



St John the Baptist C of E Primary School

Whole School Progression of Skills and Knowledge

A	EYFS	Year 1	Year 2	Rowan	Redwood
Geography	Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <u>Understanding the World</u> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	<u>Location</u> School and grounds. Identify Findon village, Worthing and London. Name and locate the four countries of the UK and the capital cities of the UK. Name the seas surrounding the UK. <u>Investigate, compare and contrast places</u> Talk about the similarities and differences between a village (Findon), a town (Worthing) and a city (London). <u>Map Skills</u> Use maps, atlases and globes to identify the UK and its countries. Locate the capital cities of each country. Locate the surrounding seas of the UK. Locate Findon on a map and the school. Use a simple key to identify these. Look at the purpose of a map and follow maps in the school grounds. In groups make a simple map of the school. <u>Directions</u> Routes on maps. Left and right. Near and far. <u>Weather climate/physical events</u> Seasonal and daily weather patterns. Link to science N.C Seasonal change. Observe and record pictures of the weather at different times of the year and keep a record of how much it rains for a week in the winter and a week in the summer using the playground weather station. <u>Fieldwork</u> Walk around the school and its grounds. Identify human and physical features. <u>Human Features</u> Identify the human features of a school. Take photos. What amenities do we have? Explore London and famous landmarks. Explain the purpose of a capital city and discuss how this affects population size. <u>Physical Features</u> Physical features of the school. Take photos. Identify physical features. <u>Vocabulary</u> Village, town, city, capital city, sea, school, town, city, near, far, left, right, seasons, spring, autumn, winter, summer, weather, globe, atlas, map, key, cold, hot, wet, fog, sunshine, rain, snow, ice, UK, England, Wales, Northern Ireland, Scotland, London, Edinburgh, Cardiff, Belfast, human, physical.	<u>Revisit and locate:</u> The school Findon village Worthing, London, UK countries UK capital cities Seas around the UK Name and locate the world’s seven continents and five oceans. Locate the North and South Pole. Locate hot and cold areas of the world. Locate Findon. Locate Asia and China. <u>Investigate, compare and contrast places</u> Investigate key features of a region of China and compare with the human and physical geography of the UK. Compare a locality in China and Findon. <u>Map Skills</u> Locate the seven continents and five oceans of the world using an atlas, world map and globe. Locate the North and South Poles using a world map, atlas and globe. Locate the equator and hot and cold places of the world. Devise a simple map of the school grounds and construct a basic key. <u>Directions</u> Compass directions NSEW. Locate the equator on a globe and world map. Discuss countries near and far of the equator. <u>Weather climate/physical events</u> Hot and cold areas of the world. <u>Fieldwork</u> Walk around the village. Identify its human and physical features. <u>Human Features</u> Identify human features of Findon and compare with Human features of chosen region of China. <u>Physical Features</u> Identify physical features of Findon and compare with physical features of chosen region of China. <u>Vocabulary</u> Village, town, city, capital city, sea, school, town, factory, farm, house, office, port, harbour, shop, city, near, far, left, right, seasons, spring, autumn, winter, summer, weather, globe, atlas, map, key, cold, hot, wet, fog, sunshine, rain, snow, ice, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North, South, East, West, human, physical, North and South Poles	<u>Revisit and locate:</u> The school Findon village Worthing London UK countries UK capital cities Seas around the UK The world’s seven continent and five oceans The North and South Poles. Locate Worthing and UK. Teach regions of the UK North, South, East, West. Teach UK counties. Teach major rivers and mountains of the UK. Locate Asia on a map with its main focus being India. Locate India and its key places. <u>Investigate, compare and contrast places</u> Investigate the key features of a region of Italy and compare the human and physical geography with the UK - Worthing. (Location, population, culture, land use, landmarks and economy.) <u>Map Skills</u> Locate the counties of the UK using an atlas and map of the UK. Use a physical map of the UK to locate the main rivers and mountains of the UK. Begin to recognise symbols on an OS map. Use historical maps to identify how towns and cities have changed. Use maps to identify how coasts and rivers change the land over time. Use a map of Europe to locate Italy. Locate the North and Southern hemisphere, Tropics and Longitude and latitude using a world map, atlas and globe. <u>Directions</u> Revisit: Compass direction NSEW. Equator. 8 point compass. 2 figure grid reference. Extension: 4 figure grid reference (yr4) <u>Weather climate/physical events</u> How extreme weather effects rural and urban areas. Climate zones <u>Human Features</u> Identify human features of Worthing. Identify human features of a chosen region of Italy. Focus on population, settlements, food and tourism. Compare human features with the UK.	<u>Revisit and locate:</u> The school Findon Village Worthing London UK countries UK capital cities Seas around the UK The world’s seven continent and five oceans The North and South Poles. Major rivers and mountains of the UK Counties in the UK Regions of the UK North and South hemisphere Tropics Locate major countries of the world. Locate major cities of the world. Locate North and South America. Locate places and landmarks of North and South America. Arctic and Antarctic circle. Prime/Greenwich Meridian time zones (including day and night). <u>Investigate, compare and contrast places</u> To investigate the key features of a region in North and South America and compare human and physical features. <u>Map Skills</u> Using a world map, atlas and globe locate North America (countries and states), South America (countries). Arctic and Antarctic circle. Prime/Greenwich Meridian time zones (including day and night). <u>Directions</u> Revisit: 8 point compass. Equator 6 figure grid reference. <u>Weather climate/physical events</u> How extreme weather effects rural and urban areas. Climate zones. <u>Human Features</u> Identify human and physical features of a region of North and South America. To compare the human features of a region in North America with a region in South America. Land use Trade links, Population, Culture, Food Tourism

				Physical Features Identify physical features of a region of Italy. Volcanos Famous volcanoes in Italy Famous volcanos in the world. What are volcanos? How are volcanos made? What are the parts of a volcano? Different types of volcano. Earthquakes. To compare the physical features of Italy with the UK. Vocabulary Settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion, Village, town, city, capital city, sea, school, town, factory, farm, house, office, port, harbour, shop, city, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North East, South East, South West, North West, weather, climate zone, polar, environment, human, physical, locate, urban, population, river, evaporation, volcano, earthquake, North and Southern hemisphere, the Tropics	Physical Features Identify physical features of chosen regions of North and South America. To compare the physical features of a region of North America with South America. Investigate biomes linking this to physical climate and how this has created different types of habitats – link to science. Vocabulary Settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion, Village, town, city, capital city, sea, school, town, factory, farm, house, office, port, harbour, shop, city, continent, ocean, equator, beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, road, bus, compass directions, North East, South East, South West, North West, weather, climate zone, polar, environment, human, physical, locate, urban, population, river, evaporation, habitats, biomes, Arctic and Antarctic circle, Prime/Greenwich Meridian time zones (including day and night).
History	Understanding the World Begin to make sense of their own life-story and family's history Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Chronological Understanding Sequence pictures to show time order (eg baby, toddler, child). To use simple words to talk about the passing of time. Knowledge and Understanding To listen to and recall historical stories. Talk about past and events in their own lives and in the lives of family members. Historical Enquiry To identify and talk about similarities and differences. Historical Interpretation I can recognise a familiar event can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards.	Chronological Understanding To put up to three objects, people or events in chronological order. To begin to recognise the differences between ways of life in past and present. Knowledge and Understanding To use stories to talk about things that have happened in the past. To recognise how the achievements of famous people have influenced our lives. Historical Enquiry To ask and answer simple historical questions. Historical Interpretation To begin to identify different ways to represent the past (photograph, stories, websites, information books).	Chronological Understanding • To sequence a set of events in chronological order and give reasons. • To identify differences between ways of life in the past and present. Knowledge and Understanding To recognise why people did things, why events happened and what happened as a result. Historical Enquiry To ask and answer appropriate historical questions using own historical knowledge. Historical Interpretation To identify different ways to represent the past (photograph, stories, websites, information books).	Chronological Understanding • To use a timeline within a specific time period (events, people and objects). • To place periods of History on a timeline in order. • To begin to understand that the past can be divided into different periods of time. • To begin to explain how the past can be divided into different periods of time. Knowledge and Understanding • To identify what life was like in the past – how people lived (during the history studied). • To identify what events happened and understand what happened as a result. • To begin to give reasons for the main events and changes for the periods studied. • To identify key features and events (during history studied) and offer reasonable explanations for some events. Historical Enquiry To ask historically valid questions and to use sources of information (beyond simple observations) to answer historical questions. Historical Interpretation • To begin to evaluate the usefulness of different sources. • To compare accounts of events from different sources. • To identify and give reasons for different ways in which the past is represented	Chronological Understanding • To understand the relate length of periods (studied) in History. • To explain similarities and differences between different periods of time. • To know some significant dates. • To explain how the past can be divided into different periods of time. Knowledge and Understanding • To examine causes and results of great events and the influence these have had on life today. • To give reasons for the main events and changes for the periods studied. • To use knowledge to describe the individual and special features of past societies and times. • To give reasons why changes have occurred using historical knowledge and evidence. Historical Enquiry To answer and devise own historically valid questions about change, cause, similarity and difference and significant. To construct informed responses that involve thoughtful selection. organisation of relevant historical information. Historical Interpretation • To compare accounts of events from different sources. • To link sources and work out how conclusions were met.

	Early Years	KS1	Rowan	Redwood
Computing (Teach Computing)	<u>PSE Development</u> Increasingly follow rules, understanding why they are important. Show resilience and perseverance in the face of a challenge. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Physical Development</u> Match their developing physical skills to tasks and activities in the setting. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: 'sensible amounts of 'screen time'. <u>Understanding the World</u> Explore how things work. <u>Expressive Arts and Design</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<u>YEAR 1</u> <u>Computing systems and networks - Technology around us</u> Recognising technology in school and using it responsibly. <u>Vocabulary:</u> technology, computer, mouse, trackpad, keyboard, screen, double-click, typing. <u>Creating media - Digital painting</u> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. <u>Vocabulary:</u> paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers <u>Creating media - Digital writing</u> Using a computer to create and format text, before comparing to writing non-digitally. <u>Vocabulary:</u> word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing. <u>Data and information – Grouping</u> Exploring object labels, then using them to sort and group objects by properties. <u>Vocabulary:</u> object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same <u>Programming A - Moving a robot</u> Writing short algorithms and programs for floor robots, and predicting program outcomes. <u>Vocabulary:</u> Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program. <u>Programming B – Programming animations</u> Designing and programming the movement of a character on screen to tell stories. <u>Vocabulary:</u> ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design. <u>YEAR 2</u> <u>Computing systems and networks - Information technology around us</u> Identifying IT and how its responsible use improves our world in school and beyond. <u>Vocabulary:</u> Information technology (IT), computer, barcode, scanner/scan <u>Creating media - Digital music</u> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. <u>Vocabulary:</u> music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit. <u>Creating media - Digital photography</u>	<u>Computing Systems and Networks</u> <u>Connecting computers</u> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks <u>Vocabulary:</u> digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets <u>The Internet</u> Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content. <u>Vocabulary:</u> internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts <u>Creating Media</u> <u>Stop-frame animation</u> Capturing and editing digital still images to produce a stop frame animation that tells a story. <u>Vocabulary:</u> animation, flip book, stop-frame, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition. <u>Audio production</u> Capturing and editing audio to produce a podcast, ensuring that copyright is considered. <u>Vocabulary:</u> audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback. <u>Desktop publishing</u> Creating documents and modifying text, images and page layouts for a specific purpose. <u>Vocabulary:</u> text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits. <u>Photo editing</u> Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled. <u>Vocabulary:</u> image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font. <u>Programming</u> <u>Sequencing sounds</u> Creating sequences in a block-based programming language to make music. <u>Vocabulary:</u> Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.	<u>Computing Systems and Networks</u> <u>Systems and searching</u> Recognising IT systems in the world and how some can enable searching on the internet. <u>Vocabulary:</u> system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking. <u>Communication and Collaboration</u> Exploring how data is transferred by working collaboratively online. <u>Vocabulary:</u> communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, one-way, two-way, one-to-one, one-to-many. <u>Creating Media</u> <u>3D modelling</u> Planning, developing, and evaluation 3D computer models of physical objects. <u>Vocabulary:</u> TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify. <u>Data and Information</u> <u>Flat-file databases</u> Using a database to order data and create charts to answer questions. <u>Vocabulary:</u> database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation. <u>Introduction to spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data. <u>Vocabulary:</u> data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools. <u>Programming</u> <u>Selection in quizzes</u> Exploring selection in programming to design and code an interactive quiz. <u>Vocabulary:</u> Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator <u>Variables in games</u> Exploring variables when designing and coding a game. <u>Vocabulary:</u> variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare <u>Sensing movement</u>

		Capturing and changing digital photographs for different purposes. Vocabulary: device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting, Data and information – Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. Vocabulary: more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing Programming A - Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions. Vocabulary: instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition Programming B - Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. Vocabulary: sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. Vocabulary: motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions. Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes. Vocabulary: Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure. Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. Vocabulary: Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate. Data and Information Branching databases Building and using branching databases to group objects using yes/no questions. Vocabulary: attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree. Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation, Vocabulary: data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion.	Designing and coding a project that captures inputs from physical devices. Vocabulary: Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.
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	Early Years	Year 1	Year 2	Rowan	Redwood
Art	<u>Drawing</u> • Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures Encourage accurate drawings of people <u>Colour</u> • Experimenting with and using primary colours • Naming Colours • mixing (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper <u>Textiles</u> • Handling, manipulating and enjoying using materials • Sensory experience • Simple collages • Simple weaving <u>Form</u> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model <u>Printing</u> • Printing with shapes from solids. Hand, finger and foot printing. • Printing with a variety of hard and soft materials, natural and manmade. Impressed printing (drawing into paint) using combs, scrapers, forks etc. • Take rubbings of everyday objects	<u>Drawing</u> • Extend the variety of drawings tools • Explore different textures • Observe and draw landscapes • Observe patterns • observe anatomy (faces, limbs) <u>Colour</u> • Name all the colours • Mixing of colours, applying white to create tints, black to create shades • Find collections of colour • Applying colour with a range of tools <u>Textiles</u> • Weaving • Collage • Sort according to specific qualities • How textiles create things <u>Form</u> • Construct • Use materials to make known objects for a purpose • Carve • Pinch and roll coils and slabs using a modelling media. • Make simple joins <u>Printing</u> • Create simple pictures by printing with a range of 3D shapes, and hard and soft materials • Produce a clean printed image. Experiment with pattern and rotation. • Demonstrate/ experience impressed printing; use different materials to create a variety of effects. E.g. thick/thin/wavy lines. • Make own relief printing blocks using string on a card base or wooden block.	<u>Drawing</u> • Experiment with tools and surfaces • Draw a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records <u>Colour</u> • Begin to describe colours, linked to emotions, warm and cool colours • Make tints, shades and tones (adding white, black, grey) • Darken colours without using black • Using colour on a large scale <u>Textiles</u> • Overlapping and overlaying to create effects • Use large eyed needles – running stitches • Simple appliqué work • Start to explore other simple stitches • collage <u>Form</u> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • to shape and form from direct observation (malleable and rigid materials) • decorative techniques • Replicate patterns and textures in a 3-D form • Work and that of other sculptors <u>Printing</u> • Continue to explore printing pictures with a range of hard and soft materials. • Produce a clean printed image and experiment with pattern, rotation and overlapping. • Experiment with mono-printing; lay objects onto a printing palette to take a print. • Make own relief printing blocks using insulation tape on a card base and polystyrene tiles.	<u>Drawing</u> • Experiment with the potential of various pencils • close observation • Draw both the positive and negative shapes • Initial sketches as a preparation for painting • accurate drawings of people, particularly faces <u>Colour</u> • Continue colour mixing creating colour wheels and collections of colours tint, tone, shade • Colour to reflect mood • Introduce different types of brushes • Apply colour using different techniques – dotting scratching, splashing, <u>Textiles</u> • Use smaller eyed needles and finer threads • Weaving • Tie dying, batik • Shape, form, model and construct (malleable and rigid materials) <u>Form</u> • Plan and develop • understanding of different adhesives and methods of construction <u>Printing</u> • Combine prints taken from different objects to produce an end piece. • Continue to experiment with pattern, rotation and overlapping and use a range of colour. • Continue to explore mono-printing using motifs and colour. • Continue to explore relief printing (including string, insulation and polystyrene tile printing). • Print on different types of paper materials.	<u>Drawing</u> • Effect of light on objects and people from different directions • Produce increasingly accurate drawings of people • Concept of perspective • interpret the texture of a surface <u>Colour</u> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes • Colour to express feelings <u>Textiles</u> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale • Fabric making • Artists using textiles <u>Form</u> • Plan and develop ideas • Shape, form, model and join • observation or imagination • properties of media • Discuss and evaluate own work and that of other sculptors <u>Printing</u> • Expand experience of printing in 2-3 colours. • Demonstrate experience in a range of printmaking techniques. • Experiment with and show experience in a range of mono print techniques (drawing into ink, placing objects on printing palette, placing motifs). • Start to overlay prints with other media. • Print on fabric. Use this as a starting point for embroidery.

	Early Years	Year 1	Year 2	Rowan	Redwood
DT	<u>PSE Development</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <u>Physical Development</u> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Use a range of small tools, including scissors, paintbrushes and cutlery. <u>Understanding the World</u> Explore how things work. <u>Expressive Arts and Design</u> Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	<u>Design</u> To think of some ideas of my own. To use pictures and words to plan. To design a product following design criteria. To use kits or mock ups to test ideas. Research similar existing products. <u>Make</u> To explain what I am making. To select and name the tools and equipment they are using. To cut, shape, join and finish. To choose the right materials from a small range. To assemble materials using appropriate resources like, glue, masking tape. To use hand tools safely. <u>Evaluate</u> To talk about existing products and say what is good and not so good about them. To talk about my own work, what things I am pleased with and what I would change. <u>Texture</u> Weaving; collage; Sort according to specific qualities; how textiles create things. <u>Technical knowledge</u> Begin to measure and join materials, with some support. Describe differences in materials. Suggest ways to make material/ product stronger. <u>Cooking and nutrition</u> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of ‘The Eatwell plate’. Know and use technical and sensory vocabulary relevant to the project.	<u>Design</u> To think of ideas drawing on the ideas of others and plan what to do next; Explain purpose of product. To choose the best tools and materials and give a reason these are best tools or materials; To describe my design by using pictures, diagrams, model mock-ups, words, and IT; To design a product for others following design criteria. Research similar existing products <u>Make</u> To explain what I am making and why my audience will like it. To join things (materials / components) together in different ways. To choose materials and explain why they are being used depending on their characteristics. To name the tools they are using. To measure, cut & score with some accuracy. Choose the best hand tool for the job <u>Evaluate</u> To describe how existing products work. To evaluate what I would do differently if I did it again and why by annotating original design. To judge my work against the design criteria. <u>Textiles</u> Overlapping and overlaying to create effects. Use large eyed needles – running stitches. Simple appliqué work. Start to explore other simple stitches. Collage. <u>Technical knowledge</u> Measure materials. Describe some distinct characteristics of materials Join materials in different ways Use joining, rolling, or folding to make it stronger. Use own ideas to try to make product stronger. <u>Cooking and nutrition</u> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of ‘The Eatwell plate’. Know and use technical and sensory vocabulary relevant to the project.	<u>Design</u> To show that my design meets a range of requirements. To identify a purpose and establish criteria for a successful product. Explain how product will work. To put together a plan which shows the order and what equipment and tools I need. To describe my design using an accurately labelled sketch and words. <u>Make</u> To begin to use equipment and tools with some accuracy. Measure, mark out, cut, score, and assemble components with more accuracy, reflecting on the product at several stages of the making process. To sew using a range of different stitches. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including IT. <u>Evaluate</u> Look at design criteria while designing and making. Use design criteria to evaluate finished product. Say what I would change to make design better. Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose. Begin to understand by whom, when and where products were designed. Learn about some inventors / designers / engineers / chefs/ manufacturers of ground-breaking products. <u>Textiles</u> Use smaller eyed needles and finer threads. <u>Technical Knowledge</u> Use appropriate materials. Work accurately to make cuts and holes. Join materials. Begin make strong structures. <u>Cooking and nutrition</u> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared, or caught. Know and use relevant technical and sensory vocabulary appropriately.	<u>Design</u> To produce at least one idea about how to create my product. To make a step-by-step plan which shows the order and what equipment and tools I need and to explain it to others. To take account of the ideas of others when designing. To suggest some improvements and say what was good and not so good about my original design. To produce prototypes to show my ideas. <u>Make</u> To show a developing level of expertise when using a range of tools and equipment. To join and combine materials and components accurately in temporary and permanent ways. To use skills in using different tools and equipment safely and accurately. To use simple graphical communication techniques. To cut and join with accuracy to ensure a good-quality finish to the product. <u>Evaluate</u> Refer to design criteria while designing and making. Use criteria to evaluate product. Begin to explain how I could improve original design. Evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose. Test and evaluate final product. Discuss by whom, when and where products were designed. Research whether products can be recycled or reused. Research how sustainable materials are. Refer to design criteria while designing and making. Use criteria to evaluate product. Begin to explain how I could improve original design. Know about some inventors / designers / engineers / chefs / manufacturers of ground-breaking products. Begin to evaluate how much products cost to make and how innovative they are. <u>Textiles</u> Use a wider variety of stitches Observe and design of textual art, experimenting with creating mood, feeling, and movement-compare different fabrics. Weaving. Use stories, music, poems as stimuli. <u>Technical Knowledge</u> Select materials carefully, considering intended use of product and appearance. Measure carefully to avoid mistakes. Attempt to make product strong. Continue working on product even if original did not work. Make a strong, stiff structure. Begin to reinforce and strengthen a 3D frame. Explain how product meets design criteria. <u>Cooking and nutrition</u> Know how to use utensils and equipment including heat sources to prepare and cook food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared, or

					caught. Know and use relevant technical and sensory vocabulary appropriately.
P.E.	All classes are following the Premier Education scheme				
RE	All classes are following the Understanding Christianity and Discover RE programmes				

	Early Years	Key Stage 1	Rowan	Redwood
Music (Sing Up)	All the elements of music are taught through the Sing Up Music Scheme Communications and Language Sing a large repertoire of songs. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Physical Development Use large-muscle movements to wave flags and streamers, paint and make marks. Combine different movements with ease and fluency. Expressive Arts and Design Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	All the elements of music are taught through the Sing Up Music Scheme Improvise and Composition YEAR A • Compose music to march to using percussion. • Create rhythm patterns using crotchet, rest, and quavers. • Compose word patterns and melodies using mi-re-do. • Create short body percussion patterns. • Sequence rhythm patterns using simple notation. • Attempt stick notation. • Create musical phrases from invented word rhythms. YEAR B • Improvise rhythms using C or G. • Compose call-and-response music. • Use looping apps for rhythmic accompaniments. • Compose soundtracks for silent films. • Create action patterns in 2- and 3-time. • Compose pentatonic melodies and ostinatos. • Experiment with harmony and structure ideas into soundtracks. Listen and Appraise YEAR A • Listen and move to songs. • Identify melodic direction. • Describe features of marches and Gospel music. • Use music vocabulary (e.g. harmony, texture). • Understand song structure and metaphor. YEAR B • Recognize echoing phrases and sound qualities. • Use music vocabulary to describe and compare. • Understand folk music and global traditions. • Identify pitch and melody development. • Appraise music for mood and character. Sing and Play YEAR A • Sing cumulative and unison songs. • Play percussion and melodic accompaniments. • Use mi-re-do and perform rhythmic actions. • Chant rhythmically and echo songs. • Play ostinatos and drones. YEAR B • Sing with pitch and diction. • Perform graphic scores and rondos. • Chant rhythms using stick notation.	All the elements of music are taught through the Sing Up Music Scheme Improvise and Composition YEAR A • Compose pentatonic ostinatos. • Transfer rhythm patterns to tuned instruments. • Compose 4-beat rhythm patterns. • Sing call-and-response with drone accompaniment. • Invent patterns using C-D-E. • Compose structured music from short ideas. • Notate and follow a score. YEAR B • Improvise using pentatonic scale. • Fit lyrics to pulse and create chants. • Compose melodies and accompaniments. • Explore timbre, dynamics, and texture. • Compose extended melodies and rhythmic pieces. • Create and read graphic scores. • Compose in ternary form with contrasting dynamics and tempo. Listen and Appraise YEAR A • Recognize instruments and voices. • Respond to music through movement and writing. • Appraise musical features in Gospel and Cuban music. • Understand rondo form and texture. • Match sounds to notation. YEAR B • Listen to Gospel, swing, and folk/rock styles. • Identify timbre, instrumentation, and expression. • Understand ternary form and rhythmic durations. • Appraise music from India, Brazil, and Poland. • Recognize musical features like tempo, structure, and texture. Sing and Play YEAR A • Sing call-and-response and Gospel style. • Play chords and rhythmic accompaniments. • Perform in rounds and partner songs. • Use tuned percussion and body percussion. • Explore dynamics and tempo changes. YEAR B • Sing Gospel and rock styles. • Play triads and instrumental parts. • Perform in harmony and rhythmic patterns.	All the elements of music are taught through the Sing Up Music Scheme Improvise and Composition YEAR A • Compose body percussion patterns for sea shanties. • Improvise with pitch and rhythm to create hooks. • Create song fragments. • Compose gentle melodies in 3/4 time using pentatonic scales. • Compose accompaniments and class arrangements. YEAR B • Compose syncopated melodies using C major scale. • Create lyrics and full songs. • Compose 8-bar pieces in 3-time using chords. • Improvise over C minor and G7. • Create rhythmic pieces for drums and percussion. • Compose fanfares and arrangements considering texture and structure. Listen and Appraise YEAR A • Describe sea shanties using music vocabulary. • Appraise Gospel music and spirituals. • Reflect on Aquarium through movement. • Analyse song structure and metaphor. • Understand song-writing techniques. YEAR B • Compare genres and artist influences. • Analyse lyrics, music, and performance. • Understand rhymes and song structure. • Explore music history (e.g. civil rights, WWI, reggae). • Respond to music through movement, drawing, and discussion. Sing and Play YEAR A • Sing sea shanties and songs in two parts. • Play bass notes, chords, and rhythms. • Perform Gospel techniques and cup games. • Sing and play in ensemble settings. YEAR B • Sing in three parts and partner songs. • Play chords on various instruments. • Perform songs with dance and movement. • Follow scores and conductors.

		• Play percussion and tuned instruments. • Compose and perform soundtracks.	• Understand musical terms (e.g. crescendo, accelerando). • Rehearse and record performances.	• Explore dynamics and musical expression.
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	KS1	Rowan	Redwood
MFL	<u>French is not taught in Early Years or KS1</u>	Years 3&4 Each lesson should comprise of opening dialogue with their Talk Partner in French where children use what they learnt so far in an ever-expanding conversation. Role play should be used as much as possible to practise. Each time new phrases are learnt they should be practised with vocabulary learnt so far. <u>Classroom instructions</u> e.g. levez vous; asseyez-vous; levez la main; regardez moi; écoutez; mettez vous en ligne a la porte; repeatez apres moi; Taisez-vous: rangez vos affaires; rangez vos chaises <u>YEAR A</u> Pets At Home Going to School In my Class Lunch at School School Subjects Sports and Hobbies Play an Instrument Weather The Fruits <u>Year B</u> France Greetings and Names Classroom Instructions Alphabet Numbers 0-20 and age Colours Numbers 20-50 Date and Birthday The Hungry Caterpillar My Family At the Farm	Years 5&6 Role play is used rehearse all vocabulary in different situations and combinations using number colour etc. restaurants cafes/shopping; favourites; what you would like; asking for and giving directions; Learn new phrases and vocabulary such as what time does the train leave? <u>Revise vocabulary learnt in Years 3&4</u> • Classroom instructions • Salutations • Emotions • Numbers 1-50 • Colours • Months of the year • Family <u>YEAR A</u> Review Y3&4 Emotions The Body At the Doctor's Countries and Cities Travel the World French and the World Nationalities Numbers 50-100 Money At the Supermarket <u>YEAR B</u> Review Y3&4 Time Daily Routine Describe myself physically My Personality Clothes Shopping for Clothes Town/Directions At the Café Occupations A Letter from France <u>Grammar</u> J'ai (I have) and Je voudrais (I would like) J'avais (I Had) with numbers/colours J'aime (I like../J'en'aime pas.. (I don't like) je préfère(I prefer) with vocabulary learnt so far.

Science	EYFS	Year 1	Year 2	Rowan	Redwood
	<u>Communication and Language</u> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. Use new vocabulary in different contexts Make comments about what they have heard and ask questions to clarify their understanding. <u>Physical Development</u> Make healthy choices about food, drink, activity and tooth brushing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <u>Understanding the World</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on	<u>Working Scientifically</u> <u>Questioning and enquiring and planning</u> - Ask some simple questions about the world around us. - Begin to recognise that they can be answered in different ways (different types of enquiry including-observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources). <u>Observing and measuring and pattern seeking</u> - Begin to observe closely using simple equipment - Begin to use observations and ideas to suggest answers to questions. - Begin to observe changes over time and , with guidance, begin to notice patterns and relationships. - Begin to say what I am looking for and what I am measuring. - Begin to know how to use simple equipment safely. - Begin to use simple measurements and equipment with increasing independence (e.g magnifying glasses and timers) - Use non-standard units. <u>Investigating</u> - Perform simple tests with support. - To begin to discuss my ideas about how to find things out. - To begin to say what happened in my investigation. <u>Reporting and recording findings</u> - Gather and record data with some adult support, to help in answering questions. - Begin to record simple data. - Begin to record and communicate their findings in a range of ways. - Can show my results in a simple table that my teacher has provided. <u>Identifying, grouping and classifying</u> - Identify and classify with some support. - To begin to observe, identify, compare and describe. - To begin to use simple features to compare objects, materials and living things and with help decide how to sort and group them. <u>Research</u> - To begin to use simple secondary sources to find answers. - To begin to find information to help me from books and computers with help. - Begin to talk about what they found out and how they found it out.	<u>Working Scientifically</u> <u>Questioning and enquiring and planning</u> - Ask simple questions about the world around us. - Begin to recognise that they can be answered in different ways (different types of enquiry including-observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources). <u>Observing and measuring and pattern seeking</u> - Observe closely using simple equipment - Use observations and ideas to suggest answers to questions. - To observe changes over time and , with guidance, begin to notice patterns and relationships. - To say what I am looking for and what I am measuring. - To know how to use simple equipment safely. - Use simple measurements and equipment with increasing independence (e.g magnifying glasses and timers) - Begin to progress from non-standard units to mm, cm, m, ml, l °c. <u>Investigating</u> - Perform simple tests. - Discuss my ideas about how to find things out. - Say what happened in my investigation. <u>Reporting and recording findings</u> - Gather and record data to help in answering questions. - Record simple data. - Record and communicate their findings in a range of ways. - Can show my results in a simple table that my teacher has provided. <u>Identifying, grouping and classifying</u> - Identify and classify. - Observe and identify, compare and describe. - Use simple features to compare objects, materials and living things and with help decide how to sort and group them. <u>Research</u> - To can use simple secondary sources to find answers. - To can find information to help me from books and computers with help. <u>Conclusions</u> - Talk about what they found out and how they found it out. - Say what happened in my investigation.	<u>Working Scientifically</u> <u>Questioning and enquiring and planning</u> - Ask relevant questions and use different types of scientific enquiries to answer them. - Explore every day phenomena and the relationships between living things and familiar environments. - Develop their ideas about functions, relationships and interactions. - Raise their own questions about the world around them. - Make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests and finding things using secondary sources. <u>Observing and measuring and pattern seeking</u> - Make systematic and careful observations and, where appropriate take accurate measurements using standard units., using a range of equipment. - Look for naturally occurring patterns and relationships and decide what data to collect to identify them. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. - Learn to use some new equipment appropriately. - See a pattern in my results. - Choose from a selection of equipment. - Observe and measure accurately using standard units including time in minutes and seconds. <u>Investigating</u> - Set up some simple practical enquiries, comparative and fair tests. - Recognise when a simple fair test is necessary and help decide how to set it up. - Can think of more than one variable factor. <u>Reporting and recording findings</u> - Gather record and classify and present data in a variety of ways to help with answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use notes, simple tables and standard units and help to decide how to record and analyse their data. - Record results in tables and bar charts.	<u>Working Scientifically</u> <u>Questioning and enquiring and planning</u> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments. <u>Observing and measuring and pattern seeking</u> - Take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate. - Identify patterns that might be found in the natural environment. - Make their own decisions about what observations to make, what measurements to use and how long to make them and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. - Interpret data and find patterns. - Select equipment on my own. - Can make a set of observations and can say what the interval and range are. - Take accurate and precise measurements N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec. Graphs-pie and line <u>Investigating</u> - Use test results to make predictions to set up further comparative and fair tests. - Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why, - Suggest improvements to my method and give reasons. - Decide when it is appropriate to do a fair test. <u>Reporting and recording findings</u> - Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs.

	their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. PSE Development Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Conclusions - To begin to say what happened in my investigation. - To begin to say whether I was surprised at the results or not. - To begin to say what I would change about my investigation. Vocabulary - Use some simple scientific language. - Begin to use some science words. - Use comparative language with support. Scientific Knowledge Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Everyday materials - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal changes - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies	- Say whether I was surprised at the results or not. - Say what I would change about my investigation. Vocabulary - Use simple scientific language and some science words. - Use comparative language –bigger, faster etc. Scientific knowledge Living things and their habitats - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Plants - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Animals including humans - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Uses of everyday materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Identifying, grouping and classifying - Identify differences, similarities or changes related to simple scientific ideas and processes. - Talk about criteria for grouping, sorting and classifying and use simple keys. - Compare and group according to behaviour or properties based on testing. Research - Recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. Vocabulary - Use some scientific language to talk and later, write about what they have found out. - Use relevant scientific language. - Use comparative and superlative language. Scientific knowledge (Y3) Plants - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Animals including humans - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement. Rocks - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter. Light - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes	- Begin to report and present findings from enquiries. - Begin to decide how to report data from a choice of familiar approaches. - Begin to choose how best to present data. Identifying, grouping and classifying - Use and develop keys and other information records to identify, classify and describe living things and materials. Research - Recognise which secondary sources will be most useful to research their ideas. Vocabulary - Read, spell and pronounce scientific vocabulary correctly. - Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas. - Confidently use a range of scientific vocabulary. - Use conventions such as trend, rogue result, support prediction and –er word generalisation. - Use scientific ideas when describing simple processes. - Use the correct scientific vocabulary. Scientific knowledge (Y5) Living things and their habitats - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. Animals including humans - describe the changes as humans develop to old age. Properties and changes of materials - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes
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				• recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. <u>Forces and magnets</u> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. <u>Scientific knowledge (Y4)</u> <u>Living things and their habitats</u> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. <u>Animals including humans</u> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. <u>States of matter</u> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <u>Earth and space</u> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <u>Forces</u> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <u>Scientific knowledge (Y6)</u> <u>Living things and their habitats</u> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. <u>Animals including humans</u> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. <u>Evolution and inheritance</u> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
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				Sound • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. Electricity • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Light • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Electricity • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.
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	EYFS	Year 1	Year 2	Rowan	Redwood
E4S	<u>PSE Development</u> Develop their sense of responsibility and membership of a community. See themselves as a valuable individual. Think about the perspectives of others. Show sensitivity to their own and others' needs. <u>Understanding the World</u> Continue to develop positive attitudes about the differences between people. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	• Recognising feelings (inc. happy and sad) • Secrets and privacy – worries and asking for help (pants rule) Online activities and sources of internet information • Right and wrong, responsibilities • People who help us with that Well and unwell • Medicines and germs • Coping with change (feelings) • Similarities and differences (belonging)	• Managing feelings and emotions • Digital footprints and using tech • Communicating online (being safe and cyberbullying) • Changes in growth since a baby • Body parts and privacy (inc. safety looking after your body) Families, friendship – love and kindness/ loss • Staying safe • Basic first aid and emergencies	• Where information comes from and reliable sources • Safety – fire, beach road etc. • Rules, calling 999, celebrating achievements • Identity/ gender expectations • Communities we belong to • Achievement and goals • Health and wellbeing – sense of self • Hygiene and health – cleanliness, germs, immunisation • Risk, hazard and emergency Features of family and relationships (commitment, trust, respect, communication, manners) • Making Decisions, Taking Risks • Bullying, personal boundaries, dares • Personal boundaries and the right to privacy • Bullying (inc. cyber) • Pressure to share and dares – including cyber • Online profiles and fake news • Healthier lifestyle choices, influence on exercise • Puberty – physical and emotional changes	• Risks, privacy, secrets, surprises and Body privacy, sources of support • Self-esteem/ confidence and the impact on self esteem • impact of feelings on self • Mood swings • Masculinity and femininity and media influences • Sleep and emotional health • Healthy habits and choices (inc. everyday drinks/ caffeine/ screen time) • Changing relationships • Friendships • When relationships go wrong • Online friendships, staying safe online and decision making/ influences • Identities online and influence • Difference and diversity in the media, adverts, differences in appearance • Drugs and Usage • Tobacco and smoking • Image and Representation • Appropriate age online and access to information • Relationships, consent, appropriate touch, pressure & uncertain feelings • Transition – leaving and saying goodbye

	Early Years	KS1	KS2
Trips linked to Geography	Reception – beach day Arundel Wetlands	• Worthing museum school • Arundel Wetlands • Year Two walk around the village	<u>Wakehurst Gardens (KS2)</u> Look at the physical features of a biome. Link to science plants, rocks and soils, habitats, adaptation. Visit their education centre. <u>Pulborough Brooks (KS2)</u> A range of river studies, along with hands-on investigations of life in our ponds and ditches. <u>The river Arun (Y3&4)</u> Look at the physical features of a river, look at human settlement by a river, water cycle. Link to science. <u>Worthing town and beach – town (Y3&4)</u> Identify human and physical features. Look at similarities and difference between Findon and Worthing. Take photos or make sketches of human and physical features they see. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods. Walk around the local town and beach and record features. Compare and record data. Environmental study E.G rubbish on the beach effecting wildlife, traffic survey.
Trips linked to History	Amberley Museum	• Arundel Castle • Amberley Museum	<u>Butser Farm (Y3&4)</u> A range of activities to deepen knowledge and understanding of life in the Stone, Bronze and Iron ages <u>Weald and Downland Museum (Y3&4)</u> A range of activities to deepen knowledge and understanding of life at the time of the Anglo Saxons and Vikings. <u>Mary Rose Museum (Y5&6)</u> To deepen knowledge and understanding of Tudor life under the reign of Henry VIII; visit the Mary Rose and learn about its recovery and subsequent restoration <u>Bluebell Railway (Y5&6)</u> An immersion day and experience including what it would have been like for a child evacuee through a ride on a steam train. <u>Hastings (Y5&6)</u> To deepen knowledge and understanding of the Norman Conquest and the Battle of Hastings
Visitors	Zoolab Fire visit Dentist / nurse/ police	Rainbow Theatre – Great Fire of London Planetarium	<u>Divergent Drama</u> Stone Age (KS2) <u>Rainbow Theatre</u> Ancient Greece (Y5&6)