



**Year 4, 5 and 6 Skills Progression 2017-18**

**Sandylands Community Primary school**

	Year 4	Year 5	Year 6
<b>Science</b>	<p><b>Imaginary worlds</b></p> <p><u>State of Matter</u></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases <b>NC</b></li> <li>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) <b>NC</b></li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <b>NC</b></li> </ul> <p><b>Rainforest</b></p> <p><u>Living Things and their habitat</u></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways <b>NC</b></li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <b>NC</b></li> <li>recognise that environments can change and that this can sometimes pose dangers to living things <b>NC</b></li> </ul> <p><b>Life Education Bus</b></p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans <b>NC</b></li> <li>identify the different types of teeth in humans and their simple functions <b>NC</b></li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey <b>NC</b></li> </ul> <p><b>1920s/30s Morecambe</b></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating <b>NC</b></li> <li>recognise that vibrations from sounds travel through a medium to the ear <b>NC</b></li> <li>find patterns between the pitch of a sound and features of the object that produced it <b>NC</b></li> </ul>	<p><b>Earth and Space</b></p> <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system (NC)</li> <li>Describe the movement of the Moon relative to the Earth (NC)</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies (NC)</li> <li>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. (NC)</li> </ul> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (NC)</li> <li>Describe the life process of reproduction in some plants and animals.(NC)</li> </ul> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (NC)</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (NC)</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (NC)</li> </ul> <p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> <li>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 (NC)</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (NC)</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (NC)</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (NC)</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes (NC)</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including (NC)</li> </ul>	<p><b>24hrs in the circulatory system</b></p> <p><b>Life Education Bus</b></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood <b>NC</b></li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <b>NC</b></li> <li>describe the ways in which nutrients and water are transported within animals, including humans.<b>NC</b></li> </ul> <p><b>24hrs in Evolution</b></p> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <b>NC</b></li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <b>NC</b></li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<b>NC</b></li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines <b>NC</b></li> <li>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 <b>NC</b></li> <li>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 <b>NC</b></li> </ul>

Science	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it <b>NC</b></li> <li>• recognise that sounds get fainter as the distance from the sound source increases <b>NC</b></li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers <b>NC</b></li> <li>• 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 <b>NC</b></li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <b>NC</b></li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors. <b>NC</b></li> </ul>	<p><b>Life Education Bus</b></p> <p><u>Animals including Humans</u></p> <p>Describe the changes as humans develop to old age.(NC)</p>	<ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.NC</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit NC</li> <li>• 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 NC</li> <li>• use recognised symbols when representing a simple circuit in a diagram.NC</li> </ul>

	Year 4	Year 5	Year 6
<b>History</b>	<p><b>Romans – National</b></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 NC</p> <ul style="list-style-type: none"> <li>• <i>Use and evaluate sources of information including ICT to find out about events, people and changes SL</i></li> <li>• <i>Identify different ways in which the past is represented and interpreted SL</i></li> </ul> <p><b>1920s Morecambe Local History study</b></p> <ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented and interpreted using digital media SL</li> <li>• Use and evaluate sources of information including ICT to find out about events, people and changes SL</li> <li>• <i>Ask and answer a variety of historical questions SL</i></li> </ul> <p><b>The Roman Empire NC – Global/ Understanding changes</b></p> <ul style="list-style-type: none"> <li>• Successful invasion by Claudius and conquest, including Hadrian’s wall NC</li> <li>• British resistance – Boudica NC</li> </ul> <p><b>Ancient Egypt – Global</b></p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared depth study NC</li> </ul>	<p><b>Greek Mythology &amp; Ancient Greece</b></p> <p><b>24hrs in Groovy Greeks - Global</b></p> <ul style="list-style-type: none"> <li>• <i>Describe characteristic features of past societies and periods – looking at similarities and differences SL</i></li> <li>• <i>Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade SL</i></li> </ul> <p><b>24hrs in Anglo-Saxons – Global/ Understanding changes</b></p> <ul style="list-style-type: none"> <li>• Place events, people and changes into correct periods of time SL</li> <li>• <i>Identify and describe reasons for and results of historical events, situations and changes SL</i></li> <li>• <i>Recognise that the past can be represented in different ways SL</i></li> <li>• <i>Begin to select, combine and organise information from different sources SL</i></li> <li>• Anglo-Saxon laws and justice NC</li> <li>• Anglo-Saxon invasions, settlements and kingdoms NC</li> <li>• Anglo-Saxon art and culture MC</li> </ul> <p><b>24hr in William Shakespeare- National</b></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals 400 years since his death – life and works</li> </ul> <p><b>24hrs in Remembrance – National</b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 NC</li> </ul> <p><b>Great Discoveries – The Terracotta Army</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and describe reasons for and results of historical events, situations and changes SL</i></li> <li>• <i>Describe characteristic features of past societies and periods – looking at similarities and differences SL</i></li> <li>• <i>Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade SL</i></li> <li>• <i>Begin to select, combine and organise information from different sources SL</i></li> </ul>	<p><b>WORLD WAR 2 – Global</b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 NC</li> <li>• A significant turning point in British history – Battle of Britain NC</li> </ul> <p><b>Normans/ Castles/ Macbeth – Understanding change</b></p> <ul style="list-style-type: none"> <li>• <i>Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them SL</i></li> <li>• Recognise social, cultural, religious and ethnic diversity of societies SL</li> </ul> <p><b>Vikings and Beowulf - Global/ Local</b></p> <ul style="list-style-type: none"> <li>• Viking raids, invasions and resistance NC</li> <li>• <i>Identify and describe the effects of economic, technological and scientific developments on the UK and the wider world over time (connections/contrasts/trends)</i></li> <li>• <i>Use, evaluate and link primary and secondary sources and work out how conclusions were arrived at</i></li> <li>• <i>Record information relevant to the focus of the enquiry (organising information)</i></li> </ul> <p><b>Tourism and Trade – Local</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and describe reasons for and results of historical events, situations and changes SL</i></li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 NC</li> </ul>

## Art

### Year 4

#### Imaginary world

##### Drawing

- Make informed choices in drawing including use of paper and media to create sketches linked to Harry Potter scenes
- Alter and refine drawings and describe changes using art vocabulary- using a variety of pencils to suggest impact

#### Morecambe Summer

- Collect images and information independently in a sketchbook using ICT
- Use research to inspire drawings from memory and imagination linked.

#### Imaginary world

##### Painting

- Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.
- Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task.
- Focusing on watercolour paintings

#### Morecambe Summer Theme

##### Textiles/Collage

- Match the tool to the material. Choose collage or textiles as a means of extending work already achieved. Experiments with paste resist.
- Look at different mosaic pictures through history and analyse similarities and differences. Mosaic of the midland hotel using any material- paper, card, foam, sponge etc to then enable the children to create a large piece for the classroom.

#### Imaginary world

##### Modelling and Sculpting

- Show an understanding of shape, space and form. Plan, design, make and adapt Harry Potter dragon models. Talk about and evaluate their work, understanding that it has been sculpted, modelled or constructed.

#### Rainforest - Rousseau

**Appreciate and communicate** about great artists, architects and designers in history. NC

**Explore/Create** to create sketch books to record their observations and use them to review and revisit ideas

### Year 5

#### Printing

- Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.
- Evaluate their methods and techniques.  
**Technique** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- **Explore/Create** to create sketch books to record their observations and use them to review and revisit ideas

#### David Hockney

- **Appreciate and communicate** about great artists, architects and designers in history. NC
- **Technique** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### Year 6

#### 24hrs in William Morris

##### Drawing

- Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work.
- Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

##### Painting

- Choose appropriate paint, paper and implements to adapt and extend their work.
- Create shades and tints using black and white. Carry out preliminary studies, test media and materials and mix appropriate colours.
- Work from a variety of sources, including some researched independently. Show an awareness of how paintings are created (composition).

**Printing** Describe varied techniques. Be familiar with layering prints. Show confidence in printing on paper and fabric. (Tile printing)

**Textiles/Collage** Show awareness of the potential of the uses of materials. Use different techniques, colours and textures when designing and making pieces of work.

#### Lantern Making – local

**Modelling and Sculpting** Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.

Analyse and comment on ideas and methods

**Explore/Create** to create sketch books to record their observations and use them to review and revisit ideas

**Appreciate and communicate** about great artists, architects and designers in history. NC

**Technique** to improve their mastery of art and design techniques, including drawing, painting and

Music	Year 4	Year 5	Year 6
	<p><b>Imaginary world -</b></p> <ul style="list-style-type: none"> <li>Internalise sounds by singing parts of a song ‘in their heads’ and attempt to play simple melodic phrases by ear</li> <li>Listen carefully, recognise and use repeated patterns and increase aural memory</li> </ul> <p><b>Rainforest</b></p> <ul style="list-style-type: none"> <li>Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion</li> <li>Perform using a drum significant parts from memory, with awareness of their own contributions</li> </ul> <p><b>Imaginary worlds -</b></p> <p><b>Compose, Create and Evaluate</b> Compose and perform simple melodies and accompaniments recognising different musical elements and how they can be used together to compose music NC</p> <p><b>Year 4 Music Festival – Perform/ Local</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC</li> </ul>	<ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory NC</li> <li>Use notation and ICT to support creative work</li> <li>Compose their own instrumental and vocal music and perform their own and others’ compositions in a way that reflects their meaning and intentions</li> <li>Describe and compare different kinds of music using appropriate musical vocabulary</li> <li>Perform by ear</li> <li>Sing songs with increasing control of breathing, posture and sound projection</li> <li>Improvise melodic and rhythmic phrases</li> <li>Compose from different starting points by developing ideas within musical structures</li> <li>Use ICT to change and manipulate sounds</li> <li>Suggest improvements to their own and others’ work</li> <li>Identify the relationship between sounds and how music reflects different intentions</li> </ul>	<ul style="list-style-type: none"> <li>Perform significant parts from memory, with awareness of their own contributions</li> <li>Perform solo and lead others from notation</li> <li>Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats</li> <li>Analyse and compare musical features and structures</li> <li>Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved</li> <li>Use a variety of notation</li> </ul>

P.E	Year 4	Year 5	Year 6
	<p><b><u>Dance</u></b>  <b><u>Acquiring and developing skills</u></b>  perform dances using a range of movement patterns  Select, use and perform with co-ordination and fluency,  Respond and perform with a partner, demonstrating actions that link with fluency and accuracy  Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases  Use a range of actions and begin to combine movement phrases and patterns..  Begin to respond within a small group of partnership, to speed and level  <b><u>Selecting and applying skills, tactics and compositional ideas</u></b>  Pupils can link movement phrases together with increased precision.  Begin to design their own movement phrases that respond to the stimuli or emotion  Use a range of movement and dance phrases within different ways (unison, canon) with a partner of group  Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.  <b><u>Games</u></b>  <b><u>Acquiring and developing skills</u></b>  use running, jumping, throwing and catching in isolation and in combination  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  Pupils can link movement phrases together with increased precision.  Travel with a ball showing increasing control using both hands and feet.  Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.  Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.  Use a range of different skills with increasing control and skill  <b><u>Selecting and applying skills, tactics and compositional ideas</u></b>  Pupils can link tactics and skills together with increased precision</p>	<p><b><u>Dance</u></b>  <b><u>Acquiring and developing skills</u></b>  perform dances using a range of movement patterns  Performance shows precision, control and fluency  Respond to a variety of stimuli showing a range of actions performed with control and fluency  think about character and narrative ideas created by the stimulus, and respond through movement  experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group  <b><u>Selecting and applying skills, tactics and compositional ideas</u></b>  Pupils link skills, techniques and ideas accurately and appropriately  Create and perform dances using a range of movement patterns in response to a range of stimuli  use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer  remember, practise and combine longer, more complex dance phrases  <b><u>Games</u></b>  <b><u>Acquiring and developing skills</u></b>  use running, jumping, throwing and catching in isolation and in combination  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  Performance shows precision, control and fluency  Travel with a ball showing changes of speed and directions using either foot or hand.  use a range of techniques when passing, eg high, low, bounced, fast, slow  keep a game going using a range of different ways of throwing  strike a ball with intent and throw it more accurately when bowling and/or fielding  <b><u>Selecting and applying skills, tactics and compositional ideas</u></b>  Pupils link skills, techniques and ideas accurately and appropriately  Effectively play a competitive net/wall game  keep and use rules they are given  try to make things difficult for their opponent by directing the ball to space, at different speeds and heights  judge how far they can run to score points</p>	<p><b><u>Dance</u></b>  <b><u>Acquiring and developing skills</u></b>  perform dances using a range of movement patterns  Consistent performance showing precision, control and fluency  Perform a variety of dance styles with accuracy and consistency  explore, improvise and choose appropriate material to create new motifs in a chosen dance style  respond to a range of stimuli, improvising freely using a range of controlled movements and patterns  <b><u>Selecting and applying skills, tactics and compositional ideas</u></b>  Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition  Extend compositional skills incorporating a wider range of dance styles and forms  compose, develop and adapt motifs to make dance phrases and use these in longer dances  select and use a range of compositional ideas to create motifs that demonstrate their dance idea  <b><u>Games</u></b>  <b><u>Acquiring and developing skills</u></b>  use running, jumping, throwing and catching in isolation and in combination  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  Consistent performance showing precision, control and fluency. Dribble effectively around obstacles  Show precision and accuracy when sending and receiving perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation  play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling</p>

P.E	Year 4	Year 5	Year 6
	<p>Effectively play a competitive net/wall game keep and use rules they are given choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents</p> <p><b><u>Gymnastics</u></b> <b><u>Acquiring and developing skills</u></b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Select and use skills and ideas with co-ordination and control Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> Pupils show that they understand tactics and composition by starting to vary how they respond Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end adapt a sequence to include different levels, speeds or directions work well on their own and contribute to pair sequences</p> <p><b><u>Athletics</u></b> <b><u>Acquiring and developing skills</u></b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> Choose and use throw to reach target, choose which role to play within group situation</p>	<p><b><u>Gymnastics</u></b> <b><u>Acquiring and developing skills</u></b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Performance shows precision, control and fluency Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> Pupils link skills, techniques and ideas accurately and appropriately Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make sequences with changes of speed, level and di-rection, and clarity of shape Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p><b><u>Athletics</u></b> <b><u>Acquiring and developing skills</u></b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> Choose pace for running, plan and carry through an event</p> <p><b><u>Evaluating</u></b> compare their performances with previous ones and demonstrate improvement to achieve their personal best. From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis.</p> <p><b><u>Knowledge and understanding of</u></b> Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.</p>	<p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition Play recognized version of net game showing tactical awareness and knowledge of rules and scoring. they play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal hit the ball with purpose, varying the speed, height and direction and hit the ball from both sides of the body</p> <p><b><u>Gymnastics</u></b> <b><u>Acquiring and developing skills</u></b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Performance shows precision, control and fluency Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> Pupils link skills, techniques and ideas accurately and appropriately Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make sequences with changes of speed, level and direction, and clarity of shape</p>



<p><b>P.E</b></p>	<p style="text-align: center;"><b>Year 4</b></p> <p><b>Evaluating</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best. Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p> <p><b>Knowledge and understanding of</b> Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.</p> <p><b>Swimming</b> <b>Acquiring and developing skills</b> 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. Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back Link the correct arm and leg movement for front and back stroke</p>	<p style="text-align: center;"><b>Year 5</b></p> <p><b>Swimming</b> <b>Acquiring and developing skills</b> 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.  Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back Link the correct arm and leg movement for front and back strokes</p> <p><b>OAA</b> <b>Acquiring and developing skills</b> Take part in outdoor and adventurous activity challenges both individually and within a team Move confidently through familiar and less familiar environments, prepare self Adapt skills and strategies as situation demands.</p>	<p style="text-align: center;"><b>Year 6</b></p> <p>Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p><b>Athletics</b> <b>Acquiring and developing skills</b> Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well Selecting and applying skills, tactics and compositional ideas Choose pace for running, plan and carry through an event</p> <p><b>Evaluating</b> From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis.</p> <p><b>Knowledge and understanding of</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best. Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates.</p> <p><b>OAA</b> <b>Acquiring and developing skills</b> take part in outdoor and adventurous activity challenges both individually and within a team Move confidently through familiar and less familiar environments, prepare self Work confidently in changing environments, adapt quickly. Selecting and applying skills, tactics and compositional ideas Adapt skills and strategies as situation demands. Devise and put into practice a range of solutions and challenges</p>
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R.E	Year 4	Year 5	Year 6
	<p><u>Hinduism-What do religions say about doing good?</u>- Investigate questions of right and wrong in life, thinking about questions and opinions. Investigate and suggest meanings for celebrations, worships and rituals, thinking about similarities and differences. Investigate questions of meaning and purpose in life, speculating about questions and opinions.</p> <p><u>Christianity- God- How do religious communities practise their faith?</u> Investigate and suggest meanings for celebrations, worships and rituals, thinking about similarities and differences. Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system. <u>Sikhism- What is expected of a person following a religion or belief?</u> Recognise that people can have different identities, beliefs and practices and different ways of belonging. Describe and interpret how symbols and actions are used to express beliefs.</p> <p><u>Christianity The Church- Why are some occasions sacred to believers.</u> Investigate and suggest meanings for celebrations, worships and rituals, thinking about similarities and differences. Describe and interpret how symbols and actions are used to express beliefs.</p> <p><u>Christianity Jesus- What are we prepared to sacrifice?</u> Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system. Investigate questions of right and wrong in life, thinking about questions and opinions.</p> <p><u>Buddhism,</u> Investigate and suggest meanings for celebrations, worships and rituals, thinking about similarities and differences. Describe and interpret how symbols and actions are used to express beliefs. Recognise that people can have different identities, beliefs and practices.</p>	<p><u>Judaism Can words have power?</u> Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system. Investigate and suggest meanings for celebrations, worships and rituals, thinking about similarities and differences.. Describe and interpret how symbols and actions are used to express beliefs.</p> <p><u>Christianity What can stories teach us?</u> Investigate the significance and impact of religion and belief in some local, national and global communities. Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system. Describe and discuss some key aspects of religions and beliefs.</p> <p><u>Hinduism- What can sacred stories teach us?</u> Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system. Describe and discuss some key aspects of religions and beliefs.</p> <p><u>Christianity-Jesus- What do religious texts and teachings say about God and human life?</u> Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system. Describe and begin to understand religious and other responses to ultimate and ethical questions. Reflect on ideas of right and wrong and their own and others' responses to them.</p> <p><u>Islam- Should religious teachings affect our laws today?</u> Investigate the significance and impact of religion and belief in some local, national and global communities. Describe and begin to understand religious and other responses to ultimate and ethical questions. Reflect on ideas of right and wrong and their own and others' responses to them.</p> <p><u>Christianity- The Church- What guidance to follow?</u> Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system.</p>	<p><u>Islam-What beauty and ugliness do we encounter?</u> Describe and discuss some aspects of religions and beliefs. Describe and begin to understand religious and other responses to ultimate and ethical questions. Reflect on ideas of right and wrong and their own and others' responses to them.</p> <p><u>Christianity- God- What is worth celebrating?</u> Investigate the significance and impact of religion and belief in some local, national and global communities. Consider the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them.</p> <p><u>Judaism- How do religions make the signposts and the turning points on the journey through life?</u> Describe and discuss key aspects of religions and beliefs. Reflect on ideas of right and wrong and their own and others' responses to them. Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to religion or belief is shown in a variety of ways.</p> <p><u>Christianity- The Church- What do we commit ourselves to on our journey?</u> Consider the meaning of a range of forms of religious expression, identifying why they are important and noting links between them. Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to religion or belief is shown in a variety of ways.</p> <p><u>Buddhism-Can people change?</u> Describe and discuss some aspects of religions and beliefs. Describe and begin to understand religious and other responses to ultimate and ethical questions.</p>

DT	Year 4	Year 5	Year 6
	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Fabulous Food</b></p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes</p> <p><b>Gears- Heysham High</b></p> <p>Communicate design idea in different ways as these develop, and consider the purpose for which the product is intended.</p> <p><b><u>Make</u></b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Consider the implications of familiar designs and products for the environment and different communities</p> <p><b><u>Technical Knowledge</u></b></p> <p>Understand and use electrical systems in their products</p>	<p><b>World War 2</b></p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed NC prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques NC</p> <p><b>Pulleys -Heysham High</b></p> <p><b><u>Design</u></b></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design NC</p> <p>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 NC</p>

Computing	Year 4	Year 5	Year 6
	<p>Capture, record and analyse data using sensors in order to support observations and investigations</p> <p>Use key words to search for and select appropriate information from the internet and other digital sources</p> <p>Explore alternative approaches to develop and refine communication</p> <p>Use features of layout, presentation and organisation in print and on screen</p> <p>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 NC</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. NC</p>	<p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>Use search technologies effectively</li> <li>Use technology safely, respectfully and responsibly</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs</li> </ul> <p><b>Website designers</b></p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software</li> </ul> <p><b>Cars</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs</li> <li>Use logical reasoning to explain algorithms</li> <li>Use sequence, selection and repetition in programs</li> </ul>	<p><u>Investigation- Scratch</u> To use ICT to explore and develop simple models by changing variables and simple formulae. To use ICT to create and refine sequences of instructions to explore problems and make controllable systems.</p> <p><u>Multimedia Presentation-</u> Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes.</p> <p>Select, use and combine a variety of software on a range of digital devices to accomplish given goals to enhance outcomes.</p> <p>Use a variety of ICT tools to create, refine and present in a variety of digital and printed formats using appropriate forms and conventions.</p> <p><u>Esafety-</u> Identify a range of ways to report concerns and inappropriate behaviour. Use ICT safely, respectfully and responsibly, managing risk and showing awareness of others.NC</p> <p><u>Accuracy of online information-</u> Verify the accuracy and reliability of the information found online, detect bias and distinguish evidence from opinion . Use search technologies effectively.</p> <p><b>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 NC</b></p>

PSHE / Values Ed	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</li> <li>• Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, liver, brain and know how food, water and air get into the body and blood through the body’s systems – digestive, respiratory, circulatory and nervous.</li> <li>• Understand that medicines are drugs, and safety issues for medicine use.</li> <li>• Understand some of the key risks and effects of smoking and drinking alcohol.</li> <li>• Understand that everyone is unique and feel a sense of worth.</li> <li>• Recognise that there are times when we will make the same choices as our friends and times when we will choose differently.</li> <li>• Understand the need to manage conflict or differences and know ways of doing this, through negotiation and compromise.</li> <li>• Understand that increasing numbers of young people are choosing not to smoke or drink alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise basic emotional needs, understand that they change according to circumstance.</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours and rehearse assertiveness skills.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>• Understand some of the complexities of categorising drugs.</li> </ul> <p>Know the basic functions of the four systems covered and know they are inter-related.</p> <ul style="list-style-type: none"> <li>• Explain the function of at least one organ.</li> <li>• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Know that all medicines are drugs but not all drugs are medicines.</li> <li>• Understand ways in which medicine can be helpful or harmful and used safely or unsafely.</li> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify risk factors in a given situation (involving alcohol) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Understand the law in relation to illegal drugs and that all drugs (legal or illegal) can cause harm.</li> <li>• Understand the actual norms around alcohol and the reasons for common misperceptions of these.</li> <li>• Recognise / empathise with patterns of behaviour in peer-group dynamics. Identify popular recreational activities that most young people enjoy OR identify aspirational goals and actions.</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance.</li> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Explain the function of at least one organ.</li> <li>• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Know that all medicines are drugs but not all drugs are medicines.</li> <li>• Understand ways in which medicine can be helpful or harmful and used safely or unsafely.</li> <li>• Understand some of the complexities</li> </ul>

Languages	Year 4	Year 5	Year 6
	<p><u>Spanish Greetings</u>. Understand simple conventions of different languages. SL Identify and respond to key sounds, rhymes and rhythm in the new language. NC</p> <p><u>Asking someone how they are feeling</u>. Begin to assign meaning to words and sounds that are unfamiliar. Recognise and respond to familiar words, word categories and short sentences that they hear. Engage in conversations and ask and answer questions. NC</p> <p><u>Spanish colours/ Months of year/Days of week</u> Recognise and understand familiar words, phrases and simple sentences. Recognise and respond to familiar words.NC</p> <p><u>Asking someone their age/birthday</u>. Recognise and respond to familiar words, word categories and short sentences that they hear. Engage in conversations and ask and answer questions. Recognise and understand familiar words, phrases and simple sentences. NC</p> <p><u>Brothers and sisters</u> Recognise and respond to familiar words, word categories and short sentences that they hear. Select and use familiar words and phrases to convey meaning in written text. NC</p> <p><u>Spanish alphabet</u> Identify and respond to key sounds, rhymes and rhythm in the new language. Experiment with and practice making the sounds of the new language. NC</p>	<p><u>Time</u></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding (N.C.)</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (N.C.)</li> </ul> <p><u>Animals and their habitats</u></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding (N.C.)</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* (N.C.)</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures (N.C.)</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly (N.C.)</li> <li>describe people, places, things and actions orally* and in writing (N.C.)</li> </ul> <p><u>My Body</u></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (N.C.)</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures (N.C.)</li> <li>read carefully and show understanding of words, phrases and simple writing (N.C.)</li> <li>appreciate stories, songs, poems and rhymes in the language (N.C.)</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material (N.C.)</li> </ul>	<p><b>Speaking and Listening</b></p> <p>Try to make sense of unfamiliar language that they hear</p> <p>Understand the main points of what people say</p> <p>Engage in conversation, expressing their own opinions and responding to the opinions of others</p> <p>Present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves</p> <p><b>Reading and Writing</b></p> <p>Understand the main points and some of the detail of texts they read</p> <p>Read aloud with expression and accuracy</p> <p>Recognise and apply the links between the sounds and spelling of a language</p> <p>Express ideas in sentences and short texts</p> <p><b>Intercultural Understanding</b></p> <p>Empathise with others and imagine how others may see their own way of life and culture</p> <p>Explore the origins, influences and development of words in different languages</p> <p>Compare attitudes to different languages and reflect on the importance of respect for others</p>

Languages	Year 4	Year 5	Year 6
		<p data-bbox="938 236 1115 260"><u>Presenting myself</u></p> <ul data-bbox="938 268 1532 703" style="list-style-type: none"> <li data-bbox="938 268 1447 323">• listen attentively to spoken language and show understanding by joining in and responding (N.C.)</li> <li data-bbox="938 344 1491 432">• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* (N.C.)</li> <li data-bbox="938 453 1532 509">• speak in sentences, using familiar vocabulary, phrases and basic language structures (N.C.)</li> <li data-bbox="938 529 1451 585">• present ideas and information orally to a range of audiences (N.C.)</li> <li data-bbox="938 606 1525 662">• read carefully and show understanding of words, phrases and simple writing (N.C.)</li> <li data-bbox="938 683 1379 703">• describe people orally and in writing (N.C.)</li> </ul> <p data-bbox="938 740 1272 764"><u>My family and what they look like</u></p> <ul data-bbox="938 772 1532 1078" style="list-style-type: none"> <li data-bbox="938 772 1447 828">• listen attentively to spoken language and show understanding by joining in and responding (N.C.)</li> <li data-bbox="938 849 1532 904">• speak in sentences, using familiar vocabulary, phrases and basic language structures (N.C.)</li> <li data-bbox="938 925 1525 981">• read carefully and show understanding of words, phrases and simple writing (N.C.)</li> <li data-bbox="938 1002 1509 1078">• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material N.C</li> </ul>	