> <ul style="list-style-type: none"> <li>principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> |
| Computing      | Context | <p><b>E-mail</b></p> <p><b>E-safety</b></p>  | <b>Coding: Purple Mash (Gibbon)</b>   | <p><b>Word Skills</b></p> <p><b>Powerpoint - Egyptians</b></p>   | <b>What are networks?</b>   | <b>Coding: Scratch</b><br><b>“Starting off with Scratch” projects.</b>   | <b>Digital Art</b><br><a href="http://www.everyschool.co.uk/art-and-design-key-stage-2-digital-art.html">http://www.everyschool.co.uk/art-and-design-key-stage-2-digital-art.html</a>   |
|                | Skills  | <ul style="list-style-type: none"> <li>Sending and receiving e-mail; adding attachments</li> <li>Understand what spam is and how to deal with it; being safe and responsible when using e-mail.</li> </ul> | <ul style="list-style-type: none"> <li>Fix problems by debugging programs, explain what is wrong and how they can fix it.</li> </ul>  | <p><b>Word</b></p> <ul style="list-style-type: none"> <li>Print/save as/open</li> <li>Control of layout and font</li> <li>Check spelling and grammar</li> <li>Word art</li> </ul> <p><b>Powerpoint</b></p> <ul style="list-style-type: none"> <li>-animation of objects on screen</li> <li>-sound effects</li> </ul> | <ul style="list-style-type: none"> <li>understand what a network is;</li> <li>navigate the school’s network.</li> </ul>   | <ul style="list-style-type: none"> <li>compare design with Purple Mash</li> <li>complete step-by-step programs</li> <li>debugging</li> </ul> | <ul style="list-style-type: none"> <li>stop gap animation – j2e Spotlight</li> </ul>  |
| Art and design | Context | Cave art – water colours, graphite pencil sketches, paint stencilling  |   | Egyptian death masks   |   | Life and work of Gaudi   |   |
|                | Skills  | <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use</li> </ul>  |   | <ul style="list-style-type: none"> <li>to create sketch books to record their observations</li> </ul>  |   | <ul style="list-style-type: none"> <li>to create sketch books to record their observations</li> </ul>  |   |



PROGRESSION OF SKILLS

|         |         |   |  |   |  |  |  |
|---------|---------|---|--|---|--|--|--|
|         |         | <p>them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint - water colours]</li> <li>about great architects and designers in history - collage Gaudi.</li> </ul>   |  | <p>and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint - water colours]</li> <li>about great architects and designers in history - collage Gaudi.</li> </ul>   |  | <p>and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint - water colours]</li> <li>about great architects and designers in history - collage Gaudi.</li> </ul>  |  |
| Science | Context | <p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul> | <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul> | <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> |  | <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>       | <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>investigate the way in which water is transported within plants <ul style="list-style-type: none"> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> </li> </ul> |
|         | Skills  | <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</li> </ul>  | <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using</li> </ul>                                       | <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using</li> </ul>  | <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using</li> </ul> | <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including</li> </ul> | <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including</li> </ul>   |

PROGRESSION OF SKILLS

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|--|--|---|---|---|---|---|--------------------------------------|
|  |  | <p>using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> | <p>standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> | <p>standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> | <p>standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> | <p>standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> | <p>thermometers and data loggers</p> |
|--|--|---|---|---|---|---|--------------------------------------|