

Art & Design

Key Stage 1

| <i>Pupils should be taught:</i> | Year 1 | Year 2 |
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| to use a range of materials creatively to design and make products | | a1-recreating art works by Jackson Pollock, Yayoi Kusama, Picasso, bubble painting, drip painting, splash painting, tones and shades, textures su2-using a range of natural materials to create artwork. |
| to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | a2- print (e.g. leaf print, bubble wrap, leaf man, hand print) sp1-drawing and painting (e.g. drawing human body as superhero using skeleton frame, progressed into painting each superhero sp2-animal print and camouflage, how to draw animals step by step sum1-Working with natural materials; Drawing and | throughout the year sp1-self portraits, shading with pencils, charcoal sp1-drawing insects |

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| | <p>painting- Gruffalo, Big Bad Mouse</p> <p>sum2- talking about art; Drawing; Painting sketch lines; Pirate printing with hands and feet, design a flag</p> | |
| to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | sp2-animal print and camouflage, how to draw animals step by step (not texture) | a1-recreating art works by Jackson Pollock, Yayoi Kusama, Picasso |
| about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | a1-Jackson Pollock, Yayoi Kusama, Picasso |

Key Stage 2

| <i>Pupils should be taught:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
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| to create sketch books to record their observations and use them to review and revisit ideas | all year | all year | all year | all year |

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| <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | <p>a1-drawing, painting a2-drawing, string and foil embossed art sp1-cave painting, clay prehistoric jewellery sp2-mosaic, clay pot su1-paper mache volcano and painting su2-charcoal and pastels drawing fruit, clay models of fruit</p> | <p>Aut2 - foil & charcoal sp1 - sketching, painting Sum1 - sketching fine detail</p> | <p>Aut1&2: Using charcoal and effects as part of Macbeth scheme. Using pencil line drawing to create portraits, reproducing scenes, using oil pastels to create capes. Using 3D effects to create masks.</p> <p>Spr1: Stippling effects to create bug pictures.</p> <p>Spr2: Using clay to make sarcophagi.</p> <p>Sum1: Creating rollercoaster art using the colour spectrum and movement effects.</p> | <p>A1: Blending and silhouetting in chalk (Blitz art); watercolour (Anne Frank's window), sketching (WW2 figures)</p> <p>A2: Chalk drawing (Northern Lights), sketching (Half a polar animal)</p> <p>Sp1: Observational Drawings (plants, flowers, trees using microscopes and magnifying glasses) Fine pen sketches</p> <p>Sp2: Artists of the Victorian period - sketching;</p> |
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| | | | Summer 2: Using clay to create Greek pots. | block printing, discuss & compare Su: Sketching using paint computer software (Logo design creation from influence) |
| about great artists, architects and designers in history. | a1- Henri Rousseau sp1- prehistoric artists sp2-Roman art | Aut2 - Viking art Sp2 - Kandinsky | Spr1: Bridget Riley | Sp2: William Morris & David Wilkie Pre-Raphaelite artists |

Computing

Key Stage 1

| <i>Pupils should be taught:</i> | Year 1 | Year 2 |
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| understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | | A1-We are astronauts A2-We are game testers |

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| create and debug simple programs | | A2-We are game testers Su2- We are zoologists |
| use logical reasoning to predict the behaviour of simple programs | | A2-We are game testers |
| use technology purposefully to create, organise, store, manipulate and retrieve digital content | | Sp1- We are photographers Sp2- We are researchers Su1- We are detectives Su2- We are zoologists |
| recognise common uses of information technology beyond school | | Sp1- We are photographers Sp2- We are researchers Su1- We are detectives |
| use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | Throughout the year Sp2- We are researchers |

Key Stage 2

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| <i>Pupils should be taught:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
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| design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | a1-scratch animation a2-debug scratch animations | Aut1 - Scratch Aut 2 - Scratch | Aut 1: Scratch | A1: adventure gamers A2: computational thinkers Sp2: network technicians |
| use sequence, selection, and repetition in programs; work with variables and various forms of input and output | a1- scratch animations | Aut1 - Scratch | Aut1: Scratch | A1: adventure gamers A2: computational thinkers Sp2: network technicians |
| use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | a1- scratch animations | Aut1/2 - Scratch | Aut1: Scratch | A1: adventure gamers A2: computational thinkers Sp2: network technicians |
| understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | sp2-how devices are connected via the internet | Spring 1/2 | Aut 2: Codebreaking and cryptography | Sp2: network technicians Su1: travel writers |

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| | and the school network | | | Su2: publishers |
| use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | su1-searching volcano facts on the internet | Summer - Using search engines to research animal information (Blue Abyss Topic) | All year | Sp2: network technicians Su1: travel writers Su2: publishers |
| select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | su2-chocolate bar survey creation | | Aut 1: Scratch | all Rising Stars topics |
| use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | e-safety | e-safety | e-safety (each term) | each term + Internet Safety Day (Spr1) |

Design & Technology

Key Stage 1

| <i>Pupils should be taught:</i> | Year 1 | Year 2 |
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| design purposeful, functional, appealing products for themselves and other users based on design criteria | | A2-Enterprise week Sp2 Building 3D castles |
| generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | | Sp2-3d castles/towers/tunnels |
| select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | au2- moving pictures (incy wincy spider, santas chimney) spr1-moving pictures (easter chick) sum1- 3D trees | Su2- Hand puppets |
| select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | | Su2- Hand puppets |

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| explore and evaluate a range of existing products | done in each project over the year | Sp1-Food, its origin, taste testing A1-flapjacks, fruit salads, green salads |
| evaluate their ideas and products against design criteria | done in each project over the year | sp2-3D castles |
| build structures, exploring how they can be made stronger, stiffer and more stable | 3D tree project | sp2 3d castles |
| explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | Moving picture projects | sp2 3d castles |

Key Stage 2

| <i>Pupils should be taught:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
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| 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 | all year | all year | all year | all year |

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| <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> | <p>all year-labelled diagrams</p> | <p>all year - labelled and explained diagrams in DT booklet</p> | <p>all year (in DT booklet)</p> | <p>all year - DT booklet</p> |
| <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> | <p>a1-sewing puppets-joining a2-levers to make iron man moving model-joining sp1-weaving roundhouse-joining sp2-card models of Roman inventions-cutting, shaping, finishing su1-earthquake proof structure-cutting, joining su2-chocolate bar and packaging - finishing</p> | <p>a2 - Viking brooches spring - paper mache mountain summer 1/2 - working models of submarines & castles with moving drawbridges food making & packaging</p> | <p>Aut 1: Making dioramas Aut 2: Enterprise week; cakes, cake boxes Spr 2: Sarcophagi Sum 2: Greek pots</p> | <p>A1: Anderson shelters A2: Enterprise week Christmas stockings Sp2: Cooking (Victorian recipes); woodwork</p> |

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| <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> | <p>a1-fabric a2-card and split pins sp1-card, art straws, string sp2-card su1-art straws su2-ingredients</p> | <p>Aut2 - cardboard, string & foil Spr - paper, glue, paint Summer - cardboard, split pins, string, paint Food - ingredients</p> | <p>Aut 1: Dioramas: fabric, cardboard, crepe paper, paint, clay Aut 2: Masks, Cake boxes: Cardboard, straws, paint Spr2: Sarcophagi: Clay Sum 2: Greek masks: Clay</p> | <p>A1: Anderson shelters A2: Enterprise week Christmas stockings Sp2: Cooking (Victorian recipes); woodwork</p> |
| <p>investigate and analyse a range of existing products</p> | <p>all year</p> | <p>all year</p> | <p>all year</p> | <p>all year</p> |
| <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> | <p>all year</p> | <p>all year</p> | <p>all year</p> | <p>all year</p> |
| <p>understand how key events and individuals in design and technology have helped shape the world</p> | <p>sp2-Roman inventions</p> | <p>Sum 1 - moving drawbridge castle</p> | <p>Aut 1: Black history month artists</p> | <p>Su1/2: Key individuals in design and technology (how their</p> |

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| | | | Spr 1: Bridget Riley | technology has shaped the world e.g. Steve Jobbs) Research Assistive technologies, Design an app or robotic device |
| apply their understanding of how to strengthen, stiffen and reinforce more complex structures | su1-earthquake stable structures | Spring - paper mache mountain | Aut 1: Dioramas | A1: Anderson shelters A2: Enterprise week Christmas stockings Sp2: Woodwork |
| understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | a2- levers to make moving model Iron Man | Sum 1 - moving drawbridge castle | Sum 2: forces | |
| understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | - | - | Aut 2: Circuits | |

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| apply their understanding of computing to program, monitor and control their products. | - | - | - | S2: Design an app or robotic device |
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Geography

Key Stage 1

| <i>Pupils should be taught:</i> | Year 1 | Year 2 |
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| name and locate the world's seven continents and five oceans | Sum2- Pirate topic | Sp1-Wriggle and crawl |
| name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Sum2- Pirate topic (not characteristics) | |

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| understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | Sum2- Pirate topic (not contrasting) | Su2-Beachcombers |
| identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | All year (science- identify seasonal and daily weather patterns in the United Kingdom) | |
| use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Sum2- Pirates (not vegetation, soil) | Su2-Beachcombers |
| key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Sum2 Pirates (only city, town and village) | Su2-Beachcombers |
| use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | Sum2- Pirates (not done explicitly) | Su2-Beachcombers |

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| use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | | Sp1- Wriggle and Crawl |
| use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | | Sp2-Towers, tunnels and turrets-trip to London |
| use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | Sp1- Wriggle and Crawl |

Key Stage 2

| <i>Pupils should be taught:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
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| locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | a1-locate animals around the world sp2-Roman empire | Aut2 - Viking homelands & Settlements Spr1 - mountain ranges | Aut 1: South America: the Amazon Aut 2: Europe: The Tudors | Aut2: Features of the polar regions - human/physical features/com |

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| | <p>su1-locate volcanoes around the world</p> <p>su2- locate food around the world</p> | <p>Sum2 - ocean zones & layers</p> | <p>Spr 2: Egypt</p> <p>Sum 2: Greece and the Mediterranean.</p> | <p>parisons, map skills</p> <p>Sp1: Using maps (plotting Darwin's route & plan a trip to the Galapagos)</p> |
| <p>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</p> | <p>a2-locate mines in UK by city and continent</p> <p>sp1-how farming started</p> | <p>Aut2 - Anglo-Saxon naming of UK places and how they have changed over time</p> <p>Spr1 - mountains</p> <p>Sum 2 - coasts and rivers</p> | <p>Aut 2: The Tudors</p> <p>Sum 1: Comparison of Asian and UK cities.</p> | <p>A1: Human geography and cities of the UK - evacuee distribution, map skills</p> |
| <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> | <p>su1-location of food growth in connection with climate and distance from the equator, cancer and capricorn</p> | <p>-</p> | <p>Aut 1: South America, the Explorer.</p> | <p>A2: Polar topic: identify all lines on globe; map skills</p> |

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| <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> | <p>su2-contrasting the UK and Costa Rica</p> | <p>Spr 1 - comparing animal habitats, different mountain ranges on different continents</p> | <p>Aut 1: South America, the Amazon rainforest.</p> | <p>Sp1: Using maps (plotting Darwin's route & plan a trip to the Galapagos), geographical similarities and differences, islands of the world (Galapagos and others find information and present)</p> |
| <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>su2-contrasting the UK and Costa Rica</p> | <p>Spr 1 - mountains & climate zones Sum2 - rivers and water cycle</p> | <p>Aut 1: Rainforests. Spr 1: Living things and their habitats Spr 2: The Nile river</p> | <p>Sp1: Galapagos and others find information and present</p> |
| <p>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</p> | <p>su2-contrasting the UK and Costa Rica</p> | <p>Aut 2 - Viking Settlements and what makes a good settlement</p> | <p>Aut 2: Tudor towns and cities Spr 2: The Nile river and</p> | <p>A1: Human geography and cities of the UK - evacuee</p> |

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| | | | Egyptian settlements | <p>distribution, map skills</p> <p>Sp2: Cities and transport in Victorian times; Using maps - map skills, changes in transport and industrialisation of areas, locate important buildings</p> |
| use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | Aut2, Spr1 & Sum2 - maps and atlases | <p>Aut 1: South America, maps and atlases</p> <p>Sum 2: The Greek World.</p> | <p>A1: Human geography and cities of the UK - evacuee distribution, map skills</p> <p>A2: Polar topic: identify all lines on globe; map skills</p> |

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| | | | | Su1: Where did the Mayans live? |
| use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | - | Sum 1: Compass points and orientation | - |
| use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | - | Aut 1: Sketching landscape for perspective Spr 1: Observing plants and habitats. | - |

History

Key Stage 1

| <i>Pupils should be taught about:</i> | Year 1 | Year 2 |
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| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Sum2- toys | |
| events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | | Great fire of London |
| the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | Spr1- Florence Nightingale Spr2- Explorers | Elizabeth I and Elizabeth II -Towers, tunnels and turrets. Alma Thomas-Yr 2, BHM |

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| significant historical events, people and places in their own locality. | | Local study. Coronation of King Charles Death of Queen Elizabeth II |
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Key Stage 2

| <i>Pupils should be taught about:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
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| changes in Britain from the Stone Age to the Iron Age (such as: late Neolithic hunter-gatherers and early farmers e.g. Skara Brae; Bronze Age religion, technology and travel, e.g. Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture) | Sp1- Tribal tales, Stone Age, Stonehenge Skara Brae, Copper child | Sum1 - 1066 - peasants and the feudal system | - | - |
| the Roman Empire and its impact on Britain (such as: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity) | Sp2 - Emperors and Empires, Daily Roman life, Roman Army | - | - | - |

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| <p>Britain's settlement by Anglo-Saxons and Scots (such as: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne)</p> | | <p>Aut 2 - Anglo-Saxon Settlements, invasions, kingdoms, village life, art, Lindisfarne</p> | <p>-</p> | <p>-</p> |
| <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (such as: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066)</p> | | <p>Aut 2- vikings</p> | <p>-</p> | <p>-</p> |
| <p>a local history study (such as: a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)</p> | | <p>-</p> | <p>-</p> | <p>A1: WWII - evacuation</p> |
| <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (such as: the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment</p> | | <p>-</p> | <p>Aut 2: The Tudors: the Battle of Bosworth, the Spanish Armada,</p> | <p>A1: WWII A2: Polar exploration - Titanic disaster,</p> |

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| <p>from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain)</p> | | | <p>Tudor clothing</p> <p>Sum 2: Impact of Greek culture.</p> | <p>Polar Explorers</p> <p>Sp2: Victorians</p> |
| <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | | - | <p>Spr 2: Ancient Egypt</p> | <p>Su1/2: Mayans</p> |
| <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> | | - | - | <p>Su1/2: Mayans</p> |

Languages

Key Stage 2

| <i>Pupils should be taught to:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
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| listen attentively to spoken language and show understanding by joining in and responding | All year | All year | All year | All year |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | All year, Greetings songs, | Sum 1 - songs | Spr 1: Songs and rhymes Sum 1: Songs and rhymes | A2: songs and rhymes |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | Colours | Aut 2 - rooms in the house, asking what is in each room, prepositions, asking where something is, towns - directions | Aut 2: Expressing opinions Spr 1: School subjects. Sum 1: Food Sum 2: Transport | All year |

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| <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> | <p>All year. Au 1 and 2. How old are you? Colours, My Body. Hello goodbye, how are you conversations.</p> | <p>All year</p> | <p>All year</p> | <p>All year</p> |
| <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> | <p>All year.</p> | <p>All year</p> | <p>All year</p> | <p>All year</p> |
| <p>present ideas and information orally to a range of audiences*</p> | | <p>Spring 2 - reciting time and numbers</p> | <p>Aut 1: Animals and habitats</p> <p>Spr 1: School subjects</p> <p>Spr 2: Presenting a weather forecast, describing an image</p> <p>Sum 1: Ordering in a restaurant</p> | <p>A2: perform a poem</p> |

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| read carefully and show understanding of words, phrases and simple writing | | All year | All year | All year |
| appreciate stories, songs, poems and rhymes in the language | All year Autumn 1, greetings song, Autumn 2 My body and Classroom instructions. | Sum 1 - songs | Spr 1: Songs and rhymes Sum 1: Songs and rhymes | All year |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | - | All year | All year |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Au1 How are you? Saying if you are very good, or good. | Aut 1 - items in the home Spr 1 - holidays and hobbies | All year (including recap and extension of previous topics at the start of each term and end of Spr 1) | All year |
| describe people, places, things and actions orally and in writing | | | | All year |

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| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | All year | All year | All year including Sp1, Sp2, Su1 |
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Music

Key Stage 1

| <i>Pupils should be taught to:</i> | Year 1 | Year 2 |
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| use their voices expressively and creatively by singing songs and speaking chants and rhymes | All Year | All year |
| play tuned and untuned instruments musically | | Sp 1 |
| listen with concentration and understanding to a range of high-quality live and recorded music | All Year | All year round |
| experiment with, create, select and combine sounds using the inter-related dimensions of music. | | All year |

Key Stage 2

| <i>Pupils should be taught to:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
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| play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | All year Friendship song A1 | All year | All year | All year |
| improvise and compose music for a range of purposes using the inter-related dimensions of music | All year Friendship song A1 | Aut 1 - Mamma Mia - improvisation | - | All year |
| listen with attention to detail and recall sounds with increasing aural memory | All year Friendship song A1, Your Imagination A2, Let your spirit fly | All year - warm up games/recall | All year | All year |
| use and understand staff and other musical notations | All year, Friendship song A1 | Glockenspiel unit | All year: Aut 1 music quiz | All year |
| appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | Spr 1 - playlist - different performers, music genres, comparing/co ntrasting | Recorded music all year | All year |

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| develop an understanding of the history of music. | | | Aut 2: Carnival of the Animals, Camille Saint-Saens | All year |
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Physical Education

Key Stage 1

| <i>Pupils should be taught to:</i> | Year 1 | Year 2 |
|---|--------|------------|
| master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | | Su 2 A1 |
| participate in team games, developing simple tactics for attacking and defending | | Su2 |
| perform dances using simple movement patterns. | | A1, Sp1 |

Key Stage 2

| <i>Pupils should be taught to:</i> | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|
| use running, jumping, throwing and catching in isolation and in combination | A2 Tag rugby, Netball, A1 Skipping varieties. A1 Gym, A2 Dance | A1 tag rugby A2 gym Spr1 dance Sum1/2 rounders & basketball | Aut 1: Cricket Sum 2: Rounders Sum 1: Basketball | A1: athletics, tag rugby A2: netball Sp2: basketball Su1: cricket Su2: rounders, athletics |
| play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | A2 Tag rugby. S2 Basketball, Badminton S1 Cricket | tag rugby, netball, basketball, tennis, rounders, cricket | Aut 1: Cricket Sum 1: Basketball Sum 2: Rounders | A1: tag rugby A2: netball Sp2: basketball, badminton Su1: cricket, tennis Su2: rounders |
| develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | S2 Athletics, A1 Gym | Dance Gym Athletics | Aut 1: Swimming Aut 2: Gymnastics | A1: athletics A2: gym Sp1: gym Su2: athletics |
| perform dances using a range of movement patterns | Au1 and 2 Dance. | Dance | Spr 1: Dance | Sp1: Dance |

| | | | | |
|---|--|-------------------------------|------------------------|----------|
| take part in outdoor and adventurous activity challenges both individually and within a team | Outdoor games. All year, skipping, netball. Sports day Summer 2. | Outdoor adventure games | All year - starters | All year |
| compare their performances with previous ones and demonstrate improvement to achieve their personal best. | All year. Skipping A1. Tag Rugby, A2 Netball, A2 Basketball Su2 | All year | All year | All year |