Sandylands

where learning is for life

Year 4, 5 and 6 Procedural knowledge & Progression document 2021-22

Sandylands Community Primary school

	Year 4	Year 5	Year 6
Science	**State of Matter** Spring 2 • compare and group materials together, according to whether they are solids, liquids or gases **NC** • 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) **NC** • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **NC** **Living Things and their habitat** Summer 1 • recognise that living things can be grouped in a variety of ways **NC** • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment **NC** • recognise that environments can change and that this can sometimes pose dangers to living things **NC** **Animals including humans** Autumn 1 • describe the simple functions of the basic parts of the digestive system in humans **NC** • identify the different types of teeth in humans and their simple functions **NC** • construct and interpret a variety of food chains, identifying producers, predators and prey **NC** **Sound** Spring 1 • identify how sounds are made, associating some of them with something vibrating **NC** • recognise that vibrations from sounds travel through a medium to the ear **NC** • find patterns between the pitch of a sound and features of the object that produced it **NC** • find patterns between the volume of a sound and the strength of the vibrations that produced it **NC** • recognise that sounds get fainter as the distance from the sound source increases **NC**	**Earth and Space** Autumn 1 • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system (NC) • Describe the movement of the Moon relative to the Earth (NC) • Describe the Sun, Earth and Moon as approximately spherical bodies (NC) • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. (NC) **Living things and their habitats** Summer 1 • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (NC) • Describe the life process of reproduction in some plants and animals.(NC) **Forces** Autumn 2 • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (NC) • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (NC) • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (NC) **Properties and changes of materials** Spring 2 • 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) • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (NC) • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (NC) • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (NC) • Demonstrate that dissolving, mixing and changes of state are reversible changes (NC) • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including (NC)	**Animals including Humans** Spring 1 • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood **NC** • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function NC • describe the ways in which nutrients and water are transported within animals, including humans.NC **24hrs in Evolution** **Evolution and inheritance** Summer 2 • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago NC • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents NC • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.NC **Light** Autumn 2 • recognise that light appears to travel in straight lines NC • 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 NC • 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 NC • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.NC **Electricity** Autumn 1 • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit NC • 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 • use recognised symbols when representing a simple circuit in a diagram.NC

Science	Year 4	Year 5	Year 6
	Electricity Autumn 2 • 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 **NC** • 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 **NC** • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit **NC** • recognise some common conductors and insulators, and associate metals with being good conductors. **NC**	**Animals including Humans** Summer 2 Describe the changes as humans develop to old age.(NC)	**Living things and their habitats** Spring 2 • 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

	Year 4	Year 5	Year 6

History	**The Roman Empire** Spring 1
	
	A study of an aspect of history or a site dating from a period beyond 1066 NC
	• *Use and evaluate sources of information including ICT to find out about events, people and changes SL*
	
	• *Identify different ways in which the past is represented and interpreted SL*
	The Roman Empire NC – Global/ Understanding changes Spring 2
	   • Successful invasion by Claudius and conquest, including Hadrian's wall NC
	   • British resistance – Boudica NC
	
	Romans Local History study Spring 2
	
	• Identify different ways in which the past is represented and interpreted using digital media SL
	
	• Use and evaluate sources of information including ICT to find out about events, people and changes SL
	
	• *Ask and answer a variety of historical questions SL*
	
	Ancient Egypt – Global Autumn 1
	   • The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared depth study NC
	
	Mayans – Global (non-European society) – **Summer 1**
		Greek Mythology & Ancient Greece- Global Autumn 1
		
		   • *Describe characteristic features of past societies and periods – looking at similarities and differences SL*
		   • *Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade SL*
		Anglo-Saxons Global/ Understanding changes Spring 2
		   • Place events, people and changes into correct periods of time SL
		   • *Identify and describe reasons for and results of historical events, situations and changes SL*
		   • *Recognise that the past can be represented in different ways SL*
		   • *Begin to select, combine and organise information from different sources SL*
		   • Anglo-Saxon laws and justice NC
		   • Anglo-Saxon invasions, settlements and kingdoms NC
		   • Anglo-Saxon art and culture MC
		
		David Hockney – National Spring 1 (linked to Art)
		   • The lives of significant individuals
			WORLD WAR 2 – Global Autumn 1
			
			   • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 NC
			
			   • A significant turning point in British history – Battle of Britain NC
			
			Vikings and Beowulf - Global/ Local Spring 1
			
			   • Viking raids, invasions and resistance NC
			
			   • *Identify and describe the effects of economic, technological and scientific developments on the UK and the wider world over time (connections/contrasts/trends)*
			
			   • *Use, evaluate and link primary and secondary sources and work out how conclusions were arrived at*
			
			   • *Record information relevant to the focus of the enquiry (organising information)*
			
			Benin – contrasting civilization Summer 2
			
			   • a non-European society that provides contrasts with British history –a study of Benin (West Africa) c. AD 900-1300.

Geography	Year 4	Year 5	Year 6
	The Lune Local (Rivers) Summer 1 **Locational Knowledge** – name and locate different rivers within the UK **Geographical skills and fieldwork** – use fieldwork to observe physical features **Human and physical geography** – understand key aspects of rivers and the water cycle **The Americas Autumn 2** **Locational Knowledge** – locate the world's countries (North and South America) and identify their position (latitude and longitude/ Equator etc..) **Place Knowledge** – understand the similarities and differences through the study of human and physical geography within North and South America **Geographical skills and fieldwork** – use maps atlas and globes and computer mapping. 4& 6 figure grid references **Human and physical geography** – understand key aspects of physical geography including climate zones. **The Arctic Spring 2** **Locational Knowledge** – identify the position and significance of the Arctic and Antarctic circle. Locate the world's countries using a map **Geographical skills and fieldwork** – use maps atlases and globes and digital mapping to locate countries and describe features **Human and physical geography** – describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts	**Biomes and Vegetation Summer 1** **Locational Knowledge** - locate the world's countries using maps **Place Knowledge** - Understand geographical similarities and difference through the study of human and physical geography of a region **Geographical skills and fieldwork** – use maps, atlases and globes and digital computer mapping to locate countries **Human and physical geography** – physical geog – biomes and vegetation belts. Human geog – land use and distribution of natural resources **Volcanoes – An Iceland study Spring 1** **Locational Knowledge** – locate world's countries / identify the position and significance of latitude, longitude etc.. **Place Knowledge** -understand geographical similarities and differences through the study of human and physical geography **Geographical skills and fieldwork** – use maps, atlases and globes and digital mapping to locate countries **Human and physical geography** – physical geography – mountains, volcanoes **A Rubbish footprint Summer 2** **Locational Knowledge** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over **Place Knowledge** describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate places and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**City, Coast and Culture (Mini) Local/ National** **Locational Knowledge** – name and locate counties in the UK, geographical regions and identify their human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) **Place Knowledge** – understand geographical similarities and differences through the study of human and physical geography of a region **Geographical skills and fieldwork** – use fieldwork to observe, measure and record human and physical features in a local area using a range of methods, including sketch maps, plans and graphs **Human and physical geography** – human geography including types of settlements and land use **Migration Summer 1** **Locational Knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Human and Physical geography** – human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Study of the Amazon - deforestation** *Locational Knowledge* – locate the world's countries using maps to focus on south America Identify the position and significance of Equator/ time zones etc.. *Place Knowledge* Understand geographical similarities and difference through the study of human and physical geography of a region within South America *Geographical skills and fieldwork* – use maps, atlases, globes and digital/ computer mapping to locate countries *Human and physical geography* – *Physical geog* – climate zones, biomes and vegetation belts. *Human geog* – land use and economic activity including distribution of natural resources

Year 4	Year 5	Year 6
Art		

Year 4

Impressionism – sketching Spring 2
Drawing
- Make informed choices in drawing including use of paper and media to create sketches linked to war scenes
- Alter and refine drawings and describe changes using art vocabulary- using a variety if pencils to suggest impact
- Collect images and information independently in a sketchbook using ICT
- Use research to inspire drawings from memory and imagination linked.

Impressionism Seascapes – Spring 1
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

Modelling and Sculpting Autumn 1 – Egyptian masks
- Show an understanding of shape, space and form. Plan, design, make and Egyptian masks. Talk about and evaluate their work, understanding that it has been sculpted, modelled or constructed.

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

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 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 – Spring 1

- **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]

Drawing – Spring 2 – Landscapes (Local focus)
Summer 1 – Movement (Degas)
- Make informed choices in drawing including use of paper and media to create sketches linked to war scenes
- Alter and refine drawings and describe changes using art vocabulary- using a variety if pencils to suggest impact
- Collect images and information independently in a sketchbook using ICT
- Use research to inspire drawings from memory and imagination linked.

Local sculptor – local Morecambe Bay inspired sculptures using clay and modelling plaster – **Spring 2**

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

Year 6

Still life – Cubism Autumn 1
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 – Botanical – Nature Ruskin Summer 1
- 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).

Textiles/Collage – Felt baskets Spring 1
 Show awareness of the potential of the uses of materials. Use different techniques, colours and textures when designing and making pieces of work.

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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Surrealism – Miro Autumn 2   Collage 3D work

To select and use found materials with art media to create collages.

To embellish a collage decoratively using more layers to build complexity.

To create collages, sculptures and automatic drawings inspired by Miro.

3D work

To explore how a stimulus can be used as a starting point for 3D work with a focus on form and shape.

To use pliers for cutting and bending wire.

To create 2D images in 3D.

Music	Year 4	Year 5	Year 6
	Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear	Perform by ear	Perform significant parts from memory, with awareness of their own contributions
	Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion	Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect	Perform solo and lead others from notation
	Improvise simple tunes based on the pentatonic scale	Sing songs with increasing control of breathing, posture and sound projection	Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats
	Combine several layers of sound with awareness of the combined effect	Improvise melodic and rhythmic phrases	Analyse and compare musical features and structures
	Listen carefully, recognise and use repeated patterns and increase aural memory	Compose from different starting points by developing ideas within musical structures	Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved
	Perform with control and awareness of audience and different parts that others are playing or singing	Use ICT to change and manipulate sounds	Use a variety of notation
	Compose and perform simple melodies and accompaniments recognising different musical elements and how they can be used together to compose music	Suggest improvements to their own and others' work	Listen carefully, developing and demonstrating musical understanding and increasing aural memory
	Recall, plan and explore sounds using symbols and ICT	Identify the relationship between sounds and how music reflects different intentions	Use notation and ICT to support creative work
		Listen carefully, developing and demonstrating musical understanding and increasing aural memory	Compose their own instrumental and vocal music and perform their own and others' compositions in a way that reflects their meaning and intentions
		Use notation and ICT to support creative work	Describe and compare different kinds of music using appropriate musical vocabulary
		Compose their own instrumental and vocal music and perform their own and others' compositions in a way that reflects their meaning and intentions	
		Describe and compare different kinds of music using appropriate musical vocabulary	

P.E	Year 4	Year 5	Year 6
	Dance **Acquiring and developing skills** perform dances using a range of movement patterns Select, use and perform with coo-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 **Selecting and applying skills, tactics and compositional ideas** 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. **Games** **Acquiring and developing skills** 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 **Selecting and applying skills, tactics and compositional ideas** Pupils can link tactics and skills together with increased precision	**Dance** **Acquiring and developing skills** 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 **Selecting and applying skills, tactics and compositional ideas** 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 **Games** **Acquiring and developing skills** 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 **Selecting and applying skills, tactics and compositional ideas** 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	**Dance** **Acquiring and developing skills** 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 **Selecting and applying skills, tactics and compositional ideas** 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 **Games** **Acquiring and developing skills** 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.E	Year 4	Year 5	Year 6
	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 **Gymnastics** **Acquiring and developing skills** 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 **Selecting and applying skills, tactics and compositional ideas** 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 **Athletics** **Acquiring and developing skills** 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 **Selecting and applying skills, tactics and compositional ideas** Choose and use throw to reach target, choose which role to play within group situation	**Gymnastics Acquiring and developing skills** 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. **Selecting and applying skills, tactics and compositional ideas** 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 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 **Athletics** **Acquiring and developing skills** 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 **Selecting and applying skills, tactics and compositional ideas** Choose pace for running, plan and carry through an event **Evaluating** 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. **Knowledge and understanding of** 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.	**Selecting and applying skills, tactics and compositional ideas** 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 **Gymnastics** **Acquiring and developing skills** 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. **Selecting and applying skills, tactics and compositional ideas** 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 Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing

		Year 4	Year 5	Year 6
P.E		**Evaluating** 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. **Knowledge and understanding of** 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. **Swimming** **Acquiring and developing skills** 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	**OAA** **Acquiring and developing skills** 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.	consistency, fluency and clarity of movement **Swimming** **Acquiring and developing skills** 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 **Athletics** **Acquiring and developing skills** 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 **Evaluating** 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. **Knowledge and understanding of** 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. **OAA** **Acquiring and developing skills**

			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
RE	**Year 4**	**Year 5**	**Year 6**
	Hinduism-What do religions say about doing good?- 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. **Christianity- God-** How do religious communities practise their faith? 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. **Sikhism** What is expected of a person following a religion or belief? 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. **Christianity The Church**- Why are some occasions sacred to believers. 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.	**Judaism** Can words have power? 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. **Christianity** What can stories teach us? 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. **Hinduism**- What can sacred stories teach us? 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. **Christianity-Jesus**- What do religious texts and teachings say about God and human life? 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.	Islam-What beauty and ugliness do we encounter? 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. **Christianity**- God- What is worth celebrating? 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. Judaism- How do religions make the signposts and the turning points on the journey through life? 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.

	Year 4	Year 5	Year 6
RE	**Christianity Jesus**- What are we prepared to sacrifice? 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. **Buddhism** 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.	**Islam-** Should religious teachings affect our laws today? 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. **Christianity- The Church**- What guidance to follow? Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system.	**Christianity- The Church**- What do we commit ourselves to on our journey? 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. **Buddhism**-Can people change? Describe and discuss some aspects of religions and beliefs. Describe and begin to understand religious and other responses to ultimate and ethical questions.
DT	Generate, develop and explain clearly ideas for products to meet a range of needs Plan what they have to do, suggesting a sequence of actions Communicate design ideas in different ways Select appropriate tools and techniques Make realistic plans Join and combine materials and components accurately in temporary and permanent ways Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy Identify where evaluation has led to improvements	Take users' views into account Plan what they have to do, including how to use materials, equipment and processes, suggesting alternative methods if first attempts fail Communicate design ideas in different ways as these develop, and consider the purpose for which the product is intended Suggest alternative ways of making their product Explore the qualities of materials and how to use materials and processes Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials accurately Use appropriate finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT Reflect on the progress of their work identifying ways they could improve their products Carry out appropriate tests before making any improvements	Draw on and use various sources of information, including ICT based sources Generate and clarify ideas for products, considering intended purpose Develop, explain and record ideas clearly Plan what they have to do, suggesting a sequence of actions and alternatives if needed Follow safe procedures Communicate design ideas in different ways as these develop, considering use and purpose Select appropriate tools and techniques Suggest alternative ways of making their product, if first attempts fail Refine finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT Check work as it develops and modify Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests

Computing	Year 4	Year 5	Year 6
	Use key words to search for and select appropriate information from the internet and other digital sources	Refine searches using advanced techniques and make choices about the appropriateness of the information found	Refine searches using advanced techniques and make choices about the appropriateness of the information found
	Verify the accuracy and reliability of the information found, distinguishing between fact and opinion	Verify the accuracy and reliability of the information found online, detect bias and distinguish evidence from opinion	Verify the accuracy and reliability of the information found online, detect bias and distinguish evidence from opinion
	Use ICT to collect and structure information, including the use of surveys, so that it can be searched and analysed, including the use of appropriate field headings and data types	Answer questions by using ICT to collect, store, analyse and present information	Answer questions by using ICT to collect, store, analyse and present information
	Capture, record and analyse data using sensors in order to support observations and investigations	Check for errors and omissions in data	Check for errors and omissions in data
	Use ICT to explore a range of number patterns and models including changing values and asking "what if?" questions	Represent data from analysis in appropriate ways, including the use of graphs	Represent data from analysis in appropriate ways, including the use of graphs
	Refine sequences of instructions to control events or make things happen using ICT	Use ICT to develop and explore simple models by changing variables and simple formulae	Use ICT to develop and explore simple models by changing variables and simple formulae
	Use ICT to explore alternative ideas in order to refine and improve outcomes and performances	Use ICT to create and refine sequences of instructions to explore problems and make controllable systems	Use ICT to create and refine sequences of instructions to explore problems and make controllable systems
	Use a variety of ICT tools to create, refine and present work in a variety of ways	Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes	Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes
	Use ICT to exchange ideas and collaborate with others remotely	Select and use ICT to communicate and collaborate with others remotely and in locations beyond school	Select and use ICT to communicate and collaborate with others remotely and in locations beyond school
	Use ICT safely and appreciate the need to keep electronic data secure	Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication	Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication
	Explore alternative approaches to develop and refine communication	Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions	Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions
	Refine sequences of instructions	Use ICT safely, managing risk and respecting other users	Use ICT safely, managing risk and respecting other users
	Explore alternative approaches to develop and refine work	Select and use appropriate ICT tools and techniques to develop and refine ideas	Select and use appropriate ICT tools and techniques to develop and refine ideas
	Use features of layout, presentation and organisation in print and on screen	Plan, create, shape and review work knowing when and how to improve it using ICT	Plan, create, shape and review work knowing when and how to improve it using ICT

PSHE / Values Ed	Year 4	Year 5	Year 6
	• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.	• Recognise basic emotional needs, understand that they change according to circumstance.	• Identify risk factors in a given situation (involving alcohol) and consider outcomes of risk taking in this situation, including emotional risks.
	• 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.	• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.	• Understand the law in relation to illegal drugs and that all drugs (legal or illegal) can cause harm.
	• Understand that medicines are drugs, and safety issues for medicine use.	• Identify characteristics of passive, aggressive and assertive behaviours and rehearse assertiveness skills.	• Understand the actual norms around alcohol and the reasons for common misperceptions of these.
	• Understand some of the key risks and effects of smoking and drinking alcohol.	• Understand the actual norms around smoking and the reasons for common misperceptions of these.	• 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.
	• Understand that everyone is unique and feel a sense of worth.	• Understand some of the complexities of categorising drugs.	
	• Recognise that there are times when we will make the same choices as our friends and times when we will choose differently.	Know the basic functions of the four systems covered and know they are inter-related.	• Recognise basic emotional needs and understand that they change according to circumstance.
	• Understand the need to manage conflict or differences and know ways of doing this, through negotiation and compromise.	• Explain the function of at least one organ.	• Know the basic functions of the four systems covered and know they are inter-related.
	• Understand that increasing numbers of young people are choosing not to smoke or drink alcohol.	• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	• Explain the function of at least one organ.
		• Know that all medicines are drugs but not all drugs are medicines.	• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
		• Understand ways in which medicine can be helpful or harmful and used safely or unsafely.	• Know that all medicines are drugs but not all drugs are medicines.
		• Know two harmful effects each of smoking/drinking alcohol.	• Understand ways in which medicine can be helpful or harmful and used safely or unsafely.
			• Understand some of the complexities

Languages	Year 4	Year 5	Year 6
	Procedural knowledge **Listening** - Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. **Speaking** - Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. **Reading** - Read aloud short pieces of text applying knowledge learnt from '	**Procedural knowledge** **Listening** - Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. **Speaking** - Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. **Reading** - Understand longer passages in the foreign language and start to	**Procedural knowledge** **Listening** - Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. **Speaking** - Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics,

Languages	Year 4	Year 5	Year 6
	Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. **Writing** - Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3' **Writing** - Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.	responding with opinions and justifications where appropriate. **Reading** – Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries **Writing** - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives

Languages	**Les Fruit Autumn 1**
	•How to name and recognise up to 10 fruits in French.
	•How to spell some of these fruits.
	•How to ask somebody in French if they like a particular fruit.
	•How to say what fruits they like and dislike.
	
	Les Legumes Autumn 2
	•The names and recognise up to 10 vegetables in French.
	•How to spell some of these nouns (including the correct article).
	•Simple vocabulary to facilitate a role play about buying vegetables from a market stall.
	•How to say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.
	
	L'ancienne histoire de la Grande Bretagne – Ancient Britain Spring 1
	  Can I use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite)? Can I name in French, the six key periods of ancient Britain, introduced in chronological order. Can I say in French three of the types of people who lived in ancient Britain? Can I tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain? Can I name the three types of dwellings people lived in during the stone age, bronze age and iron age?
	
	Je me présente Spring 2
	    • How to count to 20 in French.
	    • How to say their name and age in French.
	    • How to say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.
	    • How to explain where they live in French.
	    • How to say if they are French or English, introducing concept of gender and agreement.
	
	En Classe Summer 1
	•Recognise and repeat from memory simple classroom objects and use the correct gender.
	•Say what they have and do not have in their pencil case.
	•Recognise and respond to simple classroom commands and praise.
	
	Habitats Summer 2
	•Tell somebody in French the key elements animals and plants need to survive in their habitat.
	•Explain in French examples of the most common habitats for
		_ **Les Legumes Autumn 1 (Catch up)**
		•The names and recognise up to 10 vegetables in French.
		•How to spell some of these nouns (including the correct article).
		•Simple vocabulary to facilitate a role play about buying vegetables from a market stall.
		•How to say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.
		
		Je me présente Autumn 2 (Catch up)
		•How to count to 20 in French.
		•How to say their name and age in French.
		•How to say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.
		•How to explain where they live in French.
		•How to say if they are French or English, introducing concept of gender and agreement.
		
		La famille Spring 1
		•Tell somebody the members, names and various ages of either their own or a fictional family in French.
		•Continue to count in French, with the option of reaching 100, enabling students to say the age ofvarious family members.
		•Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.
		•Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).
		
		Les Romains Spring 2
		•Tell somebody in French the key facts and key people involved in the history of the Roman Empire.
		•Say the days of the week in French and learn how these are related to the Roman gods and goddesses.
		 • Be Introduced to the concept of the negative form in French.
		Les Vêtements Summer 1
		•Repeat and recognise the vocabulary for a variety of clothes in French.
		•Use the appropriate genders and articles for these clothes.
		•Use the verb PORTER in French with increasing confidence.
		•Say what they wear in different weather/situations.
		•Describe clothes in terms of their colour and apply adjectival agreement.
			Je me présente Autumn 1 (Catch up)
			How to count to 20 in French.
			How to say their name and age in French.
			How to say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.
			How to explain where they live in French.
			How to say if they are French or English, introducing concept of gender and agreement.
			
			As-tu un animal? Autumn 2 (Catch up)
			•Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
			•Tell somebody in French if they have or do not have a pet.
			•Ask somebody else in French if they have a pet.
			•Tell somebody in French the name of their pet.
			•Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")
			
			Quel Temps Fait-il? Spring 1
			
			Repeat and recognise the vocabulary for weather in French.
			Ask what the weather is like today.
			Say what the weather is like today.
			Create a French weather map.
			Describe the weather in different regions of France using a weather map with symbols.
			Chez moi (My home) Summer 1
			Say whether they live in a house or an apartment and say where it is.
			Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.
			Tell somebody in French what rooms they have or do not have in their home.

| | plants and animals and give a named example of these habitats.
•Tell somebody in French which animals live in these different habitats.
•Explain in French which plants live in these different habitats. | •Use the possessives with increased accuracy
As-tu un animal? Summer 2
•Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
•Tell somebody in French if they have or do not have a pet.
•Ask somebody else in French if they have a pet.
•Tell somebody in French the name of their pet.
•Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but") | Ask somebody else in French what rooms they have or do not have in their home.
Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).
À L'École Summer 2
Repeat and recognise the vocabulary for school subjects.
Say what subjects they like and dislike at school.
Say why they like/ dislike certain school subjects.
Tell the time (on the hour) in French.
Say what time they study certain subjects at school. |