



Gateford Park Primary School Curriculum Breakdown Years One to Six

Our Curriculum

At Gateford Park Primary School our aim is that the curriculum is fun, engaging and allows pupils to enjoy their learning. We want all our pupils to reach their full potential in all areas of their learning;

- To be problem solvers who persevere and have enquiring minds,
- To be responsible, polite and well-mannered and develop the personal qualities they need to be good citizens in later life,
 - To be ambitious
- To develop a sense of their own nationality and culture, but at the same time developing a reflective respect for the nationalities, cultures and rights of others,
- Most of all, we want children to develop all the skills they will need in order to confidently face the ever changing world of tomorrow.

It is our intention that our curriculum develops children's subject specific skills, 'sticky' knowledge and vocabulary, as well as ensuring that they have opportunities for recognising links between curriculum subjects. Knowledge organisers for topics give children the key information they need to remember about specific events/vocabulary/facts. This helps our teachers to know what the children have learned, as well as helping the children to;

- Make connections between prior knowledge and new information and experiences,
- Apply and embed skills, knowledge and vocabulary in meaningful and purposeful contexts,
 - Develop their mastery within a subject area.

The following is an overview of the curriculum structure from Year One, through to Year Six.

Year One					
Science					
Biology			Chemistry	Physics	
Animals, including Humans	Animals, including Humans	Plants	Everyday materials	Seasonal Change	
<i>Name common animals - Carnivores, etc</i>	<i>Human body and senses</i>	<i>Common plants Plant structure</i>	<i>Properties of materials Grouping materials</i>	<i>The four seasons Seasonal weather</i>	
- Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds - Know and classify animals by what they eat (carnivore, herbivore and omnivore) - Know how to sort by living and	Know the name of parts of the human body that can be seen	- Know and name a variety of common wild and garden plants - Know and name the petals, stem, leaves and root of a plant - Know and name the roots, trunk, branches and leaves of a tree	- Know the name of the materials an object is made from - Know about the properties of everyday materials	Name the seasons and know about the type of weather in each season	
			Subject specific vocabulary		
			When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for science for their age group. Insert below:		
			Animals including humans Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak		
			Plants Deciduous, coniferous, Evergreen trees (+ specific tree names), Leaves, Flowers (+ specific flower names), blossom, Petals, bud, Fruit, Roots, Bulb, Seed, cone, Trunk, Branches, twig, Stem		
			Everyday Materials Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth		
Seasonal Changes Summer, Spring, Autumn, Winter (+ words associated with the seasons), Sun, Day, Moon, Night, Light, Dark					
Working Scientifically			Science ‘Sticky’ Knowledge		
			By the end of Year One, children will:		
Ask questions such as: Why are flowers different colours? Why do some animals eat meat and others do not?			- Know and name a variety of common wild and garden plants - Know and name the petals, stem, leaves and root of a plant - Know and name the roots, trunk, branches and leaves of a tree		
Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned					

non living things			○ Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked	○ Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds ○ Know and classify animals by what they eat (carnivore, herbivore and omnivore) ○ Know how to sort by living and non living things ○ Know the name of parts of the human body that can be seen ○ Know the name of the materials an object is made from ○ Know about the properties of everyday materials ○ Name the seasons and know about the type of weather in each season
			○ Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken	

Year One

Geography

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>	<i>Name and locate the world's seven continents and five oceans</i>	<i>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</i>	<i>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</i>	<i>• use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather •</i>	<i>Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality</i>

				<i>city, town, village, factory, farm, house, office, port, harbour and shop</i>	
Know the names of the four countries that make up the UK and name the three main seas that surround the UK	Know features of hot and cold places in the world	- Know which is the hottest and coldest season in the UK - Know and recognise main weather symbols - Know the main differences between city, town and village	- Know where the equator, North Pole and South Pole are on a globe - Know which is N, E, S and W on a compass - Know their address, including postcode		
Geography 'Sticky' Knowledge By the end of Year One, children will:			Subject Specific Vocabulary (insert below) When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group.		
- the names of the four countries that make up the UK and name the three main seas that surround the UK - Know where the equator, North Pole and South Pole are on a globe - Know which is N, E, S and W on a compass - Know features of hot and cold places in the world - Know which is the hottest and coldest season in the UK - Know and recognise main weather symbols - Know the main differences between city, town and village - Know their address, including postcode			Locational Knowledge United Kingdom, England, Northern Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea, Atlantic Ocean Place Knowledge weather, climate, hot, tropical, humid, cold, temperature, snow, ice, desert, rain, hail, fog, wind, wet, dry Human and Physical Geography Season, Spring, Summer, Autumn, Winter (+ weather words), symbol, Globe, North Pole, South Pole, Equator, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, city, town, village, urban, suburban, rural, building, factory, farm, house, bungalow, office, port, harbour and shop Skills and Fieldwork Map, Atlas, Globe, Compass, Plan, North, South, East, West, Map, Address, Postcode, County, Country, near, far, left, right, long, short, wide, narrow, journey,		

Year One

History

Within Living Memory	Beyond living memory	Lives of Significant People	Local History
<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<i>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]</i>	<i>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</i>	<i>Significant historical events, people and places in their own locality</i>
• Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents		• Name a famous person from the past and explain why they are famous	• Know the name of a famous person, or a famous place, close to where they live

History ‘Sticky’ Knowledge By the end of Year One, children will:		Subject Specific Vocabulary (insert) below When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for history for their age group.	
○ Know that the toys their grandparents played with were different to their own ○ Organise a number of artefacts by age ○ Know what a number of older objects were used for ○ Know the main differences between their school days and that of their grandparents ○ Name a famous person from the past and explain why they are famous ○ Know the name of a famous person, or a famous place, close to where they live		Within Living Memory Past, Present, old, new, artefact, chronological, chronology, timeline, memory Lives of Significant People Famous (+ specific words associated with focus person) Local History local, locality, community, famous (+ specific words associated with the famous place or person)	
Year One			
Art			
Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
<i>Use a range of materials creatively to design and make products</i>	<i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study a range of artists, craft makers and designers</i>
• know how to cut, roll and coil materials • know how to use IT to create a picture	• know how to show how people feel in paintings and drawings	• know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print	• describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art

	know how to use pencils to create lines of different thickness in drawings.			
Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.				
Colour sculpture Pattern Texture Shape collage Pencil Line; wavy, straight, sharp, smooth, thick, thin, smudged Sketch Digital Shade Blending Primary colours Secondary colours Colour mixing Strokes				
Year One				
Design Technology				
Designing	Making	Evaluating	Technical Knowledge	Food Technology
<i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i>	<i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>	<i>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria</i>	<i>build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	<i>Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</i>

• use own ideas to design something and describe how their own idea works • design a product which moves • explain to someone else how they want to make their product and make a simple plan before making	• use own ideas to make something • make a product which moves • choose appropriate resources and tools	• describe how something works • explain what works well and not so well in the model they have made	• make their own model stronger	• cut food safely
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Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for design technology for their age group.

planning, investigating design, evaluate, make, user, purpose, ideas, product, fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards.

Year One

Music

Singing	Playing an Instrument	Listening and appreciation	Create own music
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
• make different sounds with voice and with instruments	• use instruments to perform and choose	• say whether they like or dislike a piece of music	• clap and repeat short rhythmic and melodic patterns

follow instructions about when to play and sing	sounds to represent different things		make a sequence of sounds and respond to different moods in music				
Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.							
<table border="0"> <tr> <td> <u>Pitch</u> melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides <u>Timbre</u> descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping </td><td> <u>Tempo</u> fast, (getting) faster slow, (getting) slower <u>Texture</u> solo duet ensemble few – many </td><td> <u>Duration</u> pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm <u>Structure</u> beginning – middle – end phrase verse – chorus </td><td> <u>Dynamics</u> loud, (getting) louder quiet, (getting) quieter <u>Techniques</u> breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming </td></tr> </table>				<u>Pitch</u> melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides <u>Timbre</u> descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping	<u>Tempo</u> fast, (getting) faster slow, (getting) slower <u>Texture</u> solo duet ensemble few – many	<u>Duration</u> pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm <u>Structure</u> beginning – middle – end phrase verse – chorus	<u>Dynamics</u> loud, (getting) louder quiet, (getting) quieter <u>Techniques</u> breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming
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Year One							
Computing							
Algorithms	Create programs	Reasoning					
<i>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i>	<i>Pupils should be taught to create and debug simple programs</i>	<i>Pupils should be taught to use logical reasoning to predict the behaviour of simple programs</i>					

- create a series of instructions and plan a journey for a programmable toy Programming – moving a robot (NCCE)	Programming – animation (NCCE)	
Using technology	Uses of IT beyond school	Safe use
<i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital</i>	<i>Pupils should be taught to recognise common uses of information technology beyond school</i>	<i>Pupils should be taught to 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</i>
- use a website and a camera - record sound and play back - create, store and retrieve digital content Digital painting (Twinkl) Digital writing (NCCE)	- talk about some of the IT uses in their own home technology around us (NCCE)	- use technology safely - keep personal information private Online safety (Twinkl)
Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for computing for their age group.		
Programming: Instructions, Buttons, Robots, Patterns, Program Data Handling: Photographs, Video, Sound, Data, Pictogram, Digitally Multimedia: Videos, Camera Stills, Sounds, Image Bank, Word Bank, Space Bar Uses Of It Beyond School: Purpose, Online Tools, Communicate Safe Use: Rules, Online, Private Information, Email		
Year One		
Physical Education		

Gymnastic Movements	Basic movements and Team Games	Dance
<i>developing balance, agility and coordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns</i>
• make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways	• throw underarm • throw and kick in different ways	• perform own dance moves • copy or make up a short dance • move safely in a space
Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for physical education for their age group.		
Dance- posture, alignment, flow, energy, coordination, balance, strength, flexibility, control, mobility, stamina, focus, projection, style, musicality, canon, unison, repetition, levels, entrance, exit, freeze frame, actions, bend, stretch, turn, gesture, weight, rotation, twist, open, close, stillness, isolation, dynamics, speed, rhythm, phrasing, quality, effort, energy, accent, continuity, body shape, design, size, orientation, levels, direction, pathways, floor patterns, relationship, interaction, contact, contrast, complementary, audience, compose, composition, performance, appreciation, atmospheric, lively, space. Boccia- throw, wheelchair, ball, red, blue, jack, court, aim, Gymnastics- apparatus, bench, bounce, climbing frame, climb, egg roll, teddy bear roll, tiptoe, tuck jump, jumping jack, ladder, log roll, skip, straight jump, agility table, gallop, half turn jump, hopscotch, horse, sequence, skill, mount, balance, roll, curl, pike, forwards, backwards, sideways, slow, body parts, wide, narrow. Athletics- marathon, compete, decathlon, triple jump, relay, hammer throw, long jump, athletic, athlete, javelin, steeplechase, higher, hurdle, pole vault, stronger, running, stamina, discus throw. Hockey- attacker, back line, bully, centre line, centre pass, dangerous play, defender, dribble, flick, goalkeeper, hit midfielder, obstruction, pass, penalty corner, penalty stroke, pitch, puck, push, scoot, shoot, stick, shooting circle, time wasting. Handball- underarm, overarm, player, score, throw, goal, attack, defend, team, opponent Control, travel, sequence, curl, kick, safe, striking, catching, open space, team, speed, direction, passing, shooting, scoring.		

Year Two

Science

Biology

Chemistry

Subject specific vocabulary

All living things and their habitats	Animals, including Humans	Plants	Everyday materials		When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for science for their age group. Insert below:
• <i>Alive or dead</i> • <i>Habitats</i> • <i>Adaptations</i> • <i>Food chains</i>	• <i>Animal reproduction</i> • <i>Healthy living</i> • <i>Basic needs</i>	• <i>Plant and seed growth</i> • <i>Plant reproduction</i> • <i>Keeping plants healthy</i>	• <i>Identify different materials</i> • <i>Name everyday materials</i> • <i>Properties of materials</i>	• <i>Compare the use of different materials</i> • <i>Compare movement on different surfaces</i>	Animals including humans Survival, Water, Air, Food, Diet, Adult, Baby, Offspring, Kitten, Calf, Puppy, Life Cycle, Exercise, Hygiene Plants Seeds (+ specific seed names), Bulbs, Water, Light, Temperature, Growth, Healthy, Thermometer, Microscope Living things and their habitats Living, Dead, Habitat (+ specific animal/habitat names), Adaptation, Energy, Food chain, Predator (+ specific predator names) , Prey, Woodland, Pond, Desert Everyday materials and their uses Properties, Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent, Translucent , Brick, Paper, Fabrics, rock, wood, metal Squashing, Bending, Twisting, Stretching, Elastic, Foil <i>Investigate, Experiment, What we used, What we did, Fair test, Prediction, Results, What this means</i>
• Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals)	• Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans	• Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature)	• Know how materials can be changed by squashing, bending, twisting and stretching	• Know why a material might or might not be used for a specific job	Science 'Sticky' Knowledge By the end of Year Two, children will: ○ Classify things by living, dead or never lived ○ Know how a specific habitat provides for the basic needs of things living there (plants and animals).
			Working Scientifically		
			○ Ask questions such as: Why do some trees lose their leaves in Autumn and others do not? How long are roots of tall trees? Why do some animals have underground habitats?		

• Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain			○ Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses	○ Match living things to their habitat ○ Name some different sources of food for animals ○ Know about and explain a simple food chain ○ Know and explain how seeds and bulbs grow into plants ○ Know what plants need in order to grow and stay healthy (water, light and suitable temperature) ○ Know the basic stages in a life cycle for animals, including humans ○ Know why exercise, a balanced diet and good hygiene are important for humans ○ Know why a material might or might not be used for a specific job ○ Know how materials can be changed by squashing, bending, twisting and stretching
			○ Use microscopes to find out more about small creatures and plants	
			○ Know how to set up a fair test and do so when finding out about how seeds grow best	
			○ Classify or group things according to a given criteria, e.g. deciduous and coniferous trees	
			○ Draw conclusions from fair tests and explain what has been found out	
			○ Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with	

Year Two

Geography

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</i>	<i>Name and locate the world's seven continents and five oceans</i>	<i>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</i>	<i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold</i>	• use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain,	<i>Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality</i>

and its surrounding seas			areas of the world in relation to the Equator and the North and South Poles	sea, ocean, river, soil, valley, vegetation, season and weather • city, town, village, factory, farm, house, office, port, harbour and shop	
• Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland	• Know the main differences between a place in England and that of a small place in a non-European country	• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Explain some of the advantages and disadvantages of living in a city or village.	• Know and use the terminologies: left and right; below, next to		
Geography ‘Sticky’ Knowledge By the end of Year Two, children will:			Subject Specific Vocabulary (insert below) When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group.		
○ Know the names of and name the seven continents of the world ○ Know the names of and name the five oceans of the world ○ Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland ○ Identify the following physical features: mountain; lake; island: valley: river; cliff; forest and beach ○ Know the main differences between a place in England and that of a small place in a non-European country ○ Know and use the terminologies: left and right; below and next to ○ Explain some of the advantages and disadvantages of living in a city or village			Revisit Year 1 vocabulary plus: Locational Knowledge Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific, Atlantic, Indian, Arctic, Southern Ocean, London, Cardiff, Edinburgh, Belfast, Place Knowledge landmark (+ specific landmark names) Human and Physical Geography Equator, North Pole, South Pole, Arctic, Antarctic (+ specific words to describe weather/climate), beach, cliff, coast, forest, hill, mountain, lake, sea, ocean, river, island, soil, valley, vegetation, season, weather, city, county, town, village, urban, rural, coastal, factory, farm, house, office, port, harbour, shop Skills and Fieldwork map, atlas, globe, compass, direction, left, right, below, next to, key, aerial photograph		

Year Two			
History			
Within Living Memory	Beyond Living Memory	Lives of Significant People	Local History
<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<i>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]</i>	<i>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</i>	<i>Significant historical events, people and places in their own locality</i>
	- Know about an event or events that happened long ago, even before their grandparents were born • - Know what we use today instead of a number of older given artefacts - Know that children's lives today are different to those of children a long time ago	Know about a famous person from outside the UK and explain why they are famous	- Know how the local area is different to the way it used to be a long time ago - Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.

History 'Sticky' Knowledge By the end of Year Two, children will:	Subject Specific Vocabulary (insert) below When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for history for their age group.
○ Know about an event or events that happened long ago, even before their grandparents were born ○ Know what we use today instead of a number of older given artefacts were used for ○ Know about a famous person from outside the UK and explain why they are famous ○ Know that children's lives today are different to those of children a long time ago ○ Know how the local area is different to the way it used to be a long time ago ○ Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.	Beyond Living Memory event, national, global, commemorate, festival, anniversary, artefacts, evidence, Lives of Significant People significant, famous, contribution, national, international (+ words associated with the chosen famous person) Local History event, local, locality, differentiate, similar, different, past, present, (+ specific words linked to the historical event/person/place)

Year Two

Art

Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
<i>Use a range of materials creatively to design and make products</i>	<i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study a range of artists, craft makers and designers</i>
• know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to make a clay pot and know how to join two clay finger pots together • know how to use different effects within an IT paint package	• choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it	• know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with paint by adding white and know how to create tones with paint by adding black	• suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist

Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.			
Colour	Primary colours	Pinch	Pastel
Pattern	Secondary colours	Pressing	Charcoal
Texture	Warm colours	Rolling	Chalk
Pencil	Cold colours	Rubbing	Clay
Tone	Colour mixing	Stamping	
Line; wavy, straight, sharp, smooth, thick, thin, smudged	Strokes	Roll	
Sketch	Print/printed/ printing	Coil	
Digital	Tint	Form	
Shade	Colour wash	Casting	
Blend	Lighter/darker	Space	
	Digital		
	Water colour		
	blending		

Year Two

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i>	<i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>	<i>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria</i>	<i>build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	<i>Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</i>
- think of an idea and plan what to do next - explain why they have chosen specific textiles	- choose tools and materials and explain why they have chosen them - join materials and components in different ways - measure materials to use in a model or structure	explain what went well with their work	- make a model stronger and more stable - use wheels and axles, when appropriate to do so	- weigh ingredients to use in a recipe - describe the ingredients used when making a dish or cake

Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for design technology for their age group.

planning, investigating design, evaluate, make, user, purpose, ideas, product, fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder, joining and finishing techniques, tools, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards.

Year Two

Music

Singing

Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes

- sing or clap increasing and decreasing tempo
- perform simple patterns and accompaniments keeping a steady pulse

Playing an Instrument

Pupils should be taught to play tuned and untuned instruments musically

- play simple rhythmic patterns on an instrument

Listening and appreciation

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music

- make connections between notations and musical sounds

Create own music

Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

- order sounds to create a beginning, middle and an end
- create music in response to different starting points

Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.

Pitch

melody, tune
high, (getting) higher, going up
low, (getting) lower, going down
steps – jumps – slides

Tempo

fast, (getting) faster
slow, (getting)
slower

Duration

pulse, beat
start, stop
long, longer, sustained
short, shorter, staccato
rhythm

Dynamics

loud, (getting) louder
quiet, (getting) quieter

<u>Timbre</u> descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping			<u>Texture</u> solo duet ensemble few – many	<u>Structure</u> beginning – middle – end phrase verse – chorus	<u>Techniques</u> breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming
Year Two					
Computing					
Algorithms		Create programs		Reasoning	
<i>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i>		<i>Pupils should be taught to create and debug simple programs</i>		<i>Pupils should be taught to use logical reasoning to predict the behaviour of simple programs</i>	
- understand that algorithms are used on digital devices Programming – Robot algorithms (NCCE)		- write a simple program and test it Programming – Robot algorithms (NCCE)		- predict what the outcome of a simple program will be (logical reasoning). Programming – Quizzes (NCCE)	
Using technology		Uses of IT beyond school		Safe use	
<i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital</i>		<i>Pupils should be taught to recognise common uses of information technology beyond school</i>		<i>Pupils should be taught to 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</i>	

- understand that programs require precise instructions - organise, retrieve and manipulate digital content Pictograms (NCCE)	- know how technology is used in school and outside of school IT around us (NCCE)	- know where to go for help if concerned. Online safety (Twinkl)
Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for computing for their age group.		
Programming: Instructions, Buttons, Robots, Patterns, Program, Forward, Backward, Right-Angle Turn, Algorithm, Sequence, Debug, Predict Data Handling: Photographs, Video, Sound, Data, Pictogram, Digitally, Capturing Moments, Magnified Images, Questions, Data Collection, Graphs, Charts, Save, Retrieve Multimedia: Videos, Camera Stills, Sounds, Image Bank, Word Bank, Space Bar, Paint Effects, Templates, Animation, Documents, Index Finger Typing, Enter/Return, Caps Lock, Backspace Uses Of It Beyond School: Purpose, Online Tools, Communicate, Information Sources, Communication, Purposes, Website Content Safe Use: Rules, Online, Private Information, Email, Appropriate/Inappropriate Sites, Cyber-Bullying, Digital Footprint, Keyword Searching		
Year Two		
Physical Education		
Gymnastic Movements	Basic movements and Team Games	Dance
<i>developing balance, agility and coordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns</i>
- plan and perform a sequence of movements - improve sequence based on feedback - think of more than one way to create a sequence which follows some 'rules'	- use hitting, kicking and/or rolling in a game - decide the best space to be in during a game - use a tactic in a game - follow rules	- change rhythm, speed, level and direction in dance - make a sequence by linking sections together - use dance to show a mood or feeling

PE Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for physical education for their age group.		
Dance- posture, alignment, flow, energy, coordination, balance, strength, flexibility, control, mobility, stamina, focus, projection, style, musicality, canon, unison, repetition, levels, entrance, exit, freeze frame, actions, bend, stretch, turn, gesture, weight, rotation, twist, open, close, stillness, isolation, dynamics, speed, rhythm, phrasing, quality, effort, energy, accent, continuity, body shape, design, size, orientation, levels, direction, pathways, floor patterns, relationship, interaction, contact, contrast, complementary, audience, compose, composition, performance, appreciation, atmospheric, lively, space. Gymnastics- apparatus, bench, bounce, climbing frame, climb, egg roll, teddy bear roll, tiptoe, tuck jump, jumping jack, ladder, log roll, skip, straight jump, agility table, gallop, half turn jump, hopscotch, horse, sequence, skill, mount, balance, roll, curl, pike, forwards, backwards, sideways, slow, body parts, wide, narrow. Yoga- flow, flexibility, strength, pose, breathe, balance, calmness, patience, understanding, actions, focus, Athletics- marathon, compete, decathlon, triple jump, relay, hammer throw, long jump, athletic, athlete, javelin, steeplechase, higher, hurdle, pole vault, stronger, running, stamina, discus throw, speed, jump, sprint, pace, balance, direction, take off, landing, swing, height, distance, overarm, underarm, agility. Games- overarm, distance, dribble, collect, target, send, receive, underarm, roll, kick, throw, catch, bounce, co-ordination.		

Year Three

Science

Biology			Chemistry	Physics		Working Scientifically
Animals, including Humans	Plants	Plants	Rocks	Forces	Light	
<i>Skeleton and muscles</i> <i>Nutrition</i> <i>Exercise and health</i>	<i>Plant life</i> <i>Basic structure and functions</i>	<i>Life cycle</i> <i>Water transportation</i>	<i>Fossil formation</i> <i>Compare and group rocks</i> <i>Soil</i>	<i>Different forces</i> <i>Magnets</i>	<i>Reflections</i> <i>Shadows</i>	Ask questions such as: - Why does the moon appear as different shapes in the night sky? - Why do shadows change during the day? - Where does a fossil come from? - Observe at what time of day a shadow is likely to be at its longest and shortest - Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc. - Use research to find out how reflection can help us see things that are around the corner - Use research to find out what the main differences are between sedimentary and igneous rocks - Test to see which type of soil is most suitable when growing two similar plants - Test to see if their right hand is as efficient as their left hand
- Know about the importance of a nutritious, balanced diet - Know how nutrients, water and oxygen are transported within animals and humans - Know about the skeletal	Know the function of different parts of flowering plants and trees	Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers	- Compare and group rocks based on their appearance and physical properties, giving reasons - Know how soil is made and how fossils are formed - Know about and explain the difference between sedimentary, metamorphic and igneous rock	- Know about and describe how objects move on different surfaces - Know how a simple pulley works and use to on to lift an object - Know how some forces require contact and some do not, giving examples - Know about and explain how magnets	- Know that dark is the absence of light - Know that light is needed in order to see and is reflected from a surface - Know and demonstrate how a shadow is formed and explain how a	

and muscular system of a human				attract and repel Predict whether magnets will attract or repel and give a reason	shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected	○ Set up a fair test with different variables e.g. the best conditions for a plant to grow ○ Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc. ○ Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning ○ Use a thermometer to measure temperature and know that there are two main scales used to measure temperature ○ Gather and record information using a chart, matrix or tally chart, depending on what is most sensible ○ Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens ○ Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record finding ○ Know how to use a key to help understand information presented on a chart ○ Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape ○ Present findings using written explanations and include diagrams when needed
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					○ Make sense of findings and draw conclusions which help them to understand more about scientific information ○ Amend predictions according to findings ○ Be prepared to change ideas as a result of what has been found out during a scientific enquiry
			Subject specific vocabulary		Science ‘Sticky’ Knowledge By the end of Year Three children will:
			When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group. Insert below:		○ Know the function of different parts of flowing plants and trees ○ Know what dark is the absence of light ○ Know how water is transported within plants ☐ ○ Know that light is needed in order to see and is reflected from a surface ○ Know the plant life cycle, especially the importance of flowers ○ Know and demonstrate how a shadow is formed and explain how a shadow changes shape ○ Know about the importance of a nutritious, balanced diet ☐ Know about the danger of direct sunlight and describe how to keep protected
			Animals including humans Movement, Muscles, Bones, Skull, ribs, Nutrition, Nutritious, Skeletons, Skeletal, Muscular, Balanced diet, oxygen Plants Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower Rocks Fossils, Soils, Sandstone, Granite, Slate, Marble, limestone, Pumice, Crystals, Absorbent, Sedimentary, Metamorphic, Igneous Permeable/ impermeable, properties Light Light, Shadows, Mirror, Reflective, Dark, Reflection. Celsius, Fahrenheit Forces and magnets Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull, Pulley, Balanced Variable, Investigate, Experiment, Fair test, Prediction, Results, Conclusion (what this means)		

				○ Know how nutrients, water and oxygen are transported within animals and humans ○ Know about and describe how objects move on different surfaces ○ Know about the skeletal and muscular system of a human ○ Know how a simple pulley works and use making lifting an object simpler ○ Compare and group rocks based on their appearance and physical properties, giving a reason ○ Know how some forces require contact and some do not, giving examples ○ Know how soil is made and fossils formed ○ Know about and explain how objects attract and repel in relation to objects and other magnets ○ Know about and explain the difference between sedimentary, metamorphic and igneous rock ○ Predict whether magnets will attract or repel and give a reason
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Year Three

Geography

Locational Knowledge			Place Knowledge	Human and Physical Geography		Geographical Skills and Fieldwork	
<i>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</i>	<i>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</i>	<i>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)</i>	<i>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</i>	<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>Describe and understand key aspects of 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</i>	<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>

<i>tics, countries, and major cities</i>	<i>patterns; and understand how some of these aspects have changed over time</i>						
Know the names of and locate at least eight European countries	Know the names of and locate at least eight countries and at least six cities in England	Know the names of four countries from the southern and four from the northern hemisphere	Know at least five differences between living in the UK and a Mediterranean country	- Know what causes an earthquake - Label the different parts of a volcano		Use maps to locate European countries and capitals.	Know and name the eight points of a compass
Geography 'Sticky' Knowledge By the end of Year Three, children will:				Subject Specific Vocabulary (insert below) When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group.			
- Know the names of, and locate, at least eight European countries - Use maps to locate European countries and capitals. - Know the names of, and locate, at least eight countries and at least six cities in England				Revisit Year 1/2 vocabulary plus: Locational Knowledge at least 8 European countries and their capitals as appropriate to topic; at least 8 countries and their country towns; 4 countries from northern and southern hemisphere; Place Knowledge Mediterranean, Human and Physical Earthquake, Earth's crust, shock waves, surface, tectonic plates, seismic waves, Richter Scale, Magma, Magma chamber, Lava, Pipe, Sill, Vent, Crater, Flank, Conduit, Summit, Throat, Ash, Ash Cloud, active, dormant, extinct, erupt,			

○ Know the names of four countries from the southern and four from the northern hemisphere ○ Know at least five differences between living in the UK and a Mediterranean country ○ Know what causes an earthquake ○ Label the different parts of a volcano	Skills and Fieldwork Europe, European, Capital, locate, location, North, South, East, West, North-East, South-East, North-West, South-West, compass
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Year Three

History

Chronology (Stone Age to 1066)	Beyond 1066	Local study
<i>To include:</i> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings	<i>An aspect of theme that takes pupils beyond 1066</i>	• A local study linked to one of the periods of time studied under chronology; or - A local study that could extend beyond 1066
• Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'huntergatherers'	Not covered in Y3	Not covered in Y3
Ancient Ancients (3000 years ago)	Civilizations from 1000 years ago	Ancient Greece
<i>Cover each of and then choose one to look at in depth:</i> • Ancient Egypt • Ancient Sumer	<i>Choose one of:</i> • Mayans • Islamic Civilizations • Benin Civilization	<i>Greek life and influence on the Western world</i>

• <i>Indus Valley</i> • <i>Shang Dynasty</i>		
Not covered in Y3	Not covered in Y3	• Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics
History ‘Sticky’ Knowledge By the end of Year Three, children will:	History - Subject Specific Vocabulary (insert) below When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for history for their age group.	
○ Know how Britain changed between the beginning of the stone age and the iron age ○ Know the main differences between the stone, bronze and iron ages ○ Know what is meant by ‘huntergatherers’ ○ Know some of the main characteristics of the Athenians and the Spartans ○ Know about the influence the Gods had on Ancient Greece ○ Know at least five sports competed in the Ancient Greek Olympics		

History vocabulary list		
Year 3		
anachronism	chronological order	era/period
B.C.E (Before the Common Era)	C.E (The Common Era)	B.C (Before Christ)
A.D (Anno Domini)	millennium	thousands of years
Stone Age	Iron Age	Celts
Neolithic	Bronze Age	Skara Brae
hunter-gatherer	religion	spirits
Stonehenge	hill forts	sacrifice
Britons	nomad/nomadic	Boudicca
Romans	invasion	civilisation
Emperor	Caesar	republic
empire	army/soldiers	resistance
conquest	revolt	outpost
colony	gods/goddesses	invention
archaeologist	archaeology	sources
importance	significance	legacy
impact	effects	reason
change	continuity	this suggests...
may be	perhaps	could be
first hand evidence	second hand evidence	myths and legends
oral history	museum	

Year Three		
Art		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
• <i>create sketch books to record their observations and use them to review and revisit ideas</i>	• <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	• <i>great artists, architects and designers in history</i>
• know how to use sketches to produce a final piece of art • • know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others	• know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • • know how to use a range of brushes to create different effects in painting	• know how to identify the techniques used by different artists • know how to compare the work of different artists • recognise when art is from different cultures • recognise when art is from different historical periods
Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.		
figures, form, movement, observational, scale, Tone Line; wavy, straight, sharp, smooth, thick, thin, smudged Sketch, Digital, Shade, Blend, wash, Foreground Background, sculpt, ceramics, carving, design, artist Colour, Pattern, Texture, Pencil, Technique		

Year Three

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	<i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i>	<i>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</i>	<i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</i>	<i>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i>
• prove that a design meets a set criteria. • design a product and make sure that it looks attractive	• follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task •	• explain how to improve a finished model	• know how to strengthen a product by stiffening a given part or reinforce a part of the structure	• describe how food ingredients come together • weigh out ingredients and

choose a material for both its suitability and its appearance	- make a product which uses both electrical and mechanical components - work accurately to measure, make cuts and make holes	know why a model has, or has not, been successful	use a simple IT program within the design	- follow a given recipe to create a dish - talk about which food is healthy and which food is not - know when food is ready for harvesting
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Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for design technology for their age group.

User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing, name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, fabric, names of fabrics, fastening, compartment, zip, button, structure, strength, weakness, stiffening, templates, stitch, seam, mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating, series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device.

Year Three			
Music			
Performing	Compose	Listen	
<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
play clear notes on instruments and use different elements in composition	combine different sounds to create a specific mood or feeling	listen carefully and recognise high and low phrases	
Use and understand	Appreciate	History of music	
<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>Develop an understanding of the history of music</i>	
- create repeated patterns with different instruments - improve my work; explaining how it has been improved	- use musical words to describe a piece of music and compositions - use musical words to describe what they like and do not like about a piece of music	recognise the work of at least one famous composer	
Subject Specific Vocabulary (insert below):			
When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.			
Pitch melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides	Tempo fast, (getting) faster slow, (getting) slower pulse	Duration steady pulse, beat start, stop long, longer, sustained	Dynamics loud – forte getting louder – crescendo quiet – piano getting quieter - diminuendo

staying the same,
melodic ostinato drone
pentatonic scale
Note names A, B, C, etc.

Timbre

descriptive words such as: light, heavy, bright, hollow, dull, cold, warm,
smooth, scratchy, chiming, clicking;
words describing the qualities of sounds, such as:
rattling, smooth, tinkling;
words relating to sound production, such as:
hitting, shaking, scraping

Processes

composing
arranging
rehearsing
performing

different speeds

Texture

solo
duet
ensemble
few – many
combined

short, shorter,
staccato
rhythm, rhythmic
patterns
word rhythm,
syllables
rhythmic ostinato

Structure

beginning – middle –
end
phrase
verse – chorus
round
repetition
introduction
interlude,
ostinato bass
drone
melodic ostinato

Techniques

breathing
posture
singing, whispering, talking,
humming
blowing
striking, hitting
shaking
plucking, strumming

Year Three

Computing

Create programs	Develop programs	Reasoning	Networks	Search engines	Using programs	Safe use
<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
- write programs that accomplish specific goals Scratch 1 (sequencing sounds) (NCCE) Scratch 2 (Twinkl)	- design a sequence of instructions, including directional instructions Scratch 1 (sequencing sounds) (NCCE) Scratch 2 (Twinkl)	- discern when it is best to use technology and where it adds little or no value Programming - Scratch	- navigate the web to complete simple searches Connecting computers (NCCE)	- use a range of software for similar purposes • collect and present information Animation (NCCE)	- understand what computer networks do and how they provide multiple services Branching databases (NCCE)	- use technology respectfully and responsibly - Know different ways they can get help if concerned Online safety (Twinkl)

Computing - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for computing for their age group.

Programming: Instructions, Buttons, Robots, Patterns, Program, Forward, Backward, Right-Angle Turn, Algorithm, Sequence, Debug, Predict, **Sequence Instructions, Sequence Debugging, Test + Improve, Logo Commands, Sequence Programming**

Data Handling: Photographs, Video, Sound, Data, Pictogram, Digitally, Capturing Moments, Magnified Images, Questions, Data Collection, Graphs, Charts, Save, Retrieve, **Questioning, Database, Construct, Contribute, Recording Data, Data Logger, Present Data**

Multimedia: Videos, Camera Stills, Sounds, Image Bank, Word Bank, Space Bar, Paint Effects, Templates, Animation, Documents, Index Finger Typing, Enter/Return, Caps Lock, Backspace, **Multimedia, Presentations, Alignment, Brush Size, Repeats, Reflections, Green Screening, Amend, Copy, Paste**

Uses Of It Beyond School: Purpose, Online Tools, Communicate, Information Sources, Communication, Purposes, Website Content, School Network , Devices , Computer Parts , Collaborate , Appropriate Online , Communication , Search Tools , Appropriate Websites , Owner Safe Use: Rules, Online, Private Information, Email, Appropriate/Inappropriate Sites, Cyber-Bullying, Digital Footprint, Keyword Searching, E-Safety Rules , Secure Passwords , Report Abuse Button , Gaming , Blogs

Year Three

Physical Education

Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>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</i>	<i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
- run at fast, medium and slow speeds; changing speed and direction - take part in a relay, remembering when to run and what to do	- be aware of space and use it to support team-mates and to cause problems for the opposition - know and use rules fairly	- adapt sequences to suit different types of apparatus and criteria - explain how strength and suppleness affect performance	- improvise freely and translate ideas from a stimulus into movement - share and create phrases with a partner and small group - remember and repeat dance perform phrases	- follow a map in a familiar context - use clues to follow a route - follow a route safely	- compare and contrast gymnastic sequences - recognise own improvement in ball games

Swimming and water safety

Throughout years 3 and by the end of year 4, pupils will be able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for physical education for their age group.

Dance- posture, alignment, flow, energy, coordination, balance, strength, flexibility, control, mobility, stamina, focus, projection, style, musicality, canon, unison, repetition, levels, entrance, exit, freeze frame, actions, bend, stretch, turn, gesture, weight, rotation, twist, open, close, stillness, isolation, dynamics, speed, rhythm, phrasing, quality, effort, energy, accent, continuity, body shape, design, size, orientation, levels, direction, pathways, floor patterns, relationship, interaction, contact, contrast, complementary, audience, compose, composition, performance, appreciation, atmospheric, lively, space.

Gymnastics- Cartwheel, cat leap, forward roll, standing, tucked backward roll, straddle jump, squat, vault, unison, box, half turn, canon, chassis step, choreograph, control, handstand, pike jump, rebound, springboard, lunge, landing, hurdle step.

Tennis- ball boy/girl, baseline, deuce, doubles, drive, drop shot, fault, foot fault, ball change, game, let, lob, love, match point, net, rally, receiver, serve, racket, server, service box, set, singles, smash, tie-break.

Hockey- dribble, shoot, opponent, opposition, grip, receiver, interception, trapping the ball, obstruction, possession, attack, defence, mark, push pass, dribbling, passing, tackling.

Netball- footwork, pivot, opponent, opposition, receiver, landing foot, interception, rebound, obstruction, possession, attack, defence, contact, mark, getting free, catch, shoot.

Football- red card, yellow card, whistle, goal, net, pitch, goal keeper, defence, attack, shoot, team, linesman, referee, midfielder, substitute, foul, offside, concede, own goal, draw, penalty, goal difference, sportsmanship, goal-kick, free-kick, kick-off, corner, throw-in, pass, dribble, volley, clearance, back heel, header, possession.

Swimming- sculling, submersion, buoyancy, huddle, stroke, survival, rotation, crawl, breaststroke, backstroke, alternate, treading water, body roll, glide, surface dive, floating.

Athletics- field event, flight, fling throw, hurdling, landing, lead leg, long jump, take-off, track event, trail leg, underarm throw, overarm throw, pull throw, push throw, shot put, sprint, standing long jump.

Year Four

Science

Biology		Chemistry	Physics		Working Scientifically
Animals, including humans	All living things and their habitats	States of matter	Electricity	Sound	
<i>Digestive system</i> <i>Teeth</i> <i>Food chains</i>	<i>Grouping living things</i> <i>Classification keys</i> <i>Adaptation of living things</i>	<i>Compare and group materials</i> <i>Solids, liquids and gases</i> <i>Changing state</i> <i>Water cycle</i>	<i>Uses of electricity</i> <i>Simple circuits and switches</i> <i>Conductors and insulators</i>	<i>How sounds are made</i> <i>Sound vibrations</i> <i>Pitch and Volume</i>	Ask questions such as: Why are steam and ice the same thing? Why is the liver important in the digestive systems? What do we mean by 'pitch' when it comes to sound? - Gather and record information using a chart, matrix or tally chart, depending on what is most sensible - Group information according to common factors e.g. materials that make good conductors or insulators - Use research to find out how much time it takes to digest most of our food - Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings - Use research to find out which materials make effective conductors and insulators of electricity - Present findings using written explanations and include diagrams, when needed
- Identify and name the parts of the human digestive system - Know the functions of the organs in the human digestive system - Identify and know the different types of human teeth - Know the functions of different human teeth - Use and construct food chains to identify producers, predators and prey	- Use classification keys to group, identify and name living things - Know how changes to an environment could endanger living things - Group materials based on their state of matter (solid, liquid, gas)	- Know the temperature at which materials change state - Know about and explore how some materials can change state - Know the part played by evaporation and condensation in the water cycle	- Identify and name appliances that require electricity to function - Construct a series circuit - Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)	- made, associating some of them with vibrating - Know how sound travels from a source to our ears - Know the correlation between pitch and the object producing a sound - Know the correlation between the volume of a sound and the	

			• Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each	strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source	• Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water • Write up findings using a planning, doing and evaluating process • Set up a fair test with more than one variable e.g. using different materials to cut out sound • Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned • Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures • When making predictions there are plausible reasons as to why they have done so • Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning • Able to amend predictions according to findings • Use a data logger to check on the time it takes ice to melt to water in different temperatures • Prepared to change ideas as a result of what has been found out during a scientific enquiry • Use a thermometer to measure temperature and know there are
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					two main scales used to measure temperature
		Subject specific vocabulary			Science ‘Sticky’ Knowledge By the end of Year Four children will:
		When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group. Insert below:			○ Use classification keys to group, identify and name living things ○ Know how sound is made associating some of them with vibrating ○ Know how changes to an environment could endanger living things ○ Know how sound travels from a source to our ears ○ Identify and name the parts of the human digestive system ○ Know the correlation between pitch and the object producing a sound ○ Know the functions of the organs in the human digestive system ○ Know the correlation between the volume of a sound and the strength of the vibrations that produced it ○ Identify and know the different types of teeth that humans have ○ Know what happens to a sound as it travels away from its source ○ Know the functions of different human teeth ○ Identify and name appliances that require electricity to function
		Animals including humans Mouth, Tongue, Teeth, Oesophagus, Stomach, Small Intestine, Pancreas, gall bladder, liver, Rectum, Anus, Large Intestine, Digestive System, Herbivore, Carnivore, Producer, Predator, Prey, Canine, Incisor, Molar, Endanger Living things and their habitats Vertebrates, Fish (+ specific words), Amphibians (+ specific words), Reptile(+ specific words) , Birds (+ specific words), Mammals(+ specific words) , Invertebrates(+ specific words) , Snails, Slugs, Worms, Spiders, Insects(+ specific words) , Environment, Habitats (+ specific words) States of Matter Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating, Melting, Reversible, Irreversible, Water cycle, Thermal insulation, freezing/ boiling point Sound Volume, Vibration, Wave, Pitch, Tone, Speaker, Source Electricity Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators Variable, Investigate, Experiment, Fair test, Prediction, Results, Conclusion (what this means)			

		○ Use and construct food chains to identify producers, predators and prey ○ Construct a series circuit ○ Group materials based on their state of matter (solid, liquid, gas) Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) ○ Know about and explore how some materials can change state ○ Predict and test whether a lamp will light within a circuit ○ Know the temperature at which materials change state ○ Know the function of a switch in a circuit ○ Know the part played by evaporation and condensation in the water cycle ○ Know the difference between a conductor and an insulator; giving examples of each
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Year Four		
Geography		
Locational Knowledge		
<i>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</i>	<i>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</i>	<i>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) Year</i>
Know the names of and locate at least eight major capital cities across the world	- Know where the main mountain regions are in the UK - Know, name and locate the main rivers in the UK	- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map - Know what is meant by the term 'tropics'
Place knowledge	Human and Physical Geography	
<i>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</i>	<i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>Describe and understand key aspects of 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</i>
	- Know and label the main features of a river - Know the name of and locate a number of the world's longest rivers - Know the names of a number of the world's highest mountains	Know why most cities are located by a river

	Explain the features of a water cycle	
Geographical Skills and Fieldwork		
<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>	
Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian	Know how to plan a journey within the UK, using a road map	
Geography 'Sticky' Knowledge By the end of Year Four, children will:	Subject Specific Vocabulary (insert below)	
- Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map - Know what is meant by the term 'tropics' - Know and label the main features of a river - Know why most cities are located by a river - Know the name of, and locate, a number of the world's longest rivers - Know the names of a number of the world's highest mountains - Explain the features of a water cycle - Know how to plan a journey within the UK, using a road map	When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group. Locational Knowledge Capital City Names (link to European country names from Y3), Europe, Russia, North and South America, environment, region, physical characteristics, human characteristics, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone Place Knowledge region, Human Geography Physical Geography Nile, Amazon, Yangtze, Mississippi, Geographical Skills and Fieldwork	

Year Four		
History		
Chronology (Stone Age to 1066)	Beyond 1066	Local Study
<i>To include:</i> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings	<i>An aspect of theme that takes pupils beyond 1066</i>	• A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
• Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor	Not covered in Year 4	Not covered in Year 4
Ancient Ancients (approx. 3000 years ago)	Civilizations from 1000 years ago	Ancient Greece
<i>Cover each of and then choose one to look at in depth:</i> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty	• Choose one of: • Mayans • Islamic Civilizations • Benin Civilization	• Greek life and influence on the Western world

• Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty	Not covered in Year 4	
History ‘Sticky’ Knowledge By the end of Year Four, children will:	Subject Specific Vocabulary (insert) below When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for history for their age group.	
○ Know how Britain changed from the Iron Age to the end of the Roman occupation ○ Know how the Roman occupation of Britain helped to advance British society ○ Know how there was resistance to the Roman occupation and know about Boudicca ○ Know about at least on famous Roman Emperor ○ Know about and name some of the advances societies that were in the world about 3000 years ago ○ Know about the key features of either: Ancient Egypt; Ancient Sumer; the Indus Valley; or the Shang Dynasty		

Year 4		
anachronism	chronological order	era/period
B.C.E (Before the Common Era)	C.E (The Common Era)	B.C (Before Christ)
A.D (Anno Domini)	millennium	thousands of years
Stone Age	Iron Age	Celts
Ancient Greece	The Ancient Greeks	The Saxons
The Vikings	The Dark Ages	Middle Ages
empire	invasion	civilisation
settlers	migration	Roman withdrawal
invasions	kingdoms	settlements
conversion	Christianity	reputation
raids	resistance	Danegeld
Sparta	Athens	culture
achievements	legacy	democracy
impact	effects	consequences
change	continuity	cause/s
infer	suggest	My conclusion is that....
historian	archaeologist	archaeology
first hand evidence	second hand evidence	myths and legends

Year Four		
Art		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
create sketch books to record their observations and use them to review and revisit ideas	improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	great artists, architects and designers in history
- know how to integrate digital images into artwork. - Use sketchbooks to help create facial expressions - use sketchbooks to experiment with different texture - use photographs to help create reflections	- know how to show facial expressions and body language in sketches and paintings - know how to use marks and lines to show texture in art. - know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections - know how to print onto different materials using at least four colours. - know how to sculpt clay and other mouldable materials.	- experiment with the styles used by other artists. - explain some of the features of art from historical periods. - know how different artists developed their specific techniques
Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.		
sculpt, ceramics, assembling, constructing, slip- clay based glue, modelling, carving, Foreground, Background, design, artist, composition, artist, form, movement, observational scale, Pinch, Pressing, Rolling, Rubbing, Stamping, Roll, Coil, Form Pattern, Texture, Shape, Pencil, Tone Line; wavy, straight, sharp, smooth, thick, thin, smudged Sketch, Digital, Shade, Blending, Primary colours, Secondary colours, Warm colours Cold colours, Colour mixing, Strokes, Print/printed/ printing Tint, Colour wash Lighter/darker Water colour, blending		

Year Four

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	<i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i>	<i>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</i>	<i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</i>	<i>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i>
• use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work	• know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately	• evaluate and suggest improvements for design • evaluate products for both their purpose and appearance	• links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product	• know how to be both hygienic and safe when using food • bring a creative element to the food product being designed

communicate ideas in a range of ways, including by sketches and drawings which are annotated		- explain how the original design has been improved - present a product in an interesting way	use IT, where appropriate, to add to the quality of the product	
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Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for design technology for their age group.

Evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, fabric, names of fabrics, fastening, compartment, zip, button, structure, strength, weakness, stiffening, templates, stitch, seam, mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating, series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device.

Year Four			
Music			
Performing	Compose	Listen	
<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
• sing songs from memory with accurate pitch	• use notation to record compositions in a small group or individually	• explain why silence is often needed in music and explain what effect it has	
Use and understand	Appreciate	History of music	
<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>Develop an understanding of the history of music</i>	
• use notation to record and interpret sequences of pitches	• identify and describe the different purposes of music	• begin to identify the style of work of Beethoven, Mozart and Elgar	
Subject Specific Vocabulary (insert below): When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.			
Pitch melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides	Tempo fast, (getting) faster slow, (getting) slower pulse	Duration steady pulse, beat start, stop long, longer, sustained	Dynamics loud – forte getting louder – crescendo quiet – piano getting quieter - diminuendo

staying the same,
melodic ostinato drone
pentatonic scale
Note names A, B, C, etc.

Timbre

descriptive words such as: light, heavy, bright, hollow, dull, cold, warm,
smooth, scratchy, chiming, clicking;
words describing the qualities of sounds, such as:
rattling, smooth, tinkling;
words relating to sound production, such as:
hitting, shaking, scraping

Processes

composing
arranging
rehearsing
performing

different speeds

Texture

solo
duet
ensemble
few – many
combined

short, shorter,
staccato
rhythm, rhythmic
patterns
word rhythm,
syllables
rhythmic ostinato

Structure

beginning – middle –
end
phrase
verse – chorus
round
repetition
introduction
interlude,
ostinato bass
drone
melodic ostinato

Techniques

breathing
posture
singing, whispering, talking,
humming
blowing
striking, hitting
shaking
plucking, strumming

Year Four

Computing

Create programs	Develop programs	Reasoning	Networks	Search engines	Using programs	Safe use
<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
- give an 'on-screen' robot specific instructions that takes them from A to B Programming Logo (NCCE) Programming Scratch (NCCE)	- experiment with variables to control models Programming Logo (NCCE) Programming Scratch (NCCE)	- make an accurate prediction and explain why they believe something will happen (linked to programming) Programming Logo (NCCE) Programming Scratch (NCCE)	know how to search for specific information and know which information is useful and which is not	- select and use software to accomplish given goals Animation (NCCE)	- produce and upload a podcast Audio production (NCCE) Photo editing (NCCE)	- recognise acceptable and unacceptable behaviour using technology Online safety (Twinkl)

Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for computing for their age group.

Programming: Instructions, Buttons, Robots, Patterns, Program, Forward, Backward, Right-Angle Turn, Algorithm, Sequence, Debug, Predict, Sequence Instructions, Sequence Debugging, Test + Improve, Logo Commands, Sequence Programming, **Type + Edit Logo Commands**, **Sensors**, **Open-Ended Problems**, **Bugs In Programs**, **Complex Programming**

Data Handling: Photographs, Video, Sound, Data, Pictogram, Digitally, Capturing Moments, Magnified Images, Questions, Data Collection, Graphs, Charts, Save, Retrieve, Questioning, Database, Construct, Contribute, Recording Data, Data Logger, Present Data, **Database Creation**, **Database Searches**, **Inaccurate Data**

Multimedia: Videos, Camera Stills, Sounds, Image Bank, Word Bank, Space Bar, Paint Effects, Templates, Animation, Documents, Index Finger Typing, Enter/Return, Caps Lock, Backspace, Multimedia, Presentations, Alignment, Brush Size, Repeats, Reflections, Green Screening, Amend, Copy, Paste, **Creating + Modifying, Specific Purpose, Photo Modifying, Keyboard Shortcuts, Bullet Points, Spell Check, Constructive Feedback**

Uses Of It Beyond School: Purpose, Online Tools, Communicate, Information Sources, Communication, Purposes, Website Content, School Network, Devices, Computer Parts, Collaborate, Appropriate Online, Communication, Search Tools, Appropriate Websites, Owner, **Different Networks, Information Collection, Reliability, Owners**

Safe Use: Rules, Online, Private Information, Email, Appropriate/Inappropriate Sites, Cyber-Bullying, Digital Footprint, Keyword Searching, **E-Safety Rules, Secure Passwords, Report Abuse Button, Gaming, Blogs**

Year Four

Physical Education

Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>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</i>	<i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
- sprint over a short distance and show stamina when running over a long distance - jump in different ways	- throw and catch accurately with one hand - hit a ball accurately with control - vary tactics and adapt skills depending on what	- move in a controlled way - include change of speed and direction in a sequence - work with a partner to create, repeat and improve a	- take the lead when working with a partner or group - use dance to communicate an idea	- follow a map in a (more demanding) familiar context - follow a route within a time limit	- provide support and advice to others in gymnastics and dance - be prepared to listen to the ideas of others

• throw in different ways and hit a target, when needed	is happening in a game	sequence with at least three phases			
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Swimming and water safety

Throughout years 3 and by the end of year 4, pupils will be able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

PE Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for physical education for their age group.

Dance- posture, alignment, flow, energy, coordination, balance, strength, flexibility, control, mobility, stamina, focus, projection, style, musicality, canon, unison, repetition, levels, entrance, exit, freeze frame, actions, bend, stretch, turn, gesture, weight, rotation, twist, open, close, stillness, isolation, dynamics, speed, rhythm, phrasing, quality, effort, energy, accent, continuity, body shape, design, size, orientation, levels, direction, pathways, floor patterns, relationship, interaction, contact, contrast, complementary, audience, compose, composition, performance, appreciation, atmospheric, lively, space.

Swimming- sculling, submersion, buoyancy, huddle, stroke, survival, rotation, crawl, breaststroke, backstroke, alternate, treading water, body roll, glide, surface dive, floating.

Orienteering- navigate, route, collaborate, inclusive, grid, discuss, symbol, effectively, plan, rules, trust, orientate, control, course, communication, map reading, running.

Gymnastics- Cartwheel, cat leap, forward roll, standing, tucked backward roll, straddle jump, squat, vault, unison, box, half turn, canon, chassis step, choreograph, control, handstand, pike jump, rebound, springboard, lunge, landing, hurdle step, theme, flexibility, pivot, sequence.

Hockey- dribble, shoot, opponent, opposition, grip, interception, possession, marking, trapping the ball, centre pass, receiver, attack, defence, mark, push pass, high stick, obstruction, foot, back sticks, high sticks, goal, puck.

Tag Rugby- defence, opponent, formation, pressure, receiver, onside, possession, dictate, turnover, offside, attach, shut down, support, marking, try line, try, tag.

Athletics- stamina, speed, pace, technique, determination, perseverance, officiate, power, accuracy, personal best, flight, changeover, jump, hop, leap, pacing, spring, height, distance, launch, heave, throw, relay, steeplechase, pole vault, high jump, triple jump, long jump, discuss, shot, hammer, javelin.



Year Five

Science

Biology		Chemistry	Physics		Working Scientifically
Animals, including humans	All living things and their habitats	Properties and changes in materials	Forces	Earth and Space	
<i>Changes as humans develop from birth to old age</i>	<i>Life cycles – plants and animals</i> <i>Reproductive processes</i> <i>Famous naturalists</i>	<i>Compare properties of everyday materials</i> <i>Soluble/ dissolving</i> <i>Reversible and irreversible substances</i>	<i>Gravity</i> <i>Friction</i> <i>Forces and motion of mechanical devices</i>	<i>Movement of the Earth and the planets</i> <i>Movement of the Moon</i> <i>Night and day</i>	- Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not - Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie
Create a timeline to indicate stages of growth in humans	- Know the life cycle of different living things e.g. mammal, amphibian, insect and bird - Know the differences between different life cycles - Know the process of reproduction in plants - Know the process of reproduction in animals	- Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets - Know and explain how a material dissolves to form a solution - Know and show how to recover a substance from a solution - Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)	- Know what gravity is and its impact on our lives - Identify and know the effect of air and water resistance - Identify and know the effect of friction - Explain how levers, pulleys and gears allow a smaller force to have a greater effect	- Know about and explain the movement of the Earth and other planets relative to the Sun - Know about and explain the movement of the Moon relative to the Earth - Know and demonstrate how night and day are created	- Set up a fair test when needed e.g. which surfaces create most friction? - Use diagrams, as and when necessary, to support writing - Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby - Is evaluative when explaining findings from scientific enquiry - Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials - Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate

		• Know and demonstrate that some changes are reversible and some are not • Know how some changes result in the formation of a new material and that this is usually irreversible		• Describe the Sun, Earth and Moon (using the term spherical)	• Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass • Their explanations set out clearly why something has happened and its possible impact on other things • Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons) • Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys • Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs • Keep an on-going record of new scientific words that they have come across for the first time • Make predictions based on information gleaned from investigations • Able to relate causal relationships when, for example, studying life cycles • Create new investigations which take account of what has been learned previously • Frequently carry out research when investigating a scientific principle or theory
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		Science - Subject specific vocabulary	Science 'Sticky' Knowledge By the end of Year Five children will:
		When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group. Insert below: Animals including humans Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty Living things and their habitats Mammal, Reproduction, Insect, Amphibian, Bird, Offspring, anther, filament, style, stigma, Metamorphosis Properties and changes of materials Hardness, Solubility, (Soluble insoluble), Solute, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing, filtering, Sieving, Evaporating, Earth and Space Earth, Sun, Moon, Spherical, Orbit, Axis, Rotation, Day, Night, Phases of the Moon, waxing, waning, gibbous, full star, constellation, Solar System Forces Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, Variable, Investigate, Experiment, Fair test, Prediction, Results, Conclusion (what this means)	○ Know the life cycle of different living things, e.g. mammal, amphibian, insect bird ○ Know and can demonstrate that some changes are reversible and some are not ○ Know the differences between different life cycles ○ Know how some changes result in the formation of a new material and that this is usually irreversible ○ Know the process of reproduction in plants ○ Know about and explain the movement of the Earth and other planets relative to the Sun ○ Know the process of reproduction in animals ○ Know about and explain the movement of the Moon relative to the Earth ○ Create a timeline to indicate stages of growth in humans ○ Know and demonstrate how night and day are created ○ Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets ○ Describe the Sun, Earth and Moon (using the term spherical).

		○ Know what gravity is and its impact on our lives ○ Know how a material dissolves to form a solution; explaining the process of dissolving ○ Identify and know the effect of air and water resistance ○ Know and show how to recover a substance from a solution ○ Identify and know the effect of friction ○ Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) ○ Explain how levers, pulleys and gears allow a smaller force to have a greater effect
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Year Five		
Geography		
Locational Knowledge		
<i>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</i>	<i>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</i>	<i>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)</i> Year
- Know the names of a number of European capitals - Know the names of, and locate, a number of South or North American countries		
Place knowledge	Human and Physical Geography	
<i>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</i>	<i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>Describe and understand key aspects of 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</i>
Know key differences between living in the UK and in a country in either North or South America	- Know what is meant by biomes and what are the features of a specific biome • - Label layers of a rainforest and know what deforestation is	
Geographical Skills and Fieldwork		
<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	<i>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</i>	

Know how to use graphs to record features such as temperature or rainfall across the world		
Geography ‘Sticky’ Knowledge By the end of Year Five, children will:	Geography- Subject Specific Vocabulary (insert below) When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group.	
- Know the names of a number of European capitals - Know the names of, and locate, a number of South or North American countries - Label layers of a rainforest - Know what deforestation means - Know what is meant by biomes and what are the features of a specific biome - Know how to use graphs to record features such as temperature or rainfall across the world	climate/ weather, climate zones, tributary, vegetation belts, river, delta, ox-bow lake, grid reference, landscape, water cycle, arid, evaporation, settlement, excursion, flood plain, meander, surface, sea level, grid reference, terrain, features, contour lines, natural, population, precipitation, condensation, industry, scale [maps], deposition, transportation, confluence, mouth, source, products, industrial, continent, sub-continent, development, irrigation, ground water, tourist, contours	
Year Five		
History		
Chronology (Stone Age to 1066)	Beyond 1066	Local Study
<i>To include:</i> - Stone age to Iron age - Romans - Anglo-Saxons - Vikings	<i>An aspect of theme that takes pupils beyond 1066</i>	- A local study linked to one of the periods of time studied under chronology; or - A local study that could extend beyond 1066

• Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the AngloSaxons attempted to bring about law and order into the country • Know that during the AngloSaxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England	Not covered in Year Five	• Know about a period of history that has strong connections to their locality and understand the issues associated with the period. • Know how the lives of wealthy people were different from the lives of poorer people during this time
Ancient Ancients (3000 yrs ago)	Civilizations from 1000 years ago	Ancient Greece
<i>Cover each of and then choose one to look at in depth:</i> • <i>Ancient Egypt</i> • <i>Ancient Sumer</i> • <i>Indus Valley</i> • <i>Shang Dynasty</i>	• <i>Choose one of:</i> • <i>Mayans</i> • <i>Islamic Civilizations</i> • <i>Benin Civilization</i>	• <i>Greek life and influence on the Western world</i>
Not covered in Y5	Not covered in Y5	Not covered in Y5

History 'Sticky' Knowledge
By the end of Year Five, children will:

- Know how Britain changed between the end of the Roman occupation and 1066
- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know that during the Anglo-Saxon period Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Know how the lives of wealthy people were different from the lives of poorer people
- Use a time line to show when the AngloSaxons were in England

History - Subject Specific Vocabulary (insert) below
When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for history for their age group.

History vocabulary list Year 5		
anachronism	chronological order	era/period
B.C.E (Before the Common Era)	C.E (The Common Era)	B.C (Before Christ)
A.D (Anno Domini)	millennium	thousands of years
Stone Age	Iron Age	Celts
Ancient Greece	The Ancient Greeks	The Saxons
The Vikings	The Dark Ages	Middle Ages
The Georgians	World War I	World War II
nation	monarchy	execution
extent of change...	extent of continuity...	turning point
The Tudors	The Pope	The Break with Rome
Roman Catholic	Protestant	divorce
male heir	The Reformation	monasteries
Ancient Egypt	Ancient Egyptians	The Nile
first civilisations	North Africa	flood
fertile	agriculture	tomb
Pharaoh	pyramid	Tutankhamun
The Victorians	The Industrial Revolution	child labour
mills/factories	reformers	legislation
slums	epidemics	to weigh up both sides
on one hand	however	different experiences
primary evidence	secondary evidence	eye witness
this source suggests that...	this source doesn't show that...	reliable
could have been...	might have been...	may be
impact	effects	consequences
legacy	significance	impression
change	continuity	cause/s
infer	suggest	My conclusion is that....
historian	archaeologist	archaeology

Year Five

Art

Using Sketchbooks

- *create sketch books to record their observations and use them to review and revisit ideas*

- experiment by using marks and lines to produce texture
- experiment with shading to create mood and feeling
- experiment with media to create emotion in art
- know how to use images created, scanned and found; altering them where necessary to create art

Drawing, painting and sculpture

- *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*

- know how to use shading to create mood and feeling
 -
- know how to organise line, tone, shape and colour to represent figures and forms in movement.
- know how to express emotion in art
- know how to create an accurate print design following given criteria

Study of great artists

- *great artists, architects and designers in history*

- research the work of an artist and use their work to replicate a style

Art - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.

Proportion, scaling, tone, subject, composition, position, relationship, sketch, hard and soft lines.

Strokes, dots, impressionism, tones, landscapes, reflect,

shading, artist copy, influence, style. Architecture, design, artist, composition, researching, figures, form, movement, observational

scale, assembling, constructing, slip- clay based glue, modelling, carving, Foreground, Background, contrast, middle ground, perspective, symmetry

complex, simple, asymmetric, contemporary

Year Five

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	<i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i>	<i>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</i>	<i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</i>	<i>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i>
• come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan	• use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears	• suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria	• links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality	• be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place

- explain how a product will appeal to a specific audience - design a product that requires pulleys or gears			of the product produced	know which season various foods are available for harvesting
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DT - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for design technology for their age group.

Design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype, ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output.

Year Five

Music

Performing

play and perform in solo and ensemble contexts, using their voices and playing

Compose

improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen

Listen with attention to detail and recall sounds with increasing aural memory

<i>musical instruments with increasing accuracy, fluency, control and expression</i>		
maintain own part whilst others are performing their part	compose music which meets specific criteria • choose the most appropriate tempo for a piece of music	repeat a phrase from the music after listening intently.
Use and understand	Appreciate	History of music
<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>Develop an understanding of the history of music</i>
use music diary to record aspects of the composition process	- describe, compare and evaluate music using musical vocabulary • - explain why they think music is successful or unsuccessful	contrast the work of a famous composer with another and explain preferences
Music - Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.		

Pitch melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale note names A, B, C, etc. interval unison, harmony, chord	Tempo fast, (getting) faster slow, (getting) slower pulse different speeds	Duration steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve - four beats minim - two beats crotchet - one beat quaver - half-beat semiquaver - quarter-beat	Dynamics (moderately) loud – (mezzo) forte very loud – fortissimo getting louder – crescendo (moderately) quiet – (mezzo) piano very quiet - pianissimo getting quieter - diminuendo
Timbre descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping attack, decay, accent	Texture solo duet ensemble few – many combined	Structure beginning – middle – end phrase verse – chorus round repetition introduction sections interlude ostinato bass drone melodic ostinato	Techniques breathing posture singing, whispering, talking, humming blowing articulation, projection striking, hitting shaking plucking, strumming
Processes improvising, composing arranging, notating, layering, accompaniment, rehearsing, performing		Contexts culture, venue, time and place intentions, purpose, intended effect repertoire	

Year Five

Computing

Create programs	Develop programs	Reasoning	Networks	Search engines	Using programs	Safe use
<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
- use technology to control an external device Programming – selection in physical computing (NCCE) Programming – games and quizzes (NCCE)	- develop a program that has specific variables identified Programming – selection in physical computing (NCCE) Programming – games and quizzes (NCCE)	- analyse and evaluate information reaching a conclusion that helps with future developments Programming – selection in physical computing (NCCE) Programming – games and quizzes (NCCE)	Video production (NCCE)	- understand how search results are selected and ranked Computer systems and networks (NCCE)	- combine sequences of instructions and procedures to turn devices on and off Flatfile databases (NCCE)	- understand that they have to make choices when using technology and that not everything is true and/or safe Online safety (Twinkl)

Computing - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for computing for their age group.

Programming: Instructions, Buttons, Robots, Patterns, Program, Forward, Backward, Right-Angle Turn, Algorithm, Sequence, Debug, Predict, Sequence Instructions, Sequence Debugging, Test + Improve, Logo Commands, Sequence Programming, Type + Edit Logo Commands, Sensors, Open-Ended Problems, Bugs In Programs, Complex Programming, **Explore Procedures, Refine Procedures, Variable, Hardware + Software Control, Change Inputs, Different Outputs, Articulate Solutions, Commands**

Data Handling: Photographs, Video, Sound, Data, Pictogram, Digitally, Capturing Moments, Magnified Images, Questions, Data Collection, Graphs, Charts, Save, Retrieve, Questioning, Database, Construct, Contribute, Recording Data, Data Logger, Present Data, Database Creation, Database Searches, Inaccurate Data, **Spreadsheets, Complex Searches (And/Or: </>), Problem Solving, Present Answers, Analyse Information, Question Data, Interpret**

Multimedia: Videos, Camera Stills, Sounds, Image Bank, Word Bank, Space Bar, Paint Effects, Templates, Animation, Documents, Index Finger Typing, Enter/Return, Caps Lock, Backspace, Multimedia, Presentations, Alignment, Brush Size, Repeats, Reflections, Green Screening, Amend, Copy, Paste, Creating + Modifying, Specific Purpose, Photo Modifying, Keyboard Shortcuts, Bullet Points, Spell Check, Constructive Feedback, [Online Sharing](#), [Multimedia Effects](#), [Multimedia Modification](#), [Transitions](#), [Hyperlinks](#), [Editing Tools](#), [Refining](#)

Uses Of It Beyond School: Purpose, Online Tools, Communicate, Information Sources, Communication, Purposes, Website Content, School Network, Devices, Computer Parts, Collaborate, Appropriate Online, Communication, Search Tools, Appropriate Websites, Owner, Different Networks, Information Collection, Reliability, Owners, [Computing Devices](#), [Internet Parts](#), [Collaboration](#), [Responsibility](#), [Searching Strategies](#), [Webpages](#)

Safe Use: Rules, Online, Private Information, Email, Appropriate/Inappropriate Sites, Cyber-Bullying, Digital Footprint, Keyword Searching, E-Safety Rules, Secure Passwords, Report Abuse Button, Gaming, Blogs, [Responsible Online Communication](#), [Informed Choices](#), [Virus Threats](#), [Messaging](#)

Year Five

Physical Education

Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>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</i>	<i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
- controlled when taking off and landing - throw with increasing accuracy - combine running and jumping	- gain possession by working a team and pass in different ways - choose a specific tactic for	- make complex extended sequences - combine action, balance and shape - perform consistently to different audiences	- compose own dances in a creative way - perform dance to an accompaniment	- follow a map into an unknown location - use clues and a compass to navigate a route - change route to overcome a problem	- pick up on something a partner does well and also on something that can be improved - know why own performance was

	defending and attacking • use a number of techniques to pass, dribble and shoot		• dance shows clarity, fluency, accuracy and consistency	use new information to change route	better or not as good as their last
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PE - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for physical education for their age group.

Dance- posture, alignment, flow, energy, coordination, balance, strength, flexibility, control, mobility, stamina, focus, projection, style, musicality, canon, unison, repetition, levels, entrance, exit, freeze frame, actions, bend, stretch, turn, gesture, weight, rotation, twist, open, close, stillness, isolation, dynamics, speed, rhythm, phrasing, quality, effort, energy, accent, continuity, body shape, design, size, orientation, levels, direction, pathways, floor patterns, relationship, interaction, contact, contrast, complementary, audience, compose, composition, performance, appreciation, atmospheric, lively, space.

Basketball- referee, double, dribble, tactics, set shot, foul, possession, conceding, traveling, jump shot, opponent, rebound, outwit, interception, marking, getting free, v dribble, protective dribbling.

Gymnastics- agility ladder, apparatus, backward roll, standing pike, canon, chassis step, choreograph, choreography, control, flexibility, hurdle step, springboard, landing, linking actions, lunge, pike, pivot, pike forward roll, press-up, press-up position, plank, round-off, routine, sequence, stag jump, split leap, squat, style, theme, unison, vault, vaulting box.

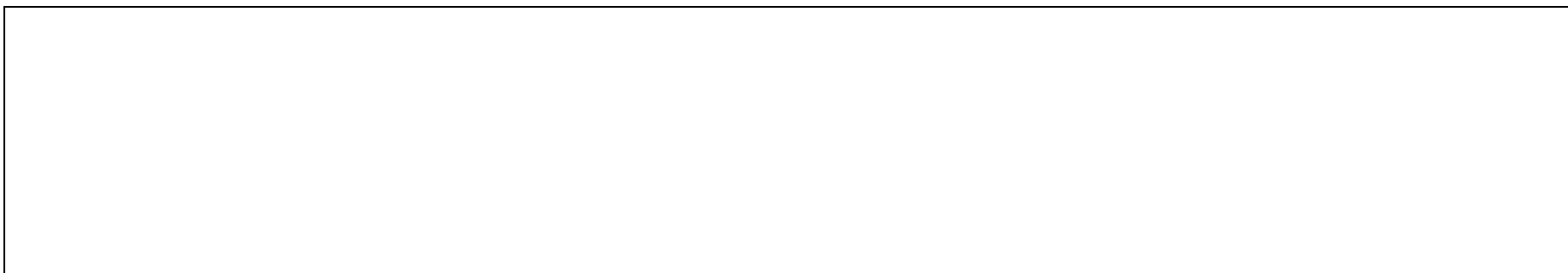
Athletics- crouch start, field event, flight, fling throw, landing, pull throw, push throw, standing start, standing vertical jump, take-off, track event,

Handball- pressure, tactics, angle, inclusion, transfer, delay, support, reaction, create, control, release, principle, close down, marking.

Football- red card, yellow card, whistle, goal, net, pitch, goal keeper, defence, attack, shoot, team, linesman, referee, midfielder, substitute, foul, offside, concede, own goal, draw, penalty, goal difference, sportsmanship, goal-kick, free-kick, kick-off, corner, throw-in, pass, dribble, volley, clearance, back heel, header, possession.

Rounders- backstop, bases, batter, batting stance, bowler, deep fielder, field, fielders, game plan, strategy, tactics, technique, umpire, underarm throw, judgement, match, no-ball, outwit, overarm throw, pitch, sportsmanship.

Cricket- strike, fielding, consistently, support, batting, wicket, tracking, obstruction, wicket keeper, tracking, retrieve, fielder, batter, runs, bowler, innings, an over, crease.



Year Six

Science

Biology			Physics		Working Scientifically
Animals, including humans	All living things and their habitats	Evolution and Inheritance	Electricity	Light	
<i>The circulatory system</i> <i>Water transportation</i> <i>Impact of exercise on body</i>	<i>Classification of living things and the reasons for it</i>	<i>identical and non identical off-spring</i> <i>Fossil evidence and evolution</i> <i>Adaptation and evolution</i>	<i>Electrical components</i> <i>Simple circuits</i> <i>Fuses and voltage</i>	<i>How light travels</i> <i>Reflection</i> <i>Ray models of light</i>	- Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise - Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases - Set up a fair test when needed e.g. does light travel in straight lines? - Clear about what has been found out from their enquiry and can relate this to others in class - Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood? - Explanations set out clearly why something has happened and its possible impact on other things - Know what the variables are in a given enquiry and can isolate each one when investigating - Aware of the need to support conclusions with evidence
- Identify and name the main parts of the human circulatory system • - Know the function of the heart, blood vessels and blood - Know the impact of diet, exercise, drugs and lifestyle on health - Know the ways in which nutrients and water are transported in animals, including humans	- Classify living things into broad groups according to observable characteristics and based on similarities and differences - Know how living things have been classified - Give reasons for classifying plants and animals in a specific way	- Know how the Earth and living things have changed over time • - Know how fossils can be used to find out about the past • - Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) - Know how animals and plants are adapted to suit their environment - Link adaptation over time to evolution - Know about evolution and can explain what it is	- Compare and give reasons for why components work and do not work in a circuit - Draw circuit diagrams using correct symbols - Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer	- Know how light travels - Know and demonstrate how we see objects - Know why shadows have the same shape as the object that casts them - Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror,	

				magnifying glass etc.	• Justify which variable has been isolated in scientific investigation • Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups • Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion • Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class • Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs • Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats • Make accurate predictions based on information gleaned from their investigations and create new investigations as a result • Frequently carry out research when investigating a scientific principle or theory • Able to present information related to scientific enquiries in a range of
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					ways including using IT such as power-point, animoto and iMovie
		Science - Subject specific vocabulary			Science 'Sticky' Knowledge By the end of Year Six children will:
		When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group. Insert below:			○ Classify living things into broad groups according to observable characteristics and based on similarities and differences ○ Know how animals and plants are adapted to suit their environment ○ Know how living things have been classified ○ Link adaptation over time to evolution ○ Give reasons for classifying plants and animals in a specific way ○ Know about evolution and can explain what it is ○ Identify and name the main parts of the human circulatory system ○ Know how light travels ○ Know the function of the heart, blood vessels and blood ○ Know and demonstrate how we see objects ○ Know the impact of diet, exercise, drugs and life style on health ○ Know why shadows have the same shape as the object that casts them ○ Know the ways in which nutrients and water are transported in animals, including humans ○ Know how simple optical instruments work, e.g. periscope,
		Animals including humans Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration, Pulse Living things and their habitats Classification, Vertebrates, Invertebrates, Micro-organisms, Bacteria, Fungi, Amphibians, Reptiles, Mammals, Insects Evolution and Inheritance Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, Identical, Non-identical, Offspring Light Refraction, Reflection, Refraction, Light, Spectrum, Rainbow, Colour, periscope, telescope, binoculars, mirror, magnifying glass, Prism Electricity Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, parallel Conductors, Insulators, Amps, Volts, Cell, Components Variable, Investigate, Experiment, Fair test, Prediction, Results, Conclusion (what this means)			

		telescope, binoculars, mirror, magnifying glass etc ○ Know how the Earth and living things have changed over time ○ Compare and give reasons for why components work and do not work in a circuit ○ Know how fossils can be used to find out about the past ○ Draw circuit diagrams using correct symbols ○ Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) ○ Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer
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Year Six		
Geography		
Locational Knowledge		
<i>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</i>	<i>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</i>	<i>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)</i> Year
		Know about time zones and work out differences
Place knowledge	Human and Physical Geography	
<i>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</i>	<i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>Describe and understand key aspects of 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</i>
	Know the names of and locate some of the world's deserts	- Know why are industrial areas and ports are important - Know main human and physical differences between developed and third world countries
Geographical Skills and Fieldwork		

<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>		<i>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</i>	
Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.		- Know what most of the ordnance survey symbols stand for - Know how to use six-figure grid references	
Geography 'Sticky' Knowledge By the end of Year Six, children will:		Geography- Subject Specific Vocabulary (insert below) When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for geography for their age group.	
- Know what most of the ordnance survey symbols stand for - Know how to use six figure grid references - Know why are industrial areas and ports are important - Know the main human and physical differences between developed and third world countries - Know about time zones and work out differences - Know the names of and locate some of the world's deserts - Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.		Migrate, disperse, sustainability, natural disaster, natural resources, canopy [trees], Ordnance Survey, distance, scale, grid reference, symbols, urban, rural, land use, congestion, pollution, tectonic plates, naturalised, indigenous, immigrant, survey, questionnaire, latitude, longitude, Greenwich/Prime Meridian, Time zone, Northern hemisphere, Southern hemisphere, Tropic of Capricorn, Tropic of Cancer, Equator latitude longitude, deforestation, Arctic, Antarctic, renewable, population, biomes, vegetation belts, climate zones, conservation, pollution, export, import, tropical, equatorial, subterranean, location, minutes[location], magma	

Year Six		
History		
Chronology (Stone Age to 1066)	Beyond 1066	Local Study
<i>To include:</i> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings	<i>An aspect of theme that takes pupils beyond 1066</i>	• A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
• Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the AngloSaxons	• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • know how Britain has had a major influence on the world	Not covered in year 6
Ancient Ancients (3000 yrs ago)	Civilizations from 1000 years ago	Ancient Greece
Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty	• Choose one of: • Mayans • Islamic Civilizations • Benin Civilization	• Greek life and influence on the Western world
Not covered in Y6	• Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin	Not covered in Y5

	Know why they were considered an advanced society in relation to that period of time in Europe																																																																																																				
History ‘Sticky’ Knowledge By the end of Year Six, children will:	History - Subject Specific Vocabulary (insert) below When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for history for their age group.																																																																																																				
- Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin - Know where the Vikings originated from and show this on a map - Know that the Vikings and the Anglo-Saxons were often in conflict - Know why the Vikings frequently won battles with the Anglo-Saxons - Know how to place features of historical events and people from the past societies and periods in a chronological framework - know how Britain has had a major influence on the world	<table><tr><th colspan="3">History vocabulary list Year 6</th></tr><tr><td>anachronism</td><td>chronological order</td><td>era/period</td></tr><tr><td>B.C.E (Before the Common Era)</td><td>C.E (The Common Era)</td><td>B.C (Before Christ)</td></tr><tr><td>A.D (Anno Domini)</td><td>millennium</td><td>thousands of years</td></tr><tr><td>Stone Age</td><td>Iron Age</td><td>Celts</td></tr><tr><td>Ancient civilisations</td><td>Ancient Egyptians</td><td>Egyptologist</td></tr><tr><td>Ancient Greece</td><td>The Ancient Greeks</td><td>The Saxons</td></tr><tr><td>The Vikings</td><td>The Dark Ages</td><td>Middle Ages</td></tr><tr><td>The Georgians</td><td>The Victorians</td><td>The Industrial Revolution</td></tr><tr><td>20th century</td><td>World War I</td><td>World War II</td></tr><tr><td>trench war</td><td>recruit</td><td>alliance</td></tr><tr><td>Blitz</td><td>Home Front</td><td>morale</td></tr><tr><td>democracy</td><td>Parliament</td><td>vote</td></tr><tr><td>suffrage</td><td>Houses of Parliament</td><td>represent</td></tr><tr><td>Native Americans</td><td>culture</td><td>stereotype</td></tr><tr><td>diversity</td><td>traditional view</td><td>attitudes</td></tr><tr><td>The Ancient Maya</td><td>Central America</td><td>Mexico</td></tr><tr><td>empire</td><td>city-state</td><td>astrology</td></tr><tr><td>astronomy</td><td>codex</td><td>excavate</td></tr><tr><td>cenote</td><td>pop-ol-pop</td><td>stele</td></tr><tr><td>variety of sources</td><td>different experiences</td><td>this source suggests that..</td></tr><tr><td>I can infer that...</td><td>impression</td><td>the source omits to mention...</td></tr><tr><td>the purpose</td><td>reliability</td><td>propaganda</td></tr><tr><td>one sided</td><td>biased</td><td>motive</td></tr><tr><td>mistake</td><td>primary evidence</td><td>eye witness</td></tr><tr><td>Secondary evidence</td><td>could have been</td><td>might have been</td></tr><tr><td>this source suggests that...</td><td>this source doesn’t show that...</td><td>reliable</td></tr><tr><td>could have been...</td><td>might have been...</td><td>may be</td></tr><tr><td>impact</td><td>effects</td><td>consequences</td></tr><tr><td>legacy</td><td>significance</td><td>cause/s</td></tr><tr><td>change</td><td>continuity</td><td>extent of continuity</td></tr><tr><td>extent of change</td><td>My conclusion is that...</td><td></td></tr><tr><td>historian</td><td>archaeologist</td><td>archaeology</td></tr></table>		History vocabulary list Year 6			anachronism	chronological order	era/period	B.C.E (Before the Common Era)	C.E (The Common Era)	B.C (Before Christ)	A.D (Anno Domini)	millennium	thousands of years	Stone Age	Iron Age	Celts	Ancient civilisations	Ancient Egyptians	Egyptologist	Ancient Greece	The Ancient Greeks	The Saxons	The Vikings	The Dark Ages	Middle Ages	The Georgians	The Victorians	The Industrial Revolution	20 th century	World War I	World War II	trench war	recruit	alliance	Blitz	Home Front	morale	democracy	Parliament	vote	suffrage	Houses of Parliament	represent	Native Americans	culture	stereotype	diversity	traditional view	attitudes	The Ancient Maya	Central America	Mexico	empire	city-state	astrology	astronomy	codex	excavate	cenote	pop-ol-pop	stele	variety of sources	different experiences	this source suggests that..	I can infer that...	impression	the source omits to mention...	the purpose	reliability	propaganda	one sided	biased	motive	mistake	primary evidence	eye witness	Secondary evidence	could have been	might have been	this source suggests that...	this source doesn’t show that...	reliable	could have been...	might have been...	may be	impact	effects	consequences	legacy	significance	cause/s	change	continuity	extent of continuity	extent of change	My conclusion is that...		historian	archaeologist	archaeology
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Year Six		
Art		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
create sketch books to record their observations and use them to review and revisit ideas	improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	great artists, architects and designers in history
- explain why different tools have been used to create art - explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art - know how to use a range of e-resources to create art	- know how to overprint to create different patterns - know which media to use to create maximum impact - use a full range of pencils, charcoal or pastels when creating a piece of observational art	- explain the style of art used and how it has been influenced by a famous artist - understand what a specific artist is trying to achieve in any given situation - understand why art can be very abstract and what message the artist is trying to convey
Art - Subject Specific Vocabulary (insert below): When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.		
Gesture, movement, proportion, line, tone, shade, expressions, figure, form, colour, shades, montage, collage, tints. Nature, man-made, viewfinder, proportion, landscape, perspective, object, scale, enlarge, observational. abstract sculpt, ceramicist, ceramics, assembling, modelling, reduction, Architecture, design, composition, movement, observational, media/medium Pattern Texture Shape, Pencil Tone, style, mood		

Year Six

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	<i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i>	<i>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</i>	<i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</i>	<i>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i>
• use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way	• know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action	• know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria	• use electrical systems correctly and accurately to enhance a given product • know which IT product would	• explain how food ingredients should be stored and give reasons • work within a budget to create a meal

show that culture and society is considered in plans and designs			further enhance a specific product use knowledge to improve a made product by strengthening, stiffening or reinforcing	understand the difference between a savoury and sweet dish
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DT - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for design technology for their age group.

function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype, ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, reed switch, toggle switch, push-to-make, switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit

Year Six			
Music			
Performing	Compose	Listen	
<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
• sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance	• use a variety of different musical devices in composition (including melody, rhythms and chords).	• Accurately recall part of the music listened to	
Use and understand	Appreciate	History of music	
<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>Develop an understanding of the history of music</i>	
• analyse features within different pieces of music	• evaluate how the venue, occasion and purpose affects the way a piece of music is created	• compare and contrast the impact that different composers from different times have had on people of that time	
Music - Subject Specific Vocabulary (insert below):			
When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.			
Pitch melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same,	Tempo fast, (getting) faster slow, (getting) slower pulse different speeds	Duration steady pulse, beat start, stop long, longer, sustained short, shorter, staccato	Dynamics (moderately) loud – (mezzo) forte very loud – fortissimo getting louder – crescendo (moderately) quiet – (mezzo) piano

melodic ostinato drone
pentatonic scale
note names A, B, C, etc.
interval
unison, harmony, chord

Timbre

descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking;
words describing the qualities of sounds, such as:
rattling, smooth, tinkling;
words relating to sound production, such as:
hitting, shaking, scraping
attack, decay, accent

Processes

improvising, composing
arranging, notating,
layering, accompaniment,
rehearsing, performing

Texture

solo
duet
ensemble
few – many
combined

rhythm, rhythmic
patterns
word rhythm, syllables
rhythmic ostinato
rest
semibreve - four beats
minim - two beats
crotchet - one beat
quaver - half-beat
semiquaver - quarter-
beat

Structure

beginning – middle –
end
phrase
verse – chorus
round
repetition
introduction
sections
interlude
ostinato bass
drone
melodic ostinato

Contexts

culture, venue, time and place
intentions, purpose, intended effect
repertoire

very quiet - pianissimo
getting quieter - diminuendo

Techniques

breathing
posture
singing, whispering, talking,
humming
blowing
articulation, projection
striking, hitting
shaking
plucking, strumming

Year Six

Computing

Create programs	Develop programs	Reasoning	Networks	Search engines	Using programs	Safe use
<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
- write a program that combines more than one attribute Programming – variables in games (NCCE) Programming – sensing movement (NCCE)	- develop a sequenced program that has repetition and variables identified Programming – variables in games (NCCE) Programming – sensing movement (NCCE)	- design algorithms that use repetition and two way selection Programming – variables in games (NCCE) Programming – sensing movement (NCCE)		- be aware that some search engines may provide misleading information Web page creation (NCCE)	- present the data collected in a way that makes it easy for others to understand Spreadsheets (NCCE)	- Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable Online safety (Twinkl)

Computing - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for computing for their age group.

Programming: Instructions, Buttons, Robots, Patterns, Program, Forward, Backward, Right-Angle Turn, Algorithm, Sequence, Debug, Predict, Sequence Instructions, Sequence Debugging, Test + Improve, Logo Commands, Sequence Programming, Type + Edit Logo Commands, Sensors, Open-Ended Problems, Bugs In Programs, Complex Programming, Explore Procedures, Refine Procedures, Variable, Hardware + Software Control, Change Inputs, Different Outputs, Articulate Solutions, Commands, **Predicting outputs, Plan, program, test & review a program, Program writing, Control mimics + devices, Sensors, Measure input, Create variables, Link errors**

Data Handling: Photographs, Video, Sound, Data, Pictogram, Digitally, Capturing Moments, Magnified Images, Questions, Data Collection, Graphs, Charts, Save, Retrieve, Questioning, Database, Construct, Contribute, Recording Data, Data Logger, Present Data, Database Creation, Database Searches, Inaccurate Data, Spreadsheets, Complex Searches (And/Or: </>), Problem Solving, Present Answers, Analyse Information, Question Data, Interpret, **Generate, Process, Interpret, Store, Present information Plausibility, Appropriate data tool, Interrogate, Investigations**

Multimedia: Videos, Camera Stills, Sounds, Image Bank, Word Bank, Space Bar, Paint Effects, Templates, Animation, Documents, Index Finger Typing, Enter/Return, Caps Lock, Backspace, Multimedia, Presentations, Alignment, Brush Size, Repeats, Reflections, Green Screening, Amend, Copy, Paste, Creating + Modifying, Specific Purpose, Photo Modifying, Keyboard Shortcuts, Bullet Points, Spell Check, Constructive Feedback, Online Sharing, Multimedia Effects, Multimedia Modification, Transitions, Hyperlinks, Editing Tools, Refining, **Appropriate online tools, Audience, Atmosphere, Structure, Copyright, Information collection, HTML code, Storing**

Uses Of It Beyond School: Purpose, Online Tools, Communicate, Information Sources, Communication, Purposes, Website Content, School Network, Devices, Computer Parts, Collaborate, Appropriate Online, Communication, Search Tools, Appropriate Websites, Owner, Different Networks, Information Collection, Reliability, Owners, Computing Devices, Internet Parts, Collaboration, Responsibility, Searching Strategies, Webpages, **Information movement, Connecting devices, Different audiences, Research strategies, Search result rankings, Acknowledge resources**

Safe Use: Rules, Online, Private Information, Email, Appropriate/Inappropriate Sites, Cyber-Bullying, Digital Footprint, Keyword Searching, E-Safety Rules, Secure Passwords, Report Abuse Button, Gaming, Blogs, **Responsible Online Communication, Informed Choices, Virus Threats, Messaging**

Year Six

Physical Education

Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>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</i>	<i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>

demonstrate stamina and increase strength	- agree and explain rules to others - work as a team and communicate a plan - lead others in a game situation when the need arises	- combine own work with that of others - plan and perform sequences to specific timings	- develop sequences in a specific style - choose own music and style	- plan a route and a series of clues for someone else - plan with others, taking account of safety and danger	know which sports they are good at and find out how to improve further
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PE - Subject Specific Vocabulary (insert below):

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for physical education for their age group.

Dance- posture, alignment, flow, energy, coordination, balance, strength, flexibility, control, mobility, stamina, focus, projection, style, musicality, canon, unison, repetition, levels, entrance, exit, freeze frame, actions, bend, stretch, turn, gesture, weight, rotation, twist, open, close, stillness, isolation, dynamics, speed, rhythm, phrasing, quality, effort, energy, accent, continuity, body shape, design, size, orientation, levels, direction, pathways, floor patterns, relationship, interaction, contact, contrast, complementary, audience, compose, composition, performance, appreciation, atmospheric, lively, space.

Athletics- technique, control, force, continuous pace, trajectory, stride, momentum, officiate, flight, compete, roatation, transfer of weight, lead leg, trail leg, changeover, hop, leap, jump, push throw.

Rounders- backstop, bases, batter, batting stance, bowler, deep fielder, field, fielders, game plan, strategy, tactics, technique, umpire, underarm throw, judgement, match, no-ball, outwit, overarm throw, pitch, sportsmanship.

Cricket- strike, fielding, consistently, support, batting, wicket, tracking, obstruction, wicket keeper, tracking, retrieve, fielder, batter, runs, bowler, innings, an over, crease.

Gymnastics- agility ladder, apparatus, backward roll, standing pike, canon, chassis step, choreograph, choreography, control, flexibility, hurdle step, springboard, landing, linking actions, lunge, pike, pivot, pike forward roll, press-up, press-up position, plank, round-off, routine, sequence, stag jump, split leap, squat, style, theme, unison, vault, vaulting box, cartwheel, cat leap, full turn, dive forward roll, take-off, straddle over vault, fluency, perform.

Football- red card, yellow card, whistle, goal, net, pitch, goal keeper, defence, attack, shoot, team, linesman, referee, midfielder, substitute, foul, offside, concede, own goal, draw, penalty, goal difference, sportsmanship, goal-kick, free-kick, kick-off, corner, throw-in, pass, dribble, volley, clearance, back heel, header, possession.

Netball- bounce pass, centre, centre pass, centre pass marker, chest pass, contact, timekeeper, throw-in, toss-up, scorer, shoulder pass, straight lead run, dodge, footwork, one-on-one, marking, obstruction, offside, overhead pass, pivot, goal attack, goal defence, goal keeper, goal shooter, wing attack, wing defence, shoot.