

St Bede
Foundation
Subject
Curriculum

Art Curriculum

Art	
To master techniques in painting	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	<p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>Early Learning Goals</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
1	<p>Use thick brushes</p> <p>Mix primary colours to make secondary.</p> <p>Create colour wheels using primary and secondary colours</p>
2	<p>Use thin brushes.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels using tints and tones</p>
3	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p>
4	<p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>
5	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>
6	<p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>

Art	
To master techniques in collage	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	<p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>Early Learning Goals</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
1	<p>Sort and arrange materials</p> <p>Use a combination of materials that are cut and torn to create a simple collage.</p>
2	<p>Mix materials to create texture.</p>
3	<p>Select and arrange materials for effect.</p> <p>Ensure work is precise.</p>
4	<p>Use coiling, overlapping, tessellation, mosaic and montage.</p>
5	<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p>
6	<p>Use ceramic mosaic materials and techniques.</p>

Art	
To master techniques in sculpture	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	<p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>Early Learning Goals</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
1	Use a combination of shapes and a range of medium to create a simple sculpture.
2	<p>Include lines and texture.</p> <p>Use clay as a material.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>
3	<p>Combine shapes to create recognisable forms</p> <p>Include texture that conveys feelings, expression or movement.</p>
4	<p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p>
5	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern</p>
6	<p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>

Art	
To master techniques in drawing	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	<p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>Early Learning Goals</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
1	<p>Draw lines of different sizes and thickness</p> <p>Colour (own work) neatly following the lines.</p>
2	<p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p>
3	<p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p>
4	<p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p>
5	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>
6	<p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement</p>

Art	
To master techniques in printing	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

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1	<p>Use repeating or overlapping shapes.</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p>
2	<p>Mimic print from the environment (e.g. wallpapers).</p> <p>Press, roll, rub and stamp to make prints.</p>
3	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments</p>
4	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments</p>
5	<p>Build up layers of colours.</p> <p>Create an accurate pattern</p>
6	<p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work</p>

Art	
To master techniques in textiles	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	<p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>Early Learning Goals</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
1	<p>Use weaving to create a pattern.</p> <p>Join materials using glue.</p>
2	<p>Use plaiting</p>
3	<p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p>
4	<p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p>
5	<p>Show precision in stitching techniques.</p>
6	<p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>

Art	
Digital Media	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	<p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>Early Learning Goals</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
1	Use a wide range of tools to create different textures, lines, tones, colours and shapes.
2	Use a wide range of tools to create different textures, lines, tones, colours and shapes.
3	Create images, video and sound recordings and explain why they were created.
4	Create images, video and sound recordings and explain why they were created.
5	Enhance digital media by editing (including sound, video, animation, still images and installations).
6	Enhance digital media by editing (including sound, video, animation, still images and installations).

Art	
To take inspiration from the greats (classic and modern)	
Year group	Objectives
N	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p>
R	<p>Shows increasing control over an object in pushing/patting it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	<p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><i>Early Learning Goals</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
1	<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>
2	<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>
3	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>
4	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>
5	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>
6	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>

Art	
To develop ideas	
Year group	Objectives
N	
R	
1	
2	
3	
4	
5	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book.
6	Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language

Art in the EYFS

Art

The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for Art within the National Curriculum.

The statements for Art are taken from the following areas of learning:

- **Physical Development**
- **Expressive Arts and Design**

Range			
Range 3 (18-24 Months) 1½ - 2 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • When holding crayons, chalks etc, makes connections between their movement and the marks they make
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Notices and becomes interested in the transformative effect of their action on materials and resources
Range 4 (24-36 Months) 2-3 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • May be beginning to show preference for dominant hand and/or leg/foot • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas
Range 5 36-48 Months 3-4 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Creates sounds, movements, drawings to accompany stories • Uses available resources to create props or creates imaginary ones to support play
Range 6 48-60 Months 4-5 Yrs (60 – 71 Months) 5-6 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing/patting it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines

	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth
Early Learning Goals			
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive art and Design –	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Art in Years 1-6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Year 1	Drawing <i>Vincent Van Gogh</i>	Collage <i>Leonid Afremov</i>	Painting <i>Claude Monet</i>	Printing <i>Brice Marden</i>	Sculpture <i>Barbara Hepworth</i>	Textiles <i>Julie Von Dervellen</i>
	Year 2	Drawing <i>Jason Pollock</i>	Collage <i>Vincent Van Gogh</i>	Painting <i>Wassily Kandinsky</i>	Printing <i>Sam Francis</i>	Sculpture <i>Peter Randall-Page</i>	Textiles <i>Alicia Scardetta</i>
	Year 3	Drawing <i>Jim Dine</i>	Collage <i>Jean Michel Basquait</i>	Painting <i>Romerro Britto</i>	Printing <i>Henri Matisse</i>	Sculpture <i>Richard Sweeney</i>	Textiles <i>Jen Southern</i>
	Year 4	Drawing <i>Leonardo Da Vinci</i>	Collage <i>Dimitri Milan</i>	Painting <i>Paul Klee</i>	Printing <i>Stanley William Hayler</i>	Sculpture <i>Henry Moore</i>	Textiles <i>Shelia Hicks</i>
	Year 5	Drawing <i>Adonna Khare</i>	Collage <i>Henri Matisse</i>	Painting <i>Vincent Van Gogh</i>	Printing <i>Andy Warhol</i>	Sculpture <i>Alberto Giometti</i>	Textiles <i>Leonardo Da Vinci</i>
	Year 6	Drawing <i>Pablo Picasso</i>	Collage <i>Frida Kahlo</i>	Painting <i>L.S Lowry</i>	Printing <i>William Morris</i>	Sculpture <i>Henry Moore</i>	Textiles <i>Georgia O'Keefe</i>

Small step progression towards NC objectives:

Year 1	
To master techniques in Painting:	
Use thick brushes	
Mix primary colours to make secondary.	
Create colour wheels using primary and secondary colours	
To master techniques in collage:	
Sort and arrange materials	
Use a combination of materials that are cut and torn to create a simple collage.	
To master techniques in sculpture:	
Use a combination of shapes and a range of medium to create a simple sculpture.	
To master techniques in drawing:	
Draw lines of different sizes and thickness	
Colour (own work) neatly following the lines.	
To master techniques in print:	
Use repeating or overlapping shapes.	
Use objects to create prints (e.g. fruit, vegetables or sponges).	
To master techniques in textiles:	
Use weaving to create a pattern.	
Join materials using glue.	
Digital media:	
Use a wide range of tools to create different textures, lines, tones, colours and shapes.	
To take inspiration from the greats (classic and modern)	
Describe the work of notable artists, artisans and designers.	
Use some of the ideas of artists studied to create pieces.	

Year 2	
To master techniques in Painting:	
Use thin brushes.	
Add white to colours to make tints and black to colours to make tones.	
Create colour wheels using tints and tones	
To master techniques in collage:	
Mix materials to create texture.	
To master techniques in sculpture:	
Include lines and texture.	
Use clay as a material.	
Use techniques such as rolling, cutting, moulding and carving.	
To master techniques in drawing:	
Show pattern and texture by adding dots and lines.	
Show different tones by using coloured pencils.	
To master techniques in print:	
Mimic print from the environment (e.g. wallpapers).	
Press, roll, rub and stamp to make prints.	
To master techniques in textiles:	
Use plaiting	
Digital media:	
Use a wide range of tools to create different textures, lines, tones, colours and shapes.	
To take inspiration from the greats (classic and modern)	
Describe the work of notable artists, artisans and designers.	
Use some of the ideas of artists studied to create pieces.	
Year 3	
To master techniques in painting:	
Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	
Mix colours effectively.	
To master techniques in collage:	
Select and arrange materials for effect.	
Ensure work is precise.	
To master techniques in sculpture:	
Combine shapes to create recognisable forms	
Include texture that conveys feelings, expression or movement.	
To master techniques in drawing:	
Use different hardnesses of pencils to show line, tone and texture.	
Sketch lightly (no need to use a rubber to correct mistakes).	
To master techniques in printing:	
Use layers of two or more colours.	
Replicate patterns observed in natural or built environments	
To master techniques in textiles:	
Shape and stitch materials.	
Use basic cross stitch and back stitch.	
Digital media:	
Create images, video and sound recordings and explain why they were created.	
To take inspiration from the greats (classic and modern)	
Replicate some of the techniques used by notable artists, artisans and designers.	
Create original pieces that are influenced by studies of others.	
Year 4	
To master techniques in painting:	
Use watercolour paint to produce washes for backgrounds then add detail.	
Experiment with creating mood with colour.	
To master techniques in collage:	
Use coiling, overlapping, tessellation, mosaic and montage	
To master techniques in sculpture:	
Use clay and other mouldable materials.	
Add materials to provide interesting detail.	

To master techniques in drawing:	
Use different hardnesses of pencils to show line, tone and texture.	
Sketch lightly (no need to use a rubber to correct mistakes).	
To master techniques in printing:	
Use layers of two or more colours.	
Replicate patterns observed in natural or built environments	
To master techniques in textiles:	
Create weavings.	
Quilt, pad and gather fabric.	
Digital media:	
Create images, video and sound recordings and explain why they were created.	
To take inspiration from the greats (classic and modern)	
Replicate some of the techniques used by notable artists, artisans and designers.	
Create original pieces that are influenced by studies of others.	
Year 5	
To develop ideas	
Develop and imaginatively extend ideas from starting points throughout the curriculum.	
Collect information, sketches and resources and present ideas imaginatively in a sketch book.	
To master techniques in painting:	
Sketch (lightly) before painting to combine line and colour.	
Create a colour palette based upon colours observed in the natural or built world.	
Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	
To master techniques in collage:	
Mix textures (rough and smooth, plain and patterned).	
Combine visual and tactile qualities.	
To master techniques in sculpture:	
Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.	
Use tools to carve and add shapes, texture and pattern	
To master techniques in drawing:	
Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	
Use a choice of techniques to depict movement, perspective, shadows and reflection.	
To master techniques in print:	
Build up layers of colours.	
Create an accurate pattern	
To master techniques in textiles:	
Show precision in stitching techniques.	
Digital media:	
Enhance digital media by editing (including sound, video, animation, still images and installations).	
To take inspiration from the greats (classic and modern)	
Give details (including own sketches) about the style of some notable artists, artisans and designers.	
Year 6	
To develop ideas	
Use the qualities of materials to enhance ideas.	
Spot the potential in unexpected results as work progresses.	
Comment on artworks with a fluent grasp of visual language	
To master techniques in painting:	
Combine colours, tones and tints to enhance the mood of a piece.	
Use brush techniques and the qualities of paint to create texture.	
Develop a personal style of painting, drawing upon ideas from other artists	
To master techniques in collage:	
Use ceramic mosaic materials and techniques.	
To master techniques in sculpture:	
Combine visual and tactile qualities.	
Use frameworks (such as wire or moulds) to provide stability and form.	
To master techniques in drawing:	
Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	
Use lines to represent movement	

To master techniques in printing:	
Create an accurate pattern, showing fine detail.	
Use a range of visual elements to reflect the purpose of the work	
To master techniques in textiles:	
Choose from a range of stitching techniques.	
Combine previously learned techniques to create pieces.	
Digital media:	
Enhance digital media by editing (including sound, video, animation, still images and installations).	
To take inspiration from the greats (classic and modern)	
Give details (including own sketches) about the style of some notable artists, artisans and designers.	
Show how the work of those studied was influential in both society and to other artists.	
Create original pieces that show a range of influences and styles.	

End of key stage objectives:

Art	
At the end of Key Stage 1 children can:	
Use a range of materials creatively to design and make products.	
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	
Identify the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
At the end of Key Stage 2 children can:	
Develop techniques including control and their use of materials	
Identify different types of art, craft and design	
Create sketch books to record their observations and use them to review and revisit ideas	
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
Identify great artists, architects and designers in history.	

DT Curriculum

DT in the EYFS

DT

The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for DT within the National Curriculum.

The statements for DT are taken from the following areas of learning:

- **Physical Development**
- **Expressive Arts and Design**

Range			
Range 3 (18-24 Months) 1½ - 2 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • When holding crayons, chalks etc, makes connections between their movement and the marks they make
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Notices and becomes interested in the transformative effect of their action on materials and resources Pretends that one object represents another, especially when objects have characteristics in common
Range 4 (24-36 Months) 2-3 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • May be beginning to show preference for dominant hand and/or leg/foot • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
Range 5 (36-48 Months) 3-4 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Uses available resources to create props or creates imaginary ones to support play

Range 6 48-60 Months 4-5 Yrs 351 (60 – 71 Months) 5-6 Yrs	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing/patting it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], • that peg looks like a mouth
Early Learning Goals			
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive art and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

DT in Years 1-6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DT	Year 1	Textiles	Mechanics	Food	Construction	Materials	Electronics
	Year 2	Materials	Food	Construction	Textiles	Electronics	Mechanics
	Year 3	Textiles	Mechanics	Construction	Food	Materials	Electronics
	Year 4	Construction	Electronics	Textiles	Mechanics	Food	Materials
	Year 5	Materials	Construction	Textiles	Food	Electronics	Mechanics
	Year 6	Materials	Food	Textiles	Mechanics	Construction	Electronics

Small step progression towards NC objectives:

Year 1	
To master techniques in materials:	
Cut materials safely using tools that are provided.	
Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	
To master techniques in food technology:	
Cut, peel or grate ingredients safely and hygienically.	
Assembly ingredients together to create a dish (such as a salad or sandwich)	
To master techniques in textiles:	
Shape textiles using a template.	
Colour textiles and decorate by adding materials such as sequins	
To master techniques in construction:	
Explore structures and how to make them stronger (such as outdoors using pallets and crates)	
To master techniques in mechanics:	
Explore winding mechanisms	
Create a product - moving picture	
To master techniques in Electronics	
Investigate battery operated devices and how they work.	
Through all above themes:	
To design, make, evaluate and improve	
Design products that have a clear purpose and an intended user.	
Make products, refining the design as work progresses.	
Use software to design.	
To take inspiration from design throughout history	
Explore objects and designs to identify likes and dislikes of the designs.	
Suggest improvements to existing designs.	
Explore how products have been created.	
Year 2	
To master techniques in materials:	
Measure and mark out materials to the nearest centimetre.	
Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	
To master techniques in food technology:	
Prepare ingredients safely and hygienically.	
Measure or weigh using measuring cups or electronic scales.	
Cook ingredients to create a dish.	
To master techniques in textiles:	
Join textiles using a running stitch.	
Colour and decorate textiles using a number of techniques (such as dyeing, or printing).	

To master techniques in construction:	
Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	
To master techniques in mechanics:	
Explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their product	
Create products using levers and wheels.	
To master techniques in electronics	
Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).	
Through all above themes:	
To design, make, evaluate and improve	
Design products that have a clear purpose and an intended user.	
Make products, refining the design as work progresses.	
Use software to design.	
To take inspiration from design throughout history	
Explore objects and designs to identify likes and dislikes of the designs.	
Suggest improvements to existing designs.	
Explore how products have been created.	
Year 3	
To master techniques in materials:	
Cut materials accurately and safely by selecting appropriate tools.	
Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).	
To master techniques in food technology:	
Prepare ingredients hygienically using appropriate utensils.	
Measure ingredients to the nearest gram accurately.	
Assemble ingredients to create a product such as a juice or smoothie	
To master techniques in textiles:	
Cut and then join textiles using an over stitch.	
Understand the need for a seam allowance.	
To master techniques in construction:	
Choose suitable techniques to construct products.	
Evaluate own and pre-existing products and suggest what could be changed to improve a design,	
To master techniques in mechanics:	
Know about movement of simple mechanisms such as levers and linkages.	
To master techniques in electronics	
Create series shortcuts	
Through all above themes:	
To design, make, evaluate and improve	
Design with purpose by identifying opportunities to design.	
Make products by working efficiently (such as by carefully selecting materials)	
Refine work and techniques as work progresses, continually evaluating the product design.	
Use software to design and represent product designs.	
To take inspiration from design throughout history	
Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs	
Improve upon existing designs, giving reasons for choices.	
Disassemble products to understand how they work.	
Year 4	
To master techniques in materials:	
Measure and mark out to the nearest millimetre.	
Select appropriate joining techniques to create a product.	
To master techniques in food technology:	
Prepare ingredients hygienically using appropriate utensils.	
Follow a recipe.	
Cook ingredients (controlling the temperature of the oven or hob, if cooking)	
To master techniques in textiles:	
Join textiles with back stitching or fastenings	
Select the most appropriate techniques to decorate textiles.	

To master techniques in construction:	
Choose suitable techniques to construct products and to repair items	
Evaluate products and then strengthen materials using suitable techniques.	
To master techniques in mechanics:	
Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	
To master techniques in electronics	
Create parallel circuits	
Through all above themes:	
To design, make, evaluate and improve	
Design with purpose by identifying opportunities to design.	
Make products by working efficiently (such as by carefully selecting materials)	
Refine work and techniques as work progresses, continually evaluating the product design.	
Use software to design and represent product designs.	
To take inspiration from design throughout history	
Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs	
Improve upon existing designs, giving reasons for choices.	
Disassemble products to understand how they work.	
Year 5	
To master techniques in materials:	
Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).	
To master techniques in food technology:	
Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).	
Demonstrate a range of baking and cooking techniques.	
To master techniques in textiles:	
Create objects that employ a seam allowance	
Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).	
To master techniques in construction:	
Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).	
To master techniques in mechanics:	
Convert rotary motion to linear using cams.	
Through all above themes:	
To design, make, evaluate and improve	
Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)	
Make products through stages of prototypes, making continual refinements.	
Ensure products have a high quality finish, using art skills where appropriate.	
Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	
To take inspiration from design throughout history	
Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.	
Create innovative designs that improve upon existing products.	
Evaluate the design of products so as to suggest improvements to the user experience.	
Year 6	
To master techniques in materials:	
Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).	
To master techniques in food technology:	
Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	
Create and refine recipes, including ingredients, methods, cooking times and temperatures.	
To master techniques in textiles:	
Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	
Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).	

To master techniques in construction:	
Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).	
To master techniques in mechanics:	
Use innovative combinations of electronics (or computing) and mechanics in product designs.	
To master techniques in electronics	
Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).	
Through all above themes:	
To design, make, evaluate and improve	
Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)	
Make products through stages of prototypes, making continual refinements.	
Ensure products have a high quality finish, using art skills where appropriate.	
Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	
To take inspiration from design throughout history	
Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.	
Create innovative designs that improve upon existing products.	
Evaluate the design of products so as to suggest improvements to the user experience.	

End of key stage objectives:

DT	
At the end of Key Stage 1 children can:	
Design	
design purposeful, functional, appealing products for themselves and other users based on design criteria	
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	
Make	
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	
Evaluate	
explore and evaluate a range of existing products	
evaluate their ideas and products against design criteria	
Technical Knowledge	
build structures, exploring how they can be made stronger, stiffer and more stable	
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
Cooking and Nutrition	
use the basic principles of a healthy and varied diet to prepare dishes	
understand where food comes from	
At the end of Key Stage 2 children can:	
Design	
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
Make	
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
Evaluate	
investigate and analyse a range of existing products	
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
understand how key events and individuals in design and technology have helped shape the world	
Technical Knowledge	
apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
apply their understanding of computing to program, monitor and control their products.	
Cooking and Nutrition	
understand and apply the principles of a healthy and varied diet	
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

History

Curriculum

History	
To understand chronology	
Year group	Objectives
N	<p>Is interested in photographs of themselves and other familiar people and objects (UTW R3)</p> <p>Has a sense of own immediate family and relations and pets (UTW R4)</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird (UTW R4)</p> <p>Beginning to understand that things might happen now or at another time, in routines (M R3)</p>
R	<p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (M R5)</p> <p>Uses talk to explain what is happening and anticipate what might happen next (M R5)</p> <p>Enjoys joining in with family customs and routines (UTW R5 & R6)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (M R6)</p> <p>Remembers and talks about significant events in their own experience (UTW R5)</p> <p>Recognises and describes special times or events for family or friends (UTW R5)</p> <p>Talks about past and present events in their own life and in the lives of family members (UTW R6)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (M ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW ELG)</p>
1	<p>Sequence 2 events / artefacts.</p> <p>Compare events / artefacts using the words older and newer.</p> <p>Recount episodes of stories and memories about the past.</p> <p>Talk about events that have happened in their own lives.</p> <p>Recognise the distinction between past and present in their own and others' lives.</p>
2	<p>Sequence a few events e.g. photographs / artefacts or pieces of information on a timeline.</p> <p>Label timelines with a given scale.</p> <p>Recount changes that have occurred in their own lives over time.</p> <p>I can describe some features, events, people and themes from the past.</p>
3	<p>Sequence events, artefacts and historical figures on a time line using dates.</p> <p>Understands that a timeline can be divided into BC / BCE and AD / CE</p> <p>Understands the concept of change over time.</p> <p>Use and recall dates to describe key events related to the study unit.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
4	<p>Sequence events artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Divides recent history into present, using 21st century, or specific centuries when talking about the past.</p>
5	<p>Sequence local, national and international events, artefacts and historical figures and historical periods on a time line using dates.</p> <p>Begin to understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p> <p>Describe the main changes within and across historical periods (using terms such as: social, cultural and religious).</p>
6	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>

History	
Communicate using historical terms and language	
Year group	Objectives
N	Is interested in photographs of themselves and other familiar people and objects (UTW R3) Has a sense of own immediate family and relations and pets (UTW R4) Beginning to understand that things might happen now or at another time, in routines (M R3)
R	Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (M R5) Uses talk to explain what is happening and anticipate what might happen next (M R5) Enjoys joining in with family customs and routines (UTW R5 & R6) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (M R6) Remembers and talks about significant events in their own experience (UTW R5) Recognises and describes special times or events for family or friends (UTW R5) Talks about past and present events in their own life and in the lives of family members (UTW R6) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (M ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW ELG)
1	Uses historical vocabulary to describe the passing of time: <ul style="list-style-type: none"> • a long time ago / nowadays • now / then • today / yesterday • new /old • old / young • minute/hour/day/week/month /year Show an understanding of the use of dates. Show an understanding of the concept of civilisation.
2	Uses a wider range of historical vocabulary to describe the passing of time: <ul style="list-style-type: none"> • earlier, later • before / after • past / present • decades Use dates where appropriate. Show an understanding of the concept of nation and a nation’s history. Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace
3	Uses historical vocabulary to describe the passing of time: <ul style="list-style-type: none"> • Dates • During • Ancient / Modern • Around the time of / circa • Centuries • Millennia • Time period – Prehistoric, Dark ages.
4	Uses historical vocabulary to describe the passing of time: <ul style="list-style-type: none"> • Dates • Chronology / chronological • Era • Change • Time period –Ancient Greece, Classical antiquity, Anglo Saxon
5	Uses historical vocabulary to describe the passing of time: <ul style="list-style-type: none"> • Dates • Pre • Post • Epoch • Time period – Vikings, Medieval, Normans, Tudors
6	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • Dates • Change / Continuity • Legacy • Concurrently • Time period – Georgian, Victorian

History	
To investigate and interpret the past	
Year group	Objectives
N	<p>Is interested in photographs of themselves and other familiar people and objects (UTW R3)</p> <p>Has a sense of own immediate family and relations and pets (UTW R4)</p> <p>Beginning to understand that things might happen now or at another time, in routines (M R3)</p>
R	<p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (MR5)</p> <p>Uses talk to explain what is happening and anticipate what might happen next (MR5)</p> <p>Enjoys joining in with family customs and routines (UTW R5 & R6)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (M R6)</p> <p>Remembers and talks about significant events in their own experience (UTW R5)</p> <p>Recognises and describes special times or events for family or friends (UTW R5)</p> <p>Talks about past and present events in their own life and in the lives of family members (UTW R6)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (M ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW ELG)</p>
1	<p>Understand different ways we find out about the past.</p> <p>Use artefacts, pictures and stories, to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <ul style="list-style-type: none"> • Commemorative memorabilia, • Newspaper articles, • Photographs, • Films, • Music, • Books, • Stories <p>Observe or handle evidence to ask questions and find answers to questions about the past. Use Question Matrix</p> <p>Choose and use parts of stories and other sources to show an understanding of ;</p> <ul style="list-style-type: none"> • Similarities / differences between ways of life at different times. • Why people did things, why events happened and what happened as a result. • Different types of people, events, and beliefs within a society. • Who was important e.g. in a simple historical account.
2	<p>Understand different ways we find out about the past.</p> <ul style="list-style-type: none"> • Primary evidence / secondary evidence. <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <ul style="list-style-type: none"> • Commemorative memorabilia, • Newspaper articles, • Photographs, • Films, • Music, • Books, • Stories <p>Observe or handle evidence to ask questions and find answers to questions about the past. Use Question Matrix</p> <p>Choose and use parts of stories and other sources to show an understanding of ;</p> <ul style="list-style-type: none"> • Similarities / differences between ways of life at different times. • Why people did things, why events happened and what happened as a result. • Different types of people, events, and beliefs within a society. • Who was important e.g. in a simple historical account.

3	<p>Regularly address and devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Use evidence to ask questions and find answers to questions about the past. Show an awareness that there are different accounts of a historical event. Understand that different versions of the past may exist, giving some reasons for this.</p>
4	<p>Regularly address and devise historically valid questions. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Construct informed responses by selecting and organising relevant historical information. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>
5	<p>Pursue historically valid enquiries including some they have framed. Use a wide variety of sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p>
6	<p>Pursue historically valid enquiries including some they have framed Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information. Understand that different versions of the past may exist, giving some reasons for this. Use a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.</p>

History	
To build an overview of world history (including characteristic features of periods)	
Year group	Objectives
N	Is interested in photographs of themselves and other familiar people and objects (UTW R3) Has a sense of own immediate family and relations and pets (UTW R4) Beginning to understand that things might happen now or at another time, in routines (M R3)
R	Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (MR5) Uses talk to explain what is happening and anticipate what might happen next (MR5) Enjoys joining in with family customs and routines (UTW R5 & R6) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (M R6) Remembers and talks about significant events in their own experience (UTW R5) Recognises and describes special times or events for family or friends (UTW R5) Talks about past and present events in their own life and in the lives of family members (UTW R6) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (M ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW ELG)
1	Recall some key facts from historical events studied. Describe significant people from the past.
2	Describe historical events studied remembering key facts. Recognise / describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.
3	Identify historically significant people and events in situations. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
4	Recall facts about what happened in the past, important events, people and changes of the period of study. Describe / make links between main events, situations and changes within and across different periods/societies. Identify and give reasons for, results of, historical events, situations, changes. Describe changes that have happened in the locality of the school throughout history. Name some of the time periods in Britain from ancient until medieval times. Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5	Give a broad overview of life in Britain from medieval until the Tudor times. Compare some of the times studied with those of the other areas of interest around the world. Describe and make links between the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
6	Demonstrates a secure depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. Identify continuity and change in the history of the locality of the school. Give a detailed account of life in Britain from dark ages until the modern era Describe and make links between events, situations and changes within and between different periods and societies Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world. Understand and explain/ analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies

History in the EYFS

History

The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for History within the National Curriculum.

The statements for History are taken from the following areas of learning:

• **Understanding the World**

Range		
Range 3 (18-24 Months) 1½ - 2 Yrs	Understanding the World	<ul style="list-style-type: none"> • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these
Range 4 (24-36 Months) 2-3 Yrs	Understanding the World	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets
Range 5 (36-48 Months) 3-4 Yrs	Understanding the World	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors
Range 6 (48-60 Months) 4-5 Yrs (60 – 71 Months) 5-6 Yrs	Understanding the World	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
Early Learning Goals		
ELG	Understanding the World	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

History in Years 1-6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Year 1	Morris Green Past and Present		Space		Tales of the Sea	
	Year 2	Kings, Queens and Castles		The Great Fire of London		Inspirational People	
	Year 3	Stone Age		Ancient Egypt		Ancient Romans	
	Year 4	Ancient Greece		Anglo Saxons and St. Bede		Early Islam	
	Year 5	Vikings		Normans		Tudors	
	Year 6	Tudors Georgians – Industrial Revolution		Victorians		The World Wars	

Small step progression towards NC objectives:

Year 1
To understand chronology
Sequence 2 events / artefacts.
Compare events / artefacts using the words older and newer.
Recount episodes of stories and memories about the past.
Talk about events that have happened in their own lives.
Recognise the distinction between past and present in their own and others' lives.
To communicate using historical terms and language
Uses historical vocabulary to describe the passing of time: <ul style="list-style-type: none"> • a long time ago / nowadays • now / then • today / yesterday • new /old • old / young • minute / hour / day / week / month / year
Show an understanding of the use of dates.
Show an understanding of the concept of civilisation.
To investigate and interpret the past
Understand different ways we find out about the past.
Use artefacts, pictures and stories, to find out about the past.
Identify some of the different ways the past has been represented. <ul style="list-style-type: none"> • Commemorative memorabilia, • Newspaper articles, • Photographs, • Films, • Music, • Books, • Stories
Observe or handle evidence to ask questions and find answers to questions about the past. Use Question Matrix
Choose and use parts of stories and other sources to show an understanding of ;

- Similarities / differences between ways of life at different times.
- Why people did things, why events happened and what happened as a result.
- Different types of people, events, and beliefs within a society.
- Who was important e.g. in a simple historical account.

To build an overview of world history (including characteristic features of periods)

Recall some key facts from historical events studied.

Describe significant people from the past.

Year 2

To understand chronology

Sequence a few events e.g. photographs / artefacts or pieces of information on a timeline.

Label timelines with a given scale.

Recount **changes** that have occurred in their own lives over time.

I can describe some features, events, people and themes from the past.

To communicate using historical terms and language

Uses a wider range of historical vocabulary to describe the passing of time:

- earlier, later
- before / after
- past / present
- decades

Use dates where appropriate.

Show an understanding of the concept of nation and a nation's history.

Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace

To investigate and interpret the past

Understand different ways we find out about the past.

- Primary evidence / secondary evidence.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.

- Commemorative memorabilia,
- Newspaper articles,
- Photographs,
- Films,
- Music,
- Books,
- Stories

Observe or handle evidence to ask questions and find answers to questions about the past. Use Question Matrix

Choose and use parts of stories and other sources to show an understanding of ;

- Similarities / differences between ways of life at different times.
- Why people did things, why events happened and what happened as a result.
- Different types of people, events, and beliefs within a society.
- Who was important e.g. in a simple historical account.

To build an overview of world history (including characteristic features of periods)

Describe historical events studied remembering key facts.

Recognise / describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Year 3

To understand chronology

Sequence events, artefacts and historical figures on a time line using dates.

Understands that a timeline can be divided into BC / BCE and AD / CE

Understands the concept of change over time.

Use and recall dates to describe key events related to the study unit.

Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

To communicate using historical terms and language

Uses historical vocabulary to describe the passing of time:

- Dates
- During
- Ancient / Modern

- Around the time of / circa
- Centuries
- Millennia
- Time period – Prehistoric, Dark ages.

To investigate and interpret the past

Regularly address and devise historically valid questions.

Understand how knowledge of the past is constructed from a range of sources.

Use evidence to ask questions and find answers to questions about the past.

Show an awareness that there are different accounts of a historical event.

Understand that different versions of the past may exist, giving some reasons for this.

To build an overview of world history (including characteristic features of periods)

Identify historically significant people and events in situations.

Compare some of the times studied with those of other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Year 4

To understand chronology

Sequence events artefacts and historical figures on a time line using dates.

Understand the concept of **change** over time, representing this, along with **evidence**, on a time line.

Divides recent history into present, using 21st century, or specific centuries when talking about the past.

To communicate using historical terms and language

Uses historical vocabulary to describe the passing of time:

- Dates
- Chronology / chronological
- Era
- Change
- Time period –Ancient Greece, Classical antiquity, Anglo Saxon

To investigate and interpret the past

Regularly address and devise historically valid questions.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Construct informed responses by selecting and organising relevant historical information.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

To build an overview of world history (including characteristic features of periods)

Recall facts about what happened in the past, important events, people and changes of the period of study.

Describe / make links between main events, situations and changes within and across different periods/societies.

Identify and give reasons for, results of, historical events, situations, changes.

Describe changes that have happened in the locality of the school throughout history.

Name some of the time periods in Britain from ancient until medieval times.

Describe social, cultural, religious and ethnic diversity in Britain & the wider world

Year 5

To understand chronology

Sequence local, national and international events, artefacts and historical figures and historical periods on a time line using dates.

Begin to understand the concepts of continuity and change over time, representing them along with evidence on a timeline.

Describe the main changes within and across historical periods (using terms such as: social, cultural and religious).

To communicate using historical terms and language

Uses historical vocabulary to describe the passing of time:

- Dates
- Pre
- Post
- Epoch
- Time period – Vikings, Medieval, Normans, Tudors

To investigate and interpret the past

Pursue historically valid enquiries including some they have framed.

Use a wide variety of sources of evidence to deduce information about the past.
Select suitable sources of evidence, giving reasons for choices.
Use sources of information to form testable hypotheses about the past.
Seek out and analyse a wide range of evidence in order to justify claims about the past.
Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
Understand that no single source of evidence gives the full answer to questions about the past.
Refine lines of enquiry as appropriate.
To build an overview of world history (including characteristic features of periods)
Give a broad overview of life in Britain from medieval until the Tudor times.
Compare some of the times studied with those of the other areas of interest around the world.
Describe and make links between the social, ethnic, cultural or religious diversity of past society
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Year 6
To understand chronology
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
Identify periods of rapid change in history and contrast them with times of relatively little change.
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Use dates and terms accurately in describing events.
To communicate using historical terms and language
Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • Dates • Change / Continuity • Legacy • Concurrently • Time period – Georgian, Victorian
To investigate and interpret the past
Pursue historically valid enquiries including some they have framed
Understand how knowledge of the past is constructed from a range of sources.
Construct informed responses by selecting and organising relevant historical information.
Understand that different versions of the past may exist, giving some reasons for this.
Use a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.
To build an overview of world history (including characteristic features of periods)
Demonstrates a secure depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.
Identify continuity and change in the history of the locality of the school.
Give a detailed account of life in Britain from dark ages until the modern era
Describe and make links between events, situations and changes within and between different periods and societies
Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.
Understand and explain/ analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies

End of key stage objectives:

History	
By the end of Key Stage 1 children should be taught about:	
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria,	

Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	
significant historical events, people and places in their own locality.	
By the end of Key Stage 2 children should be taught about:	
changes in Britain from the Stone Age to the Iron Age. This could include: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	
the Roman Empire and its impact on Britain. This could include: <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	
Britain’s settlement by Anglo-Saxons and Scots. This could include: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	
a local history study. This could include: <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. This could include: <ul style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain. 	
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
Ancient Greece – a study of Greek life and achievements and their influence on the western world	
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	

Geography Curriculum

Geography in the EYFS

Geography			
<p>The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for Geography within the National Curriculum.</p> <p>The statements for Geography are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Mathematics • Understanding the World 			
Range			
Range 3 (18-24 Months) 1½ - 2 Yrs	Mathematics	Shape	<ul style="list-style-type: none"> • Enjoys using blocks to create their own simple structures and arrangements
		Pattern	<ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines
	Understanding the World	The World	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Remembers where objects belong
Range 4 (24-36 Months) 2-3 Yrs	Mathematics	Shape	<ul style="list-style-type: none"> • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away
		Pattern	<ul style="list-style-type: none"> • Is interested in what happens next using the pattern of everyday routines
	Understanding the World	The World	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
Range 5 (36-48 Months) 3-4 Yrs	Mathematics	Spatial Awareness	<ul style="list-style-type: none"> • Responds to and uses language of position and direction
		Shape	<ul style="list-style-type: none"> • Attempts to create arches and enclosures when building, using trial and improvement to select blocks
	Understanding the World	The World	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment
Range 6 (48-60 Months) 4-5 Yrs (60 – 71 Months) 5-6 Yrs	Mathematics	Spatial Awareness	<ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • May enjoy making simple maps of familiar and imaginative environments, with landmarks
	Understanding the World	The World	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some thing
Early Learning Goals			
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

		<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
	The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

Geography in Years 1-6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Year 1		Home Sweet Home		Planet Earth		Pirates
	Year 2		United Kingdom		Rainforests and Explorers		Beside the Seaside
	Year 3		Mapping It Out/		Travel Agents		Ground Force
	Year 4		Great Railway Journeys		Orienteering in the UK		Contrasting Localities
	Year 5		Amazing America – Road Trips		Raging Rivers		Marvellous Mountains
	Year 6		Fair Trade		I'm a Year 6 Pupil, Get Me Out of Here!		The Environment

Small step progression towards NC objectives:

Geography
By the end of Year 1
To investigate places
Ask and respond to simple closed geographical questions.
Identify the key features and make observations about where things are in school and the local area.
Use picture maps and globes to identify the United Kingdom and its countries and oceans studied.
Use a simple map to move around school and recognise it represents a place.
Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
Name, locate the four countries of the United Kingdom.
Name and locate some places within / around the U.K e.g. Home town,
Name and locate the world's oceans.
To investigate patterns
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Identify land use around the school.
To communicate geographically
Use basic geographical vocabulary to refer to: key physical features , including: coast, sea, ocean, river, seasons and weather.
Use basic geographical vocabulary to refer to: key human features , including: City, town, village, factory, farm, house, shop, port and harbour.
Use and follow directional language (up, down, left, right, forwards, backwards) and locational language (e.g. near and far) to describe the location of features and routes on a map.
Devise a plan perspective by drawing round objects.
Devise a simple map of an imaginary place; and use and construct own symbols in a key.
By the end of Year 2
To investigate places
Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Question Matrix
Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
Follow a route on a map.
Use world maps, infant atlases, large scale OS maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
Recognise a world map as a flattened globe.

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
Use aerial images and plan perspectives to recognise landmarks and basic physical features.
Name, locate and identify features of the four countries and capital cities of the United Kingdom and its surrounding seas.
Name and locate some places within / around the U.K e.g. U.K cities and European countries.
Name and locate the world's continents and oceans.
To investigate patterns
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
To communicate geographically
Use basic geographical vocabulary to refer to: key physical features , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation, seasons and weather.
Use basic geographical vocabulary to refer to: key human features , including: city, town, village, factory, farm, house, office, port, harbour and shop.
Use compass directions (north, south, east and west, clockwise and anticlockwise)
Look down on objects to make a plan view map.
Understand the need for a key.
Devise a simple map; and use agreed symbols in a key. Use simple grid references (A1, B1).
By the end of Year 3
To investigate places
Ask (when encouraged) and answer geographical questions (such as: Describe the landscape, Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?)
Explain own views about locations, giving reasons.
Use large scale OS maps, junior atlases, globes and digital/computer mapping to locate countries and describe features.
Use fieldwork to begin collecting and recording evidence in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
Use a range of resources including: NF books, stories, atlases, pictures / photos and internet to investigate places.
Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos / pictures, temperatures in different locations.
Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
To investigate patterns
Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and describe some of the characteristics of these geographical areas.
Describe geographical similarities and differences between the UK and another small non-European country.
Make simple observations on how land use around the school has changed over time.
To communicate geographically
Describe key aspects of: physical geography , including: volcanoes and earthquakes.
Describe key aspects of: human geography , including: land use.
Use the four points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Create map of a short route with features in correct order.
By the end of Year 4
To investigate places
Ask / initiate and answer geographical questions about physical and human characteristics of a location.
Explain own views about locations, giving reasons supported by evidence.
Use large and medium scale OS maps, atlases, globes and digital/computer mapping and aerial and oblique photographs to locate countries and describe features.
Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
Use a range of resources including: NF books, stories, atlases, pictures / photos, internet, satellite images and aerial photographs to identify the key physical and human features of a location.
Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos / pictures, temperatures in different locations / maps.
Name and locate some of the islands surrounding the U.K.
Name and locate U.K <u>counties</u> and identify their main physical and human characteristics.
Name and locate cities of the U.K and Europe (including Russia) and identify their main physical and human characteristics.

To investigate patterns
Understand the significance of latitude and longitude and the Prime / Greenwich Meridian and time zones (including night and day)
Describe geographical similarities and differences between countries.
Describe how the locality of the school has changed over time with reference to cultural geography.
To communicate geographically
Describe key aspects of: human geography , including: cultural geography.
Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Create map of a route with features in correct order.
By the end of Year 5
To investigate places
Ask and answer geographical questions by collecting and analysing statistics and other information in order to draw clear conclusions about locations (e.g. temperature at various locations – influence on people / everyday life).
Identify and describe how the physical features affect human settlement location.
Use a range of geographical resources; including medium scale land ranger OS maps, to give detailed descriptions and opinions of the characteristic features of a location.
Use index and contents page within atlases.
Use fieldwork to observe and record the human and physical features of an area.
Name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns
Describe geographical similarities and differences between countries in detail with reference to evidence.
Describe how locations around the world have changed from the past to the present.
To communicate geographically
Describe and understand key aspects of: physical geography , including: rivers, mountains and the water cycle.
Describe and understand key aspects of: human geography , including: settlements, land use, population distribution
Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
Create thematic maps of locations identifying patterns (such as: land use, population densities).
By the end of Year 6
To investigate places
Suggest questions for investigating, independently collecting, recording and analysing evidence in order to draw clear conclusions. (e.g. from fieldwork, data on land use, comparing land use / temperature, look at patterns and explain reasons behind it.)
Identify and describe how the physical features affect the human activity within a location.
Confidently use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
To investigate patterns
Name and locate the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas including which countries you might find in/near them.
Understand some of the reasons for geographical similarities and differences between countries.
Describe how locations around the world are changing and explain some of the reasons for change.
Describe geographical diversity across the world.
Describe how some countries and continents are connected by culture and trade.
Describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically
Describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts.
Describe and understand key aspects of: human geography , including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
Use the eight points of a compass, four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
Create thematic maps based on their own data identifying patterns (such as: land use, climate zones, population densities, height of land).

End of key stage objectives:

Geography	
At the end of Key Stage 1 children can:	
<u>Locational knowledge</u>	
name and locate the world's seven continents and five oceans	
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	
<u>Place knowledge</u>	
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
<u>Human and physical geography</u>	
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	
use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
<u>Geographical skills and fieldwork</u>	
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
At the end of Key Stage 2 children can:	
<u>Locational knowledge</u>	
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
<u>Place knowledge</u>	
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	
<u>Human and physical geography</u>	
describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
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	
<u>Geographical skills and fieldwork</u>	
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	
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.	

Science Curriculum

Science	
Working Scientifically	
Year group	Objectives
N	<p>Understands simple sentences (C&L-U-R3)</p> <p>Beginning to ask simple questions (C&L-S-R3)</p> <p>Develops own likes and dislikes in food and drink, willing to try new food textures and tastes (PD-HSC-R3)</p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life (UW-TW-R3)</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking (UW-TW-R3)</p> <p>Identifies action words by following simple instructions (C&L-U-R4)</p> <p>Beginning to understand more complex sentences (C&L-U-R4)</p> <p>Understands who, what, where in simple questions (C&L-U-R4)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad) (C&L-U-R4)</p> <p>Uses a variety of questions (e.g. what, where, who) (C&L-S-R4)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (UW-TW-R4)</p>
R	<p>Beginning to understand why and how questions–(Range 5 C&L)</p> <p>Uses talk to explain what is happening and anticipate what might happen next–(Range 5 S)</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how–(Range 5 S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences–(Range 5 – Speaking)</p> <p>Talks about why things happen and how things work–(Range 5-UTW)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (Range 6 C&L)</p> <p>Links statements and sticks to a main theme or intention (Range 6 C&L)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (Range 6 C&L)</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk (Range 6 PD)</p> <p>Looks closely at similarities, differences, patterns and change in nature (Range 6 UTW)</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things (Range 6 UTW)</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another (Range 6 UTW)</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes (Range 6 UTW)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG UTW)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG UTW)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG UTW)</p>

1	<p>Ask simple questions. Observe closely. Perform simple tests. Identify and classify. Use their observations to suggest answers to questions. Gather data to help in answering questions.</p>
2	<p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>
3	<p>Ask relevant questions. Set up simple practical enquiries including fair tests. Make careful observations and, where appropriate, taking measurements using standard units, using a range of equipment. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences and similarities related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions.</p>
4	<p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>
5	<p>Plan different types of scientific enquiries to answer questions, including variables. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Use test results to make predictions to set up further fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p>
6	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, Classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>

Science	
Plants and Animals, including humans, living things, habitats and evolution/inheritance	
Year group	Objectives
N	<p>Understands simple sentences (C&L-U-R3)</p> <p>Beginning to ask simple questions (C&L-S-R3)</p> <p>Develops own likes and dislikes in food and drink, willing to try new food textures and tastes (PD-HSC-R3)Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life (UW-TW-R3)</p> <p>Identifies action words by following simple instructions (C&L-U-R4)</p> <p>Beginning to understand more complex sentences (C&L-U-R4)</p> <p>Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) (C&L-U-R4)</p> <p>Developing understanding of simple concepts (C&L-U-R4)</p> <p>Uses a variety of questions (e.g. what, where, who) (C&L-S-R4)</p> <p>Notifies detailed features of objects in their environment (UW-TW-R4)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (UW-TW-R4)</p>
R	<p>Builds up vocabulary that reflects the breadth of their experiences (Range 5 C&L)</p> <p>Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other (Range 5 PD)</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play (Range 5 PD)</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play(Range 5 PD)</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies. (Range 5 PD)</p> <p>Can name and identify different parts of the body(Range 5 PD)</p> <p>Can wash and can dry hands effectively and understands why this is important</p> <p>Can name and identify different parts of the body(Range 5 PD)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (Range 5 PD)</p> <p>Talks about why things happen and how things work (Range 5 PD)</p> <p>Developing an understanding of growth, decay and changes over time (Range 5 PD)</p> <p>Shows care and concern for living things and the environment (Range 5 PD)</p> <p>Begin to understand the effect their behaviour can have on the environment (Range 5 PD)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (Range 6 C&L)</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food (Range 6 C&L)</p> <p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures (Range 6 C&L)</p> <p>Looks closely at similarities, differences, patterns and change in nature (Range 6 UTW)</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things (Range 6 UTW)</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another (Range 6 UTW)</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes (Range 6 UTW)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG PD)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG PD)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG UTW)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states ofmatter. (ELG UTW)</p>
1	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>

	<p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
2	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>
3	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
4	<p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
5	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a Bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.</p>
6	<p>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. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>

Science	
Everyday materials	
Year group	Objectives
N	<p>Understands simple sentences (C&L-U-R3)</p> <p>Beginning to ask simple questions (C&L-S-R3)</p> <p>Develops own likes and dislikes in food and drink, willing to try new food textures and tastes (PD-HSC-R3)</p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life (UW-TW-R3)</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking (UW-TW-R3)</p> <p>Beginning to understand more complex sentences (C&L-U-R4)</p> <p>Understands who, what, where in simple questions (C&L-U-R4)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad) (C&L-U-R4)</p> <p>Uses a variety of questions (e.g. what, where, who) (C&L-S-R4)</p> <p>Notices detailed features of objects in their environment (UW-TW-R4)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (UW-TW-R4)</p>
R	<p>Understands use of objects (e.g. Which one do we cut with?)</p> <p>Builds up vocabulary that reflects the breadth of their experiences (Range 5 C&L)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG UTW)</p>
1	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
2	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, Brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
3	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>
4	<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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 (°)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
5	<p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>
6	

Science	
Seasonal Change	
Year group	Objectives
N	<p>Understands simple sentences (C&L-U-R3) Beginning to ask simple questions (C&L-S-R3) Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life (UW-TW-R3) Beginning to understand more complex sentences (C&L-U-R4) Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) (C&L-U-R4) Developing understanding of simple concepts (C&L-U-R4) Uses a variety of questions (e.g. what, where, who) (C&L-S-R4) Notices detailed features of objects in their environment (UW-TW-R4) Can talk about some of the things they have observed such as plants, animals, natural and found objects (UW-TW-R4)</p>
R	<p>Builds up vocabulary that reflects the breadth of their experiences(Range 5 C&L) Looks closely at similarities, differences, patterns and change in nature (Range 6 UTW) Knows about similarities and differences in relation to places, objects, materials and living things (Range 6 UTW) Talks about the features of their own immediate environment and how environments might vary from one another (Range 6 UTW) Makes observations of animals and plants and explains why some things occur, and talks about changes (Range 6 UTW) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG PD) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG UTW) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG UTW)</p>
1	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>
2	
3	
4	
5	
6	

Science	
Forces and magnets	
Year group	Objectives
N	<p>Understands simple sentences (C&L-U-R3)</p> <p>Beginning to ask simple questions (C&L-S-R3)</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking (UW-TW-R3)</p> <p>Identifies action words by following simple instructions (C&L-U-R4)</p> <p>Beginning to understand more complex sentences (C&L-U-R4)</p> <p>Understands who, what, where in simple questions (C&L-U-R4)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad) (C&L-U-R4)</p> <p>Uses a variety of questions (e.g. what, where, who) (C&L-S-R4)</p> <p>Notices detailed features of objects in their environment (UW-TW-R4)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (UW-TW-R4)</p>
R	<p>Understands use of objects (e.g. Which one do we cut with?)</p> <p>Builds up vocabulary that reflects the breadth of their experiences Range 5 C&L)</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk (Range 6 PD)</p>
1	
2	
3	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
4	
5	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
6	

Science	
Light and Sound	
Year group	Objectives
N	
R	
1	
2	
3	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>
4	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>
5	
6	<p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>

Science	
Electricity	
Year group	Objectives
N	
R	
1	
2	
3	
4	<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
5	
6	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>

Science	
Earth and Space	
Year group	Objectives
N	
R	
1	
2	
3	
4	
5	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
6	

Science in the EYFS

Science

The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for Science within the National Curriculum.

The statements for Science are taken from the following areas of learning:

- **Communication and Language**
- **Physical Development**
- **Understanding the World**

Range			
Range 3 (18-24 Months) 1½ - 2 Yrs	Communication and Language	Understanding	<ul style="list-style-type: none"> • Understands simple sentences (e.g. Throw the ball)
		Speaking	<ul style="list-style-type: none"> • Beginning to ask simple questions
	Physical Development	Health and Self-care	<ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning
	Understanding the World	The World	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
Range 4 (24-36 Months) 2-3 Yrs	Communication and Language	Understanding	<ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)
		Speaking	<ul style="list-style-type: none"> • Uses a variety of questions (e.g. what, where, who)
	Physical Development	Health and Self-care	<ul style="list-style-type: none"> • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
	Understanding the World	The World	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects
Range 5 (36-48 Months) 3-4 Yrs	Communication and Language	Understanding	<ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions
		Speaking	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Builds up vocabulary that reflects the breadth of their experiences

	Physical Development	Moving and Handling	<ul style="list-style-type: none"> Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other
		Health and Self-care	<ul style="list-style-type: none"> Can tell adults when hungry, full up or tired or when they want to rest, sleep or play Observes and can describe in words or actions the effects of physical activity on their bodies. Can name and identify different parts of the body Can wash and can dry hands effectively and understands why this is important Willing to try a range of different textures and tastes and expresses a preference Can name and identify different parts of the body
	Understanding the World	The World	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment
Range 6 (48-60 Months) 4-5 Yrs 3-5 Yrs (60 – 71 Months) 5-6 Yrs	Communication and Language	Understanding	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers Understands questions such as who; why; when; where and how
		Speaking	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
		Health and Self-care	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
	Understanding the World	The World	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes
ELG			
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding.
	Physical Development	Managing Self	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World	The Natural World	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants

			<ul style="list-style-type: none">• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Science in Years 1-6

Science	Year 1	Autumn 1 Seasonal Changes	Autumn 2 Plants	Spring 1 Plants	Spring 2 Animals including humans	Summer 1 Everyday Materials	Summer 2 Everyday Materials
	Working Scientifically throughout						
	Year 2	Animals including humans	Living things and their and their habitats	Living things and their and their habitats	Plants and growth, including humans	Materials	Recall and retrieve
	Working Scientifically throughout						
	Year 3	Light	Forces and Magnets	Plants and animals including humans	Plants and animals including humans	Rocks	Recall and retrieve
	Working Scientifically throughout						
	Year 4	Electricity	Sound	Living things and their habitats	States of Matter	Animals including humans	Recall and retrieve
	Working Scientifically throughout						
	Year 5	Materials and their properties	Earth and space	Forces	Animals including humans	Living things and their habitats	Recall and retrieve
	Working Scientifically throughout						
	Year 6	Light	Electricity	Living things and their habitats	Animals and humans	Evolution and inheritance	Recall and retrieve
	Working Scientifically throughout						

Small step progression towards NC objectives:

Working Scientifically	
Year 1 children can:	
Ask simple questions.	
Observe closely.	
Perform simple tests.	
Identify and classify.	
Use their observations to suggest answers to questions.	
Gather data to help in answering questions.	
Year 2 children can:	
Ask simple questions and recognise that they can be answered in different ways.	
Observe closely, using simple equipment.	
Perform tests.	
Identify and classify.	
Use their observations and ideas to suggest answers to questions.	
Gather and record data to help in answering questions.	
Year 3 and Year 4 children can:	
Year 3 children can:	

Ask relevant questions.	
Set up simple practical enquiries including fair tests.	
Make careful observations and, where appropriate, taking measurements using standard units, using a range of equipment.	
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	
Identify differences and similarities related to simple scientific ideas and processes.	
Use straightforward scientific evidence to answer questions.	
Year 4 children can:	
Ask relevant questions and use different types of scientific enquiries to answer them	
Set up simple practical enquiries, comparative and fair tests	
Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	
Gather, record, classify and present data in a variety of ways to help in answering questions	
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	
Identify differences, similarities or changes related to simple scientific ideas and processes.	
Use straightforward scientific evidence to answer questions or to support their findings.	
Year 5 children can:	
Plan different types of scientific enquiries to answer questions, including variables.	
Take measurements, using a range of scientific equipment, with increasing accuracy and precision.	
Use test results to make predictions to set up further fair tests.	
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and Degree of trust in results, in oral and written forms such as displays and other presentations.	
Year 6 children can:	
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
Use test results to make predictions to set up further comparative and fair tests.	
Identify scientific evidence that has been used to support or refute ideas or arguments.	

Plants and Animals, including humans, living things, habitats and evolution/inheritance	
Year 1 children can:	
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	
Identify and describe the basic structure of a variety of common flowering plants, including trees.	
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
Explore and compare the differences between things that are living, dead, and things that have never been alive	
Observe and describe how seeds and bulbs grow into mature plants	
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Year 2 children can:	
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores	
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	
Identify and name a variety of plants and animals in their habitats, including micro-habitats	

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
Notice that animals, including humans, have offspring which grow into adults	
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	
Year 3 children can:	
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	
Investigate the way in which water is transported within plants	
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
Year 4 children can:	
Recognise that living things can be grouped in a variety of ways	
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	
Recognise that environments can change and that this can sometimes pose dangers to living things.	
Describe the simple functions of the basic parts of the digestive system in humans	
Identify the different types of teeth in humans and their simple functions	
Construct and interpret a variety of food chains, identifying producers, predators and prey.	
Year 5 children can:	
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	
Describe the life process of reproduction in some plants and animals.	
Describe the changes as humans develop to old age.	
Year 6 children can:	
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.	
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	
Describe the ways in which nutrients and water are transported within animals, including humans.	
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	

Everyday materials and their uses, including rocks and states of matter	
Year 1 children can:	
Distinguish between an object and the material from which it is made	
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	
Describe the simple physical properties of a variety of everyday materials	
Compare and group together a variety of everyday materials on the basis of their simple physical properties.	
Year 2 children can:	
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, Brick, rock, paper and cardboard for particular uses	
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
Year 3 children can:	
Compare and group together different kinds of rocks on the basis of their appearance and simple physical Properties	

Describe in simple terms how fossils are formed when things that have lived are trapped within rock	
Year 4 children can:	
Compare and group materials together, according to whether they are solids, liquids or gases	
Observe that some materials change state when they are heated or cooled, and measure or research the Temperature at which this happens in degrees celsius (°c)	
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
Year 5 children can:	
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	
Demonstrate that dissolving, mixing and changes of state are reversible changes	
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	

Seasonal change	
Year 1 children can:	
Observe changes across the four seasons	
Observe and describe weather associated with the seasons and how day length varies.	

Forces and Magnets	
Year 3 children can:	
Compare how things move on different surfaces	
Notice that some forces need contact between two objects, but magnetic forces can act at a distance	
Observe how magnets attract or repel each other and attract some materials and not others	
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	
Describe magnets as having two poles	
Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
Year 5 children can:	
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	

Light and sound	
Year 3 children can:	
Recognise that they need light in order to see things and that dark is the absence of light	
Notice that light is reflected from surfaces	
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	
Recognise that shadows are formed when the light from a light source is blocked by a solid object	
Find patterns in the way that the size of shadows change.	
Year 4 children can:	
Identify how sounds are made, associating some of them with something vibrating	

Recognise that vibrations from sounds travel through a medium to the ear	
Find patterns between the pitch of a sound and features of the object that produced it	
Find patterns between the volume of a sound and the strength of the vibrations that produced it	
Recognise that sounds get fainter as the distance from the sound source increases.	
Year 6 children can:	
Recognise that light appears to travel in straight lines	
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	

Electricity	
Year 4 children can:	
Identify common appliances that run on electricity	
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, Switches and buzzers	
Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a Complete loop with a battery	
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a Simple series circuit	
Recognise some common conductors and insulators, and associate metals with being good conductors.	
Year 6 children can:	
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the Circuit	
Compare and give reasons for variations in how components function, including the brightness of bulbs, the Loudness of buzzers and the on/off position of switches	
Use recognised symbols when representing a simple circuit in a diagram.	

Earth and space	
Year 5 children can:	
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	
Describe the movement of the Moon relative to the Earth	
Describe the Sun, Earth and Moon as approximately spherical bodies	
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	

PE

Curriculum

P.E

The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for PE within the National Curriculum.

The statements for PE are taken from the following areas of learning:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Expressive Arts and Design**

Range				
Range 3 (18-24 Months) 1½ - 2 Yrs	Personal, Social and Emotional Development	Making Relationships	<ul style="list-style-type: none"> • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses 	
		Sense of Self	<ul style="list-style-type: none"> • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine 	
		Understanding Emotions	<ul style="list-style-type: none"> • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries 	
	Physical Development	Moving and handling	<ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Uses gesture and body language to convey needs and interests and to support emerging verbal language use 	
		Health and Self-care	<ul style="list-style-type: none"> • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Uses physical expression of feelings to release stress. • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning 	
		Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving
			Being Imaginative and Expressive	<ul style="list-style-type: none"> • Expresses self through physical actions and sound • Creates sound effects and movements, e.g. creates the sound of a car, animals

Range 4 (24-36 Months) 2-3 Yrs	Personal, Social and Emotional Development	Making Relationships	<ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest
		Sense of Self	<ul style="list-style-type: none"> • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
		Understanding Emotions	<ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
	Physical Development	Moving and handling	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot
		Health and Self-care	<ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate-to vigorous-intensity physical activity, spread throughout the day • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults
		Expressive Art and Design	Creating with Materials
	Being Imaginative and Expressive		<ul style="list-style-type: none"> • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movement
Range 5 (36-48 Months) 3-4 Yrs	Personal, Social and Emotional Development	Making Relationships	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions
		Sense of Self	<ul style="list-style-type: none"> • Is sensitive to others' messages of appreciation or criticism • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others

			<ul style="list-style-type: none"> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
		Understanding Emotions	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
	Physical Development	Moving and handling	<ul style="list-style-type: none"> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
		Health and Self-care	<ul style="list-style-type: none"> Observes and can describe in words or actions the effects of physical activity on their bodies Can name and identify different parts of the body Takes practical action to reduce risk, showing their understanding Observes and controls breath, able to take deep breaths, scrunching and releasing the breath Can mirror the playful actions or movements of another adult or child Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Enjoys joining in with moving, dancing and ring games
		Being Imaginative and Expressive	<ul style="list-style-type: none"> Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas Creates sounds, movements, drawings to accompany stories Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
Range 6 (48-60 Months) 4-5 Yrs (60 – 71 Months) 5-6 Yrs	Personal, Social and Emotional Development	Making Relationships	<ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Is proactive in seeking adult support and able to articulate their wants and needs

		Sense of Self	<ul style="list-style-type: none"> • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity
		Understanding Emotions	<ul style="list-style-type: none"> • Seeks support, “emotional refuelling” and practical help in new or challenging situations.
	Physical Development	Moving and handling	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
		Health and Self-care	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to other • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Early Learning Goals

ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
		Building Relationships	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Art and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

PE in Years 1-6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Year 1	Dance		Gymnastics		Games/Athletics	
	Year 2	Dance		Gymnastics		Games/Athletics	
	Year 3	Dance		Gymnastics		Games/Athletics	
	Year 4	Dance		Gymnastics		Games/Athletics	
	Year 5	Dance		Games/Athletics		Gymnastics	
	Year 6	Dance		Gymnastics		Games/Athletics Swimming	

Small step progression towards NC objectives:

Year 1	
To develop practical skills in order to participate, compete and lead a healthy lifestyle	
Dance	
Copy and remember moves and positions.	
Choose movements to communicate a mood, feeling or idea.	
Gymnastics	
Copy and remember actions.	
Move with some control and awareness of space.	
Travel by rolling forwards, backwards and sideways.	
Climb safely on equipment	
Stretch and curl to develop flexibility	
Perform the following gymnastic moves: making different body shapes, travelling on, under, over and around apparatus, exploring turns	
Games	
Use the terms 'opponent' and 'team-mate'.	
Develop rolling, hitting, running, jumping, catching and kicking skills.	
Athletics	
Develop basic running and jumping skills.	
Year 2	
To develop practical skills in order to participate, compete and lead a healthy lifestyle	
Dance	
Move with careful control and coordination.	
Link two or more actions to perform a sequence.	
Gymnastics	
Link two or more actions to make a sequence.	
Show contrasts (such as small/tall, straight/curved and wide/narrow).	
Hold a position whilst balancing on different points of the body (patch and point balances).	
Jump in a variety of ways and land with increasing control and balance.	
Perform the following gymnastic moves: travelling in different ways, exploring rolls (teddy bear, pencil), exploring jumps (straight, star), patch and point balances	
Games	
Use rolling, hitting, running, jumping, catching and kicking skills in combination.	
Develop tactics.	
Lead others when appropriate.	
Athletics	
Master basic running and jumping skills.	

Year 3	
To develop practical skills in order to participate, compete and lead a healthy lifestyle	
Dance	
Move in a clear, fluent and expressive manner.	
Refine movements into sequences.	
Develop physical strength and suppleness by practising moves and stretching.	
Gymnastics	
Move in a clear, fluent and expressive manner.	
Refine movements into sequences.	
Show changes of direction, speed and level during a performance.	
Perform the following gymnastic moves: travelling on different levels, rolls (forward), jumps (straddle, pike, tuck), mounts and dismounts, balancing on different levels	
Games	
Throw and catch with control and accuracy.	
Strike a ball and field with control.	
Follow the rules of the game and play fairly.	
Athletics	
Sprint over a short distance up to 60 metres.	
Use a range of throwing techniques (such as under arm, over arm).	
Compete with others and aim to improve personal best performances.	
Year 4	
To develop practical skills in order to participate, compete and lead a healthy lifestyle	
Dance	
Plan, perform and repeat sequences.	
Create dances and movements that convey a definite idea.	
Change speed and levels within a performance.	
Gymnastics	
Plan, perform and repeat sequences.	
Travel in a variety of ways, including flight, by transferring weight to generate power in movements.	
Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).	
Swing and hang from equipment safely (using hands).	
Perform the following gymnastic moves: travelling on different levels and at different speeds, rolls, jumps, symmetrical and asymmetrical balances, start and finish positions	
Games	
Choose appropriate tactics to cause problems for the opposition.	
Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).	
Pass to team mates at appropriate times.	
Lead others and act as a respectful team member.	
Athletics	
Run over a longer distance, conserving energy in order to sustain performance.	
Throw with accuracy to hit a target or cover a distance.	
Jump in a number of ways, using a run up where appropriate.	
Year 5	
To develop practical skills in order to participate, compete and lead a healthy lifestyle	
Dance	
Compose creative and imaginative dance sequences.	
Perform expressively and hold a precise and strong body posture.	
Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	
Gymnastics	
Create well-executed sequences that include a range of movements.	
Hold shapes that are strong, fluent and expressive.	
Vary speed, direction, level and body rotation during floor performances.	
Practise and refine the gymnastic techniques used in performances.	
Perform the following gymnastic moves: travelling at different speed, level and direction, paired and group balances, jumps (including mounts/dismounts and body position)	
Games	

Work alone, or with team mates in order to gain points or possession.	
Strike a bowled or volleyed ball with accuracy.	
Use forehand and backhand when playing racket games.	
Field, defend and attack tactically by anticipating the direction of play.	
Athletics	
Combine sprinting with low hurdles over 60 metres.	
Show control in take-off and landings when jumping.	
Compete with others and keep track of personal best performances, setting targets for improvement.	
Year 6	
To develop practical skills in order to participate, compete and lead a healthy lifestyle	
Dance	
Perform and create complex sequences.	
Express an idea in original and imaginative ways.	
Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	
Gymnastics	
Create complex and well-executed sequences that include a full range of movements.	
Include in a sequence set pieces, choosing the most appropriate linking elements.	
Practise, evaluate and refine the gymnastic techniques used in performances	
Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions.	
Use equipment to vault and to swing (remaining upright).	
Perform the following gymnastic moves: full range of gymnastic movements, individual, paired and group sequences, working with different speed, levels and direction	
Games	
Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).	
Choose the most appropriate tactics for a game.	
Uphold the spirit of fair play and respect in all competitive situations.	
Lead others when called upon and act as a good role model within a team.	
Athletics	
Choose the best place for running over a variety of distances.	
Throw accurately and refine performance by analysing technique and body shape.	
Orienteering	
Select appropriate equipment for outdoor and adventurous activity.	
Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.	
Embrace both leadership and team roles and gain the commitment and respect of a team.	
Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.	
Remain positive even in the most challenging circumstances, rallying others if need be.	
Use a range of devices in order to orientate themselves.	
Swimming	
Swim over 100 metres unaided.	
Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.	
Swim fluently with controlled strokes.	
Turn efficiently at the end of a length.	

End of key stage objectives:

PE	
At the end of Key Stage 1 children can:	
master basic movements including running, jumping, throwing and catching	
develop balance, agility and co-ordination, and begin to apply these in a range of activities	
participate in team games	
develop simple tactics for attacking and defending	

perform dances using simple movement patterns	
At the end of Key Stage 2 children can:	
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],	
apply basic principles suitable for attacking and defending	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
perform dances using a range of movement patterns	
take part in outdoor and adventurous activity challenges both individually and within a team	
compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
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.	

Computing Curriculum

Computing		
Information Technology		
Year group	Key Focus	Objectives
1	Computer Basics	To name the main parts of the computer. To log onto the computers and log off. To know what hardware and software is. To know that left clicking the mouse moves the cursor and selects things for me. To save work with support.
2	Technology Around Us	To log on and off the computers independently. To know how information technology can be used outside of school. To suggest some uses for the internet and what can be found on it. To know what a search engine is. To use a search engine to make a simple search of the internet. To save my work with more independence.
3	Computer Network	To save work to my own folder on the network using. To load work from my own folder (with support). To know what a computer network is. To use a browser address bar. To use a search engine to find the answers to simple questions.
4	The Internet and the WWW	To load work from my own folder independently. To know the difference between the internet and worldwide web. To understand that there are multiple platforms and the differences between these. To explain ways in which the internet is useful. To use specific keywords when searching the internet for information.
5	Validity	To explain the difference between my school network set up to my home computer set up. To know the difference between physical, wireless and mobile networks. To explain how I decide whether to believe information from different websites. To cross reference information between two websites to establish validity.
6	Advanced Searching	To know how internet search results are selected and prioritised. To use advanced search features to limit search results using an internet search engine.

Computing		
Digital Creativity		
Year group	Key Focus	Objectives
1	Exploration	To use a digital device to take pictures (with support). To choose effects for my picture. To explore the features of a paint program and create pictures. To use the 'undo' icon to fix a mistake.
2	Effects	To use the flood fill/straight line/spray and shape tools to create pictures and effects purposefully. To create a repeating pattern using stamps and/or copy tool. To use the undo icon to fix a mistake.
3	Style	To use features of a Paint program with increased attention to detail. To re-create paintings in a particular style using features of a paint package.
4	Combining	To create a self-portrait using features of a Paint Program. To create a document combining images and text.
5	Modelling	To create and manipulate shapes in an object-based graphics package. To create a Montage using features of a Paint Program.
6	3D Design	To design a 3D model using ICT to meet a specific goal, e.g. 2Design & Make To evaluate and improve my finished designs.

Computing		
Online Safety		
Year group	Key Focus	Objectives
1	Personal Information	<p>To use technology safely and respectfully.</p> <p>To know what my personal information is and give an example.</p> <p>To know what I can share online and what must remain private.</p> <p>To know where to go for help when I am worried about something online.</p>
2	Safe Searching	<p>To use technology safely and respectfully.</p> <p>To know where to go for help when I am worried about something online.</p> <p>To recognise that searching online can be a risk to online safety (Internet Traffic lights)</p> <p>To know how our actions online might affect others.</p>
3	Strong Passwords	<p>To know that online content may be inappropriate and could be upsetting or frightening.</p> <p>To know the importance of having strong passwords to keep my personal information safe.</p> <p>To know the features of a strong password (UCL, LCL, numbers, symbols).</p> <p>To create a strong password for online use.</p>
4	SMART	<p>To recognise acceptable and unacceptable behaviour online.</p> <p>To know that forwarding a malicious message or taking part in cyber-bullying in any way is wrong.</p> <p>To understand that judgements can be made about us online that might not be correct.</p> <p>To know the SMART rules for staying safe online.</p> <p>To know how to report my concerns about inappropriate content or content whilst online.</p>
5	Online Identity	<p>To know how to set my online accounts to Private to protect myself.</p> <p>To know what Online Identity is.</p> <p>To know how to have a positive online identity.</p> <p>To know where find <i>report</i> and <i>flag</i> buttons in commonly used online resources.</p> <p>To recognise that online content may not be by an expert, or may be wrong, biased or out of date.</p>
6	Social Media	<p>To use social networking websites appropriately, keeping an adult informed of my online activity and make good choices when presenting myself online.</p> <p>To judge what sort of privacy settings might be relevant to reducing different risks.</p> <p>To understand the meanings of specific vocabulary linked to Online Safety.</p> <p>To understand that if I use material that is not my own, often I need to credit the source.</p>

Computing

Computer Science

Year group	Key Focus	Objectives
1	Algorithm	<p>To know that an algorithm is a precise set of instructions to solve a problem.</p> <p>To create a sequence of instructions, which include straight and turning commands one at a time.</p> <p>To use an algorithm to move a floor robot.</p> <p>To know what a 'BUG' is in my Algorithm.</p>
2	Program	<p>To know that a program is a list of instructions that tells a computer what to do.</p> <p>To create a simple program for a digital device.</p> <p>To use logical reasoning to predict outcomes in a program.</p> <p>To know that when a program goes wrong it has a 'BUG'.</p>
3	Sequence	<p>To know that a sequence is a list of instructions in a particular order.</p> <p>To know that if I change the sequence I may change the outcome of the program.</p> <p>To detect and debug errors in my sequences.</p> <p>To use logical reasoning to explain how simple algorithms work.</p>
4	Repeat/Loop	<p>I know that a 'loop' is used to repeat a set of instructions in a program.</p> <p>I can use a loop or repeat command in a program. (roamer/logo)</p> <p>To use logical reasoning to detect bugs and correct programs/sequences.</p>
5	Selection 'If...then....'	<p>To plan and write an algorithm using the following: commands, sequence, selection 'if...then' (conditional statement) and repetition.</p> <p>To break up problems into smaller parts in order to solve the problem.</p> <p>I can detect and debug errors in more complex algorithms and programs.</p>
6	Variable	<p>I know and can explain what a variable is.</p> <p>I can use a variable in a program I have created.</p> <p>I confidently use programming language.</p> <p>I can confidently break a problem down and methodically create a program to solve it, testing and adapting as I go.</p>

Computing		
Data Handling		
Year group	Key Focus	Objectives
1	Pictograms	To create a pictogram by entering data into a simple graphing package. To use a pictogram to answer simple questions.
2	Bar Charts	To collect, organise and present data and information in digital format. To create a simple bar chart on the computer and use it to answer questions about the data.
3	Databases	To know what a database is. To know examples of databases. To add a record to database. To make a simple search of a database.
4	Branching Databases	To use yes and no questions to separate a group of objects. To create a simple branching database. To search and use a branching database to identify objects
5	Spreadsheets Basics	To know the main features of a spreadsheet. To enter data into a spreadsheet. To use simple formatting features in a spreadsheet.
6	Spreadsheets Formulae	To use simple formulae in a spreadsheet. To decide on the most appropriate form of graph for a data set giving reasons for my choice. To understand how a formula set out does auto change when some data input is changed.

Computing		
Digital Literacy Skills Progression		
Year group	Key Focus	Objectives
1	Keyboard Skills	To find keys on the keyboard when typing. To use the Shift key to make capital letters. To use the space bar. To use the backspace key to rub things out. To type simple words on screen. I can print my work with support.
2	Keyboard Skills	To begin to use 2 hands on the keyboard. To type simple sentences using the Shift key, space bar, fullstop keys. To alter my writing in a number of ways (size, colour). To move to different places in the text using the mouse. I can use the return/enter key to start a new line.
3	Microsoft Word Basics	To type a number of sentences accurately on the screen using appropriate keys. To change font, size and colour of the text. To add a page border to a document. To add a simple picture from internet to a piece of text. (with support)
4	Microsoft Word	To copy and paste text and images into a Word document. To format images – resize, move, rotate. To add bullet points to a document. To use simple keyboard shortcuts(ctrl+c, v,) To use spell check to check work.
5	Multimedia	To use multimedia to present a story using text, images, transitions and animations. (powerpoint, imovie, book creator, purple mash-2 create a story) To be aware of the audience for my work. To redraft a piece of work by deleting, inserting and replacing text to improve clarity and create mood.
6	Multimedia	To use multimedia to present information using text, images, transitions, animations, videos hyperlinks. (publisher, powerpoint, imovie, book creator, purple mash-2 create a story) To use skills I have learnt across multiple application programs and on different platforms.

Computing in the EYFS

Computing

The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for Computing within the National Curriculum.

The statements for Computing are taken from the following areas of learning:

- **Physical Development**
- **Personal, Social and Emotional Development**
- **Understanding the World**

Range			
Range 3 (18-24 Months) 1½ - 2 Yrs	Personal, Social and Emotional Development	Sense of Self	<ul style="list-style-type: none"> • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine
		Understanding Emotions	<ul style="list-style-type: none"> • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • When holding crayons, chalks etc, makes connections between their movement and the marks they make
	Understanding the World	Technology	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them
Range 4 24-36 Months 2-3 Yrs	Personal, Social and Emotional Development	Understanding Emotions	<ul style="list-style-type: none"> • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • May be beginning to show preference for dominant hand and/or leg/foot
	Understanding the World	Technology	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate "low technology" such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another
Range 5 36-48 Months 3-4 Yrs	Personal, Social and Emotional Development	Sense of Self	<ul style="list-style-type: none"> • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
		Understanding Emotions	<ul style="list-style-type: none"> • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

	Understanding the World	Technology	<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet
Range 6 48-60 Months 4-5 Yrs 351 (60 – 71 Months) 5-6 Yrs	Personal, Social and Emotional Development	Sense of Self	<ul style="list-style-type: none"> • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Shows confidence in choosing resources and perseverance in carrying out a chosen activity
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing/patting it • Shows a preference for a dominant hand
	Understanding the World	Technology	<ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age appropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies • Can use the internet with adult supervision to find and retrieve information of interest to them
Early Learning Goals			
ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Computing in Years 1-6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Year 1 Information Technology Rules Parts of a computer Logging in. Mouse control	Digital Creativity Using basic features of 2Paint a Picture to create images. Bonfire night, Poinsettias	E-Safety Online Safety day activities as appropriate. What is Personal information? What do we need to keep private online. Smartie the penguin Lee and Kim's Adventure.	Computer Science What is an algorithm? Directing a beebot. What is a bug?	Digital Literacy Keyboard skills Learning about important keys on the keyboard. 2Type for practice.	Data Handling Creating pictograms
	Year 2 Information Technology New Log-ins Technology outside school and in the home.	Digital Creativity Using features of 2Paint a Picture to create images. Wrapping Paper	E-Safety What do we like to do online? Digiducks big decision. Internet website traffic lights.	Computer Science What is an algorithm? Creating simple algorithms to direct a beebot. Finding and correcting bugs.	Digital Literacy 2Publish Writing a number of sentences on the computer using the appropriate keys on the keyboard. Shift, space, full stop, enter, backspace.	Data Handling Collecting, organising and presenting data. Bar charts. Simple searches online.
	Year 3 Information technology Individual log-ins. How are they different? Computer networks.	Digital Creativity Using advanced features of 2Paint a Picture to create images. Vehicles Cave Art	E-Safety Online Safety day activities as appropriate. Strong Passwords. Online Netiquette Netsmartz	Computer Science Creating algorithms to achieve a specific goal. Testing algorithms and identifying bugs. Fixing bugs and re-testing.	Digital Literacy Adding a border and inserting an image into a word document. Choosing suitable font, size etc...	Data Handling What is a database? Creating a year group database.
	Year 4 Information technology What is the internet and the World Wide Web. Internet platforms. Using Word.	Digital Creativity Combining Text and Images in Word	E-Safety Online Safety day activities as appropriate. Making Judgements. Digital footprints SMART Rules	Computer Science Creating algorithms for floor robots. Creating algorithms to create shapes. Using floor robots to test algorithms, identify bugs, amend and retest. Using simple coding activities on the computer	Digital Literacy Creating Word documents to record information from an online search. Copying and pasting images from the internet. Spellchecking.	Data Handling Creating and searching branching databases.
	Year 5 Information technology Website domain names. Online search techniques. Keyboard shortcuts Copy, paste, save, print. Powerpoint	Digital Creativity Microsoft Publisher Object based Graphics 2Paqint a Picture Montages	E-Safety Online Safety day activities as appropriate. Positive Online Identity Thinkuknow activities/Band Runner.	Computer Science Using 2code activities in Purple Mash. Coding blocks.	Digital Literacy Using features of Microsoft office to edit and add effects to a document eg. Picture formatting, copying and pasting text from the internet. Moving, resizing, rotating images. Showing an awareness of their audience.	Data Handling Introduction to Spreadsheets
	Year 6 Information technology Refining searches to improve results. How searches are ranked? Advanced Searches using and, or and Not Powerpoint	Digital Creativity Animations and Transitions added to Powerpoints 2Design and Make Christmas decoration designs and models.	E-Safety Online Safety day activities as appropriate. Online safety Alphabets Appropriate ways to block/delete/report inappropriate use.	Computer Science Using 2code activities to developing coding skills. Creating simple animations in 2Code.	Data Handling Creating a document for a specific audience, using appropriate features of Word and using editing techniques.	Digital Literacy Using simple formulae in a spreadsheet to make calculations. Use a spreadsheet to create a graph of data.

Small step progression towards NC objectives:

Year 1	
Online safety	
To use technology safely and respectfully.	
To know what is my personal information is and give an example.	
To know what I can share online and what must remain private.	
To know where to go for help when I am worried about something online.	
Digital Literacy (2Publish)	
To find keys on the keyboard when typing.	
To use the Shift key to make capital letters.	
To use the space bar.	
To use the backspace key to rub things out.	
To type simple words on screen	
To print my work with support.	
Computer Science (Algorithm)	
To know that an algorithm is a precise set of instructions to solve a problem.	
To create a sequence of instructions, which include straight and turning commands one at a time.	
To use an algorithm to move a floor robot.	
To know what a 'BUG' is in my Algorithm.	
Information Technology	
To name the main parts of the computer.	
To log onto the computers and log off.	
To know what hardware and software is.	
To know that left clicking the mouse moves the cursor and selects things for me.	
To save work with support.	
Data Handling	
To create a pictogram by entering data into a simple graphing package.	
To use a pictogram to answer simple questions.	
Digital Creativity	
To use a digital device to take pictures (with support).	
To choose effects for my picture.	
I can explore the features of a paint program and create pictures.	
To use the 'undo' icon to fix a mistake. (moved from Dig Lit)	
Year 2	
Online safety	
To use technology safely and respectfully.	
To know where to go for help when I am worried about something online.	
To recognise that searching online can be a risk to online safety (Internet Traffic lights)	
To know how our actions online might affect others.	
Digital Literacy (2Publish)	
To begin to use 2 hands on the keyboard.	
To type simple sentences using the Shift key, space bar, full stop keys.	
To alter my writing in a number of ways (size, colour).	
To move to different places in the text using the mouse.	
I can use the return/enter key to start a new line.	
Computer Science (Program/BUG)	
To know that a program is a list of instructions that tells a computer what to do.	
To create a simple program for a digital device.	
To use logical reasoning to predict outcomes in a program.	
To know that when a program goes wrong it has a 'BUG'.	
Information Technology	
To log on and off the computers independently.	
To know how information technology can be used outside of school.	

To suggest some uses for the internet and what can be found on it.	
To know what a search engine is.	
To use a search engine to make a simple search of the internet.	
To save my work with more independence.	
Data Handling	
To collect, organise and present data and information in digital format.	
To create a simple bar chart on the computer and use it to answer questions about the data.	
Digital Creativity	
To use the flood fill/straight line/spray and shape tools to create pictures and effects purposefully.	
To create a repeating pattern using stamps and/or copy tool.	
To use the undo icon to fix a mistake.	
Year 3	
Online safety	
To know that online content may be inappropriate and could be upsetting or frightening.	
To know the importance of having strong passwords to keep my personal information safe.	
To know the features of a strong password (UCL, LCL, numbers, symbols).	
To create a strong password for online use.	
To know that sites and games have age restrictions and the reasons for them.	
To know how to report my concerns about inappropriate content or content whilst online.	
Digital Literacy (Introduce Word)	
To type a number of sentences accurately on the screen using appropriate keys.	
To change font, size and colour of the text.	
To add a page border to a document.	
To add a simple picture from internet to a piece of text. (with support)	
Computer Science (Sequence)	
To know that a sequence is a list of instructions in a particular order.	
To know that if I change the sequence I may change the outcome of the program.	
To detect and debug errors in my sequences.	
To use logical reasoning to explain how simple algorithms work.	
Information Technology	
To give a file a name to my work to identify it.	
To save work to my own folder on the network.	
To load work from my own folder (with support).	
To know what a computer network is.	
To use a browser address bar.	
To use a search engine to find the answers to simple questions.	
Data Handling	
To know what a database is.	
To know examples of databases.	
To add a record to database.	
To make a simple search of a database.	
Digital Creativity	
To use features of a paint program with increased attention to detail.	
To re-create paintings in a particular style using features of a paint program.	
Year 4	
Online safety	
To recognise acceptable and unacceptable behaviour online.	
To know that forwarding a malicious message or taking part in cyber-bullying in any way is wrong.	
To understand that judgements can be made about us online that might not be correct.	
To know the SMART rules for staying safe online.	
To know how to report my concerns about inappropriate content or content whilst online.	
Digital Literacy	
To copy and paste text and images into a Word document.	
To format images – resize, move, rotate.	
To add bullet points to a document.	
To use simple keyboard shortcuts(ctrl+c, v,)	
To use spell check to check work.	

Computer Science (Repetition/Loops)	
I know that a 'loop' is used to repeat a set of instructions in a program.	
I can use a loop or repeat command in a program. (roamer/logo)	
To use logical reasoning to detect bugs and correct programs/sequences.	
Information Technology	
To load work from my own folder independently.	
To know the difference between the internet and worldwide web.	
To understand that there are multiple platforms and the differences between these.	
To explain ways in which the internet is useful.	
To use specific keywords when searching the internet for information.	
Data Handling	
To use yes and no questions to separate a group of objects.	
To create a simple branching database.	
To search and use a branching database to identify objects	
Digital Creativity	
To create a self-portrait using features of a Paint Program.	
To create a document combining images and text.	
Year 5	
Online safety	
To recognise acceptable and unacceptable behaviour online.	
To know how to set my online accounts to Private to protect myself.	
To know what Online Identity is.	
To know how to have a positive online identity.	
To know where find <i>report</i> and <i>flag</i> buttons in commonly used online resources.	
To recognise that online content may not be by an expert, or may be wrong, biased or out of date.	
Digital Literacy	
To use multimedia to write a story using text, images, transitions and animations. (powerpoint, imovie, book creator, purple mash-2 create a story)	
To be aware of the audience for my work.	
To redraft a piece of work by deleting, inserting and replacing text to improve clarity and create mood.	
Computer Science(Selection)	
To plan and write an algorithm using the following: commands, sequence, selection 'if...then' (conditional statement) and repetition.	
I can use selection to create games in which the user must make a choice	
To break up problems into smaller parts in order to solve the problem.	
I can detect and debug errors in more complex algorithms and programs.	
Information Technology	
To know the difference between physical, wireless and mobile networks.	
To know what the different parts of a web address mean.	
To know that specific keywords are important when searching online.	
To explain how I decide whether to believe information from different websites	
To cross reference information between two websites to establish validity.	
Data Handling	
To know the main features of a spreadsheet.	
To enter data into a spreadsheet.	
To use simple formatting features in a spreadsheet	
Digital Creativity	
To create and manipulate shapes in an object-based graphics package.	
To create a Montage using features of a Paint Program.	
Year 6	
Online safety	
To use social networking websites appropriately, keeping an adult informed of my online activity and make good choices when presenting myself online.	
To judge what sort of privacy settings might be relevant to reducing different risks.	
To understand the meanings of specific vocabulary linked to Online Safety.	
To understand that if I use material that is not my own, often I need to credit the source.	
Digital Literacy	

To use multimedia to present information using text, images, transitions, animations, videos and audio (publisher, powerpoint, imovie, book creator, purple mash-2 create a story)	
To use skills I have learnt across multiple application programs and on different platforms	
Computer Science(Variables)	
I know and can explain what a variable is.	
I can use a variable in a program I have created.	
I can use correct programming vocabulary.	
I can break a problem down and create a simple program to solve it, testing and adapting as I go.	
Information Technology	
To appreciate how internet search results are selected and prioritised.	
To use advanced search features to limit search results using an internet search engine.	
Data Handling	
To use simple formulae in a spreadsheet.	
To decide on the most appropriate form of graph for a data set giving reasons for my choice.	
To understand how a formula set out does auto change when some data input is changed.	
Digital Creativity	
To design a 3D model using ICT to meet a specific goal, e.g. 2Design & Make	
To evaluate and improve my finished designs.	

End of key stage objectives:

Computing	
At the end of Key Stage 1 children can:	
understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	
create and debug simple programs	
use logical reasoning to predict the behaviour of simple programs	
use technology purposefully to create, organise, store, manipulate and retrieve digital content	
recognise common uses of information technology beyond school	
use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
At the end of Key Stage 2 children can:	
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
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	
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
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	
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

Music

Curriculum

Music in the EYFS

Music

The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for Music within the National Curriculum.

The statements for Music are taken from the following areas of learning:

- **Communication and Language**
- **Physical Development**
- **Expressive Arts and Design**

Range			
Range 3 (18-24 Months) 1½ - 2 Yrs	Communication and Language	Listening and Attention	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others
	Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Expresses self through physical actions and sound • Creates sound effects and movements, e.g. creates the sound of a car, animals
Range 4 (24-36 Months) 2-3 Yrs	Communication and Language	Listening and Attention	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes
		Understanding	<ul style="list-style-type: none"> • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Moves in response to music, or rhythms played on instruments such as drums or shakers • Begins to understand and choose different ways of moving • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
	Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow

		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements
Range 5 (36-48 Months) 3-4 Yrs	Communication and Language	Listening and Attention	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
	Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories
Range 6 (48-60 Months) 4-5 Yrs (60 – 71 Months) 5-6 Yrs	Communication and Language		<ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
	Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth
Early Learning Goals			
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

<p>EYFS: Acting as a Musician - <i>Singing, Playing and Performing</i> - <i>Exploring and Composing</i></p> <p>Thinking as a Musician - <i>Transcribing</i> - <i>Describing</i></p>	
<p>Year 1: Acting as a Musician - <i>Singing, Playing and Performing</i> - <i>Exploring and Composing</i></p> <p>Thinking as a Musician - <i>Transcribing</i> - <i>Describing</i></p>	<p>Year 2: Acting as a Musician - <i>Singing, Playing and Performing</i> - <i>Exploring and Composing</i></p> <p>Thinking as a Musician - <i>Transcribing</i> - <i>Describing</i></p>
<p>Year 3: Acting as a Musician - <i>Singing, Playing and Performing</i> - <i>Exploring and Composing</i></p> <p>Thinking as a Musician - <i>Transcribing</i> - <i>Describing</i></p>	<p>Year 4: Acting as a Musician - <i>Singing, Playing and Performing</i> - <i>Exploring and Composing</i></p> <p>Thinking as a Musician - <i>Transcribing</i> - <i>Describing</i></p>
<p>Year 5: Acting as a Musician - <i>Singing, Playing and Performing</i> - <i>Exploring and Composing</i></p> <p>Thinking as a Musician - <i>Transcribing</i> - <i>Describing</i></p>	<p>Year 6: Acting as a Musician - <i>Singing, Playing and Performing</i> - <i>Exploring and Composing</i></p> <p>Thinking as a Musician - <i>Transcribing</i> - <i>Describing</i></p>

The plan for each year group focuses on a set of skills to be developed over the year. The skills have been divided into ‘Acting as a Musician’ and ‘Thinking as a Musician’ and then subdivided again:

Acting as a Musician

- **Singing, Playing and Performing:** Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum and children should have regular opportunities to perform musically (both formally e.g. a class performance for parents and informally e.g. for their peers within a lesson.)

- **Exploring and Composing:** Children should have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow children to use and develop the skills they have been taught and also encourage collaborative work.

Thinking as a Musician

- **Transcribing:** As well as learning by ear, children should learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing. Musical notation exists to support musical learning and so learning musical notation should be done to support music-making.

- **Describing:** Children should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening should then support children’s composing and performing.

Music KS1						
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Sounds all around	Winter	Space	Weather	Tales of the sea	Pirates
	Perform simple songs from memory, singing collectively at the same pitch.	Explore using the voice in different ways.	Copy a simple rhythm.	Explore using the voice expressively and creatively.	Begin to use thinking voice.	Sing call and response songs.
	Respond to simple visual clues e.g. stop, go, loud, quiet.	Create music as a response to a stimulus choosing and using appropriate instruments to create an idea.	Explore accelerando and rallentando.	Explore crescendo and diminuendo.	Experiment with, create and combine sounds using the inter-related dimensions,	Find the pulse of a piece of music.
	Name some common hand-held percussion instruments and recognise their sound aurally.	Suggest symbols to represent sounds.	Respond physically to high and low sounds.	Recognise changes in dynamics, tempo and timbre.	Follow pictures and symbols to support singing and playing e.g. 4 dots = 4 taps on the drum.	Experience using Music Technology to capture change and combine sounds.
	Listen to a variety of music from a range of cultures, traditions and historical periods; express own opinions and feelings about the music					
2	Kings, Queens and Castles	Sky at night	Great Fire Of London	Rainforests / Animals	People who help us	Beside the seaside
	Sing lah-soh-me songs with accurate pitch matching.	Explore using the voice expressively and creatively.	Sing songs with a wider pitch range (C-C) showing a sense of melodic shape.	Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea.	Experience singing songs with different structures e.g. verse/ chorus.	Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.
	Copy a simple rhythm on a percussion instrument.					
	Beat the pulse of a piece of music, using body and using a percussion instrument.	Experiment with, create, select, combine and sequence sounds using the inter-related dimensions.	Clap a simple rhythmic pattern for others to copy.	Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head.	Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.	Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.
	Begin to identify the difference between pulse and rhythm.					
Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te).	Group instruments in different ways e.g. according to how they are played, wooden/metal/skin etc.	Begin to recognise the link between shape and pitch in graphic notations.	Use a simple graphic score for stimulus for composition.	Use a simple graphic score for performing.	Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music	
		Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music	Experience using Music Technology to capture, change and combine sounds.			
Listen with concentration to a range of recorded and live music and express an opinion about the music.						

Music Lower KS2							
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
3	Harvest	Sing and play	The Orchestra	World Music	Ancient Romans	Ground Force	
	Sing a growing range of songs in tune.	Experience singing canons, simple rounds and other partner songs.	Play simple melodic patterns using a small number of notes.	Sing a growing range of songs in tune and with expression.	Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.	Begin to improvise and compose simple rhythmic patterns within a given structure.	
	Understand the difference between pulse and rhythm	Begin to show an awareness of the audience when performing.		Begin to show an awareness of the audience when performing.pt 2			
	Choose and maintain an appropriate pulse.	Play simple ostinato parts (repeating rhythms) on percussion instruments.	Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. Pt2	Show control of dynamics and tempo when singing and playing, following physical signals	Compose, rehearse and perform with others and begin to improve own work.	Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. Pt3	
	Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.Pt1	Play simple melodic patterns using a small number of notes.		Play simple ostinato parts (repeating rhythms) on percussion instruments.pt2			
	Recognise the symbols for crotchets, quavers and crotchet rests. Pt1	Recognise the symbols for crotchets, quavers and crotchet rests. Pt2	Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make		Recognise pitch changes and motifs (repeating phrases) in a piece of music.	Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.)	
		Begin to show the link between shape and pitch using graphic notations.				Explore and develop using Music Technology to capture, change and combine sounds.	
	Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.						
	Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians						

Music Lower KS2						
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Recorders		Parts		Composition	
	Choose and maintain an appropriate pulse.		Show control of dynamics and tempo when singing and playing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.)		Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.	
	Maintain a simple melody, vocally or on an instrument, keeping to the pulse.		Maintain an independent part when <u>playing</u> in two parts e.g. ostinato, drone, simple part singing.		Create simple rhythmic patterns, melodies and accompaniments.	
	Recognise the symbols for minims, crotchets, quavers and crotchet rests.		Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.		Compose and perform within given structures e.g. ABA, rondo, call and response.	
	Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.		Maintain an ostinato part (repeating rhythm), keeping to the pulse		Make improvements to own work, giving reasons for changes made.	
	Identify patterns of one and two sounds per beat plus rests and two beat sounds and use rhythm names (walk/jogging/rest/stride.)		Experience staff notation and begin to understand how pitch is represented on a stave.		Explore and develop using Music Technology to capture, change and combine sounds.	
	Singing					
	Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.					
	Sing canons, rounds and other partner songs with increased control.					
	Maintain an independent part when singing in two parts.					
Recognise how pitch changes can be used to convey a character or theme						
Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.						
Recognise the different instrumental families when listening to a piece of live or recorded music						
Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.						

Music Upper KS2							
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
5	Guitar Introduction (Unison)		Parts		Composition		
	Maintain a strong sense of pulse and recognise when going out of time.		Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.		Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.		
	Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression		Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.)		Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g. structures, using particular notes.		
			Conform to the etiquette of performance situations as a musician and as an audience member.		Make improvements to my own work, giving reasons using appropriate musical vocabulary.		
	Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.		Follow notated rhythms and melody lines as an aid to performance.		Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.		
	Identify different metres (2 3 4) with increasing confidence.						
	Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.						
	Listen with attention to detail and recall sounds with increasing aural memory.						
	Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary						
	Recognise and name a growing number of individual instruments within instrumental families.						
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.						
	Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.						

Music Upper KS2							
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
6	Vocal beatbox rhythmic compositions		Pitch element of compositions		Leavers Performance		
	Improvise and compose music for a range of purposes, refining the use of the interrelated dimensions of music to create specific effects, moods, atmospheres and ideas.		Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.)		Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.		
	Improvise and compose rhythmic patterns within given parameters e.g.; structures, using particular notes Pt.1		Improvise and compose melodic patterns within given parameters e.g.; structures, using particular notes. Pt 2		Maintain an independent part when singing or playing, showing an awareness of how parts fit together.		
	Suggest improvements to my own and others' work using appropriate musical vocabulary.		Experience notation for dotted rhythms.		Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.		
	Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.		Use notation on the staff with increasing confidence.		Conform to the etiquette of performance situations as a musician and as an audience member.		
	Combine layers of sound using Music Technology software e.g. Garage Band, Audacity. Pt 1		Combine layers of sound using Music Technology software e.g. Garage Band, Audacity. Pt 2				
	Listen with attention to detail and recall sounds with increasing aural memory.						
	Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.						
	Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.						
	Recognise and name a growing number of individual instruments within instrumental families.						
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.						
	Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.						
	Describe, compare and evaluate different kinds of music using appropriate vocabulary.						

Small step progression towards NC objectives:

EYFS	
Acting as a Musician	
<i>Singing, Playing and Performing</i>	
Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs	
Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.)	
Copy a soh-me pattern with voice.	
Move to the pulse of the music.	
Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments.	
Explore the different sounds of musical instruments	
Copy simple rhythms based on words.	
Experience and develop awareness of rhythm and rhyme in speech.	
<i>Exploring and Composing</i>	
Experiment with and change sounds (voice, body percussion, instruments and sound makers.)	
Create simple representations of events, people and objects and feelings using sounds	
Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald')	
Experience using simple music technology (e.g. CD player.)	
Thinking as a Musician	
<i>Transcribing</i>	
Suggest symbols to represent sounds e.g. large foot for Daddy Bear, small foot for Baby Bear	
<i>Describing</i>	
Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics.	
Respond to obvious changes in pitch e.g. stand up/ sit down.	
Know that different instruments make different sounds and match instruments to sounds.	
Year 1	
Acting as a Musician	
<i>Singing, Playing and Performing</i>	
Perform simple songs from memory, singing collectively at the same pitch.	
Explore using the voice in different ways.	
Explore using the voice expressively and creatively.	
Find the pulse of a piece of music with some support (by movement or clapping.)	
Copy a simple rhythm.	
Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.	
Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.	
Sing in unison and sing call and response songs.	
Respond to simple visual clues e.g. stop, go, loud, quiet.	
Begin to use the 'thinking' voice.	
<i>Exploring and Composing</i>	
Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea.	
Experiment with, create, select and combine sounds using the inter-related dimensions.	
Thinking as a Musician	
<i>Transcribing</i>	
Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum	
Suggest symbols to represent sounds	
Experience using Music Technology to capture, change and combine sounds.	
<i>Describing</i>	
Recognise changes in dynamics, tempo and timbre.	
Respond physically to high and low sounds.	
Name some common hand-held percussion instruments and recognise their sounds aurally	
Listen to a variety of music from a range of cultures, traditions and historical periods; express own opinions and feelings about the music	
Year 2	
Acting as a Musician	
<i>Singing, Playing and Performing</i>	
Sing songs with a wider pitch range (C-C) showing a sense of melodic shape.	

Sing lah-soh-me songs with accurate pitch matching.	
Explore using the voice expressively and creatively.	
Copy a simple rhythm on a percussion instrument.	
Beat the pulse of a piece of music, using body and using a percussion instrument.	
Begin to identify the difference between pulse and rhythm.	
Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head.	
Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.	
Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.	
Experience singing songs with different structures e.g. verse/ chorus.	
Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.	
Exploring and Composing	
Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea.	
Experiment with, create, select, combine and sequence sounds using the inter-related dimensions.	
Clap a simple rhythmic pattern for others to copy.	
Thinking as a Musician	
Transcribing	
Use a simple graphic score for performing or as a stimulus for composition.	
Begin to recognise the link between shape and pitch in graphic notations.	
Experience using Music Technology to capture, change and combine sounds.	
Describing	
Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te).	
Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music	
Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music	
Listen with concentration to a range of recorded and live music and express an opinion about the music.	
Group instruments in different ways e.g. according to how they are played, wooden/metal/skin etc.	
Year 3	
Acting as a Musician	
Singing, Playing and Performing	
Sing a growing range of songs in tune and with expression.	
Experience singing canons, simple rounds and other partner songs.	
Understand the difference between pulse and rhythm	
Choose and maintain an appropriate pulse.	
Play simple ostinato parts (repeating rhythms) on percussion instruments.	
Play simple melodic patterns using a small number of notes.	
Show control of dynamics and tempo when singing and playing, following physical signals	
Begin to show an awareness of the audience when performing.	
Exploring and Composing	
Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.	
Begin to improvise and compose simple rhythmic patterns within a given structure.	
Compose, rehearse and perform with others and begin to improve own work.	
Thinking as a Musician	
Transcribing	
Recognise the symbols for crotchets, quavers and crotchet rests.	
Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.	
Begin to show the link between shape and pitch using graphic notations.	
Explore and develop using Music Technology to capture, change and combine sounds.	
Describing	
Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.)	
Recognise pitch changes and motifs (repeating phrases) in a piece of music.	
Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.	
Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make	

Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
Year 4	
Acting as a Musician	
<i>Singing, Playing and Performing</i>	
Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.	
Sing canons, rounds and other partner songs with increased control.	
Choose and maintain an appropriate pulse.	
Maintain an ostinato part (repeating rhythm), keeping to the pulse	
Maintain a simple melody, vocally or on an instrument, keeping to the pulse.	
Show control of dynamics and tempo when singing and playing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.)	
Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.	
Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	
<i>Exploring and Composing</i>	
Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.	
Create simple rhythmic patterns, melodies and accompaniments.	
Compose and perform within given structures e.g. ABA, rondo, call and response.	
Make improvements to own work, giving reasons for changes made.	
Thinking as a Musician	
<i>Transcribing</i>	
Recognise the symbols for minims, crotchets, quavers and crotchet rests.	
Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.	
Experience staff notation and begin to understand how pitch is represented on a staff.	
Explore and develop using Music Technology to capture, change and combine sounds.	
<i>Describing</i>	
Identify patterns of one and two sounds per beat plus rests and two beat sounds and use rhythm names (walk/jogging/rest/stride.)	
Recognise how pitch changes can be used to convey a character or theme	
Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.	
Recognise the different instrumental families when listening to a piece of live or recorded music	
Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Year 5	
Acting as a Musician	
<i>Singing, Playing and Performing</i>	
Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.	
Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.	
Maintain a strong sense of pulse and recognise when going out of time.	
Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.)	
Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression	
Conform to the etiquette of performance situations as a musician and as an audience member.	
<i>Exploring and Composing</i>	
Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.	
Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes.	
Make improvements to my own work, giving reasons using appropriate musical vocabulary.	
Thinking as a Musician	
<i>Transcribing</i>	
Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.	

Follow notated rhythms and melody lines as an aid to performance.	
Identify different metres (2 3 4) with increasing confidence.	
Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.	
Describing	
Listen with attention to detail and recall sounds with increasing aural memory.	
Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary	
Recognise and name a growing number of individual instruments within instrumental families.	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.	
Year 6	
Acting as a Musician	
Singing, Playing and Performing	
Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.	
Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.	
Maintain an independent part when singing or playing, showing an awareness of how parts fit together.	
Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.)	
Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	
Conform to the etiquette of performance situations as a musician and as an audience member.	
Exploring and Composing	
Improvise and compose music for a range of purposes, refining the use of the interrelated dimensions of music to create specific effects, moods, atmospheres and ideas.	
Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes	
Suggest improvements to my own and others' work using appropriate musical vocabulary.	
Thinking as a Musician	
Transcribing	
Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.	
Experience notation for dotted rhythms.	
Use notation on the staff with increasing confidence.	
Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.	
Describing	
Listen with attention to detail and recall sounds with increasing aural memory.	
Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.	
Recognise and name a growing number of individual instruments within instrumental families.	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.	
Describe, compare and evaluate different kinds of music using appropriate vocabulary.	

End of key stage objectives:

Music	
At the end of Key Stage 1 children can:	
use their voices expressively and creatively by singing songs and speaking chants and rhymes	
play tuned and untuned instruments musically	
listen with concentration and understanding to a range of high-quality live and recorded music	
experiment with, create, select and combine sounds using the inter-related dimensions of music	
At the end of Key Stage 2 children can:	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
improvise and compose music for a range of purposes using the inter-related dimensions of music	
listen with attention to detail and recall sounds with increasing aural memory	
use and understand staff and other musical notations	
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
develop an understanding of the history of music.	

Mfl

Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mfi	Nursery	French				
	Reception	French				
	Year 1	French				
	Year 2	French				
	Year 3	French				
	Year 4	Spanish				
	Year 5	Spanish				
	Year 6	Spanish				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	<p>-Bonjour,salut,au revoir</p> <p>-Comment-t'appelles-tu? Je m'appelle...</p> <p>Songs: Frère Jacques in English and French and Bonjour je m'appelle.</p> <p>-Learn to tell Didier to 'get up'.</p> <p>-Numbers 1-5, stepping stones game -I can count to 5 can in French song.</p> <p>-Learn to do the register in French: oui, oui madame, oui maîtresse</p> <p>-learn oui and non</p> <p><u>Intercultural understanding: (IU)</u> Look at the French flag and learn it is called Le Tricolore. Look at the Union Jack to learn about our flag.</p>	<p>-ça va? and ça va bien merci/ ça va bof.</p> <p>Songs: Salut ça va?</p> <p>-À bientôt!</p> <p>-Learn to count 5-10</p> <p>-Play various number games: Stepping stones game/catch the bean bag and say the next number, how many fingers etc.</p> <p>-I can count to 10 in French song.</p> <p>-Colours: learn red white and blue in French and recall Le Tricolore. Learn vert and orange</p> <p>-Learn to play the Cadeaux game using colours,</p> <p>-learn merci</p> <p><u>Intercultural understanding: (IU)</u></p> <p>-Info on Xmas: Saint Nicolas day, Père Noel</p>	<p>-Colours: Recap:rouge, bleu, blanc.Learn orange,vert,</p> <p>-Make a French flag and know the colours (leave in Nursery to do)</p> <p>- More colours: marron, noir, gris, jaune, rose,violet</p> <p>-Find colours in the classroom. Babelzone colour games. (colorie Hugo</p> <p>-Play the French flag and cadeaux game using new colours.</p>	<p>-Sing the j'aime le bleu/le vert etc song.</p> <p>-Learn days of the week in English and French, days of week song.</p> <p>-Babelzone Egg/days of week story.</p> <p>-Goldilocks story in English and French: Boucle d'Or.</p> <p><u>Intercultural understanding: (IU)</u></p> <p>Easter in France and Easter bells. Colour an Easter bells picture(leave in nursery)</p>	<p>Start to learn Sur le Pont d'Avignon song with actions and dancing!</p> <p>- Learn Nonours song with actions (Teddy Bear song).</p> <p>Play colour bingo game.</p> <p>Consider:</p> <p>Learning names of animals. Learn Le Vieux Joe (Old Macdonald in French).</p>	<p><u>Intercultural understanding: (IU)</u></p> <p>-Talk about and show different French foods: flashcards or real items:- baguette, croissant, brioche, pain au chocolat, frogs legs and snails.</p> <p>-Children learn to say I would like = je voudrais and ask for an item je voudrais un croissant.</p> <p>-Learn sil vous plait.</p> <p>-Learn non merci</p> <p>-Have un pique-nique and children ask for things in French.</p> <p>-learn miam miam.</p> <p>-Recap on and use j'aime</p> <p>Recap and sing all the songs we have learnt this year = a songathon..</p>

		and Père Fouettard/des cadeaux of different colours Père Noël Vite Venez Song				
R	<p>-Bonjour,salut,au revoir</p> <p>-Comment-t'appelles-tu? Je m'appelle...</p> <p>-Numbers 1-5</p> <p>-Play games with numbers: catch bean bag and say next number in sequence. Say a number and show the correct number of fingers. Draw a number on a partner's back and they 'feel' and say the number.</p> <p>Songs: Frère Jacques in English and French and Bonjour je m'appelle, I can count to 5 in French</p> <p>-Meet Didier and learnt o 'get him up' in French.</p>	<p>-À bientôt</p> <p>-Numbers to 10.</p> <p>-ça va? and ça va bien merci/ ça va bof, comme çi comme ça - Songs: Salut ça va?</p> <p>-Play number bingo/stepping stone game etc</p> <p>-Colours: rouge, bleu, blanc, orange,vert- Look for colours in the classroom.</p> <p><u>Intercultural understanding:</u> (IU)</p> <p>-Make a French flag and know the colours.Learn it's name Le Tricolore.</p> <p>-Info on St Nicolas day, Xmas Père Noel and Père Fouettard/des cadeaux of different colours.</p> <p>- Learn to play the Cadeaux game using colours</p> <p>-learn oui and non.</p> <p>Songs: Père Noël song Vite</p>	<p>-Colours continued: marron, noir, gris, jaune,rose, violet.</p> <p>-Find a colour game.</p> <p>-Babelzone colorie Hugo. - Play the French flag and cadeaux game using new colours.</p> <p>-Learn j'aime le bleu song.</p>	<p>-Animals: un chien,un chat, un lapin, un poisson, un hamster, une souris, un cochon d'Inde, un oiseau.</p> <p>As-tu un animal? Oui J'ai.....et....</p> <p>-Learn Old Macdonald in French (le Vieux Joe)</p> <p>- Learn Nonours song with actions (Teddy Bear song</p> <p><u>Intercultural understanding:</u> (IU)</p> <p>-Easter in France and Easter bells. Colour an Easter bells picture.</p>	<p>Recap colours and add to animal = un chien noir, un chat blanc, un lapin marron et blanc etc.</p> <p>- Qu'est-ce que c'est? Un chien noir etc</p> <p>De quel couleur est ton animal?</p> <p>J'ai un chien noir, j'ai un poisson rouge.</p> <p>Songs: Le Vieux Joe.</p> <p>-Goldilocks story in English and French: Boucle d'Or.</p>	<p>Learn Sur le Pont d'Avignon song.</p> <p><u>Intercultural understanding:</u> (IU)</p> <p>-Talk about and show different French foods: flashcards or real items:- baguette, croissant, brioche, pain au chocolat, frogs legs and snails.</p> <p>-Children learn to say I would like = je voudrais and ask for an item je voudrais un croissant.</p> <p>-Learn sil vous plait.</p> <p>-Learn non merci</p> <p>-Have un pique-nique and children ask for things in French.</p> <p>-learn miam miam.</p> <p>-Recap on and use j'aime</p> <p>-Use the French we have learnt in games: colour and number bingo.</p> <p>- Run to a colour game.</p> <p>-Bean bag next in sequence number catching games</p>

		Venez. , I can count to 10 in French				-Sing all the songs we have learnt songathon.!
Year 1	<p>-Recap bonjour, salut, au revoir</p> <p>-Numbers to 15</p> <p>-Recap ça va? and ça va bien merci/ça va bof,comme çi comme ça!</p> <p>-Learn more responses to ça va? = ça va/ça ne va pas/oui</p> <p>-Make a glove hand puppet and use in pairs to meet and greet using prior knowledge.</p> <p>-start to learn days of week</p> <p>Songs:Rap and clap to 15, days of week song to Frère Jacques tune</p>	<p>-À bientôt</p> <p>-learn days of week fully.</p> <p>-make a days of week dial.</p> <p>-Quel jour sommes-nous?</p> <p>-Aujourd'hui c'est..</p> <p>-Babelzone egg days story/Game</p> <p>-recap colours and play colour bingo.</p> <p><u>Intercultural understanding: (IU)</u></p> <p>-Info on Xmas: St Nicolas day.Père Noel and Père Fouettard/des cadeaux</p> <p>-Songs: recap Père Noël Vite Venez song and learn Père Noël a un traineau song</p>	<p>Recap j'aime and learn je n'aime pas. Learn it with colours j'aime le bleu je n'aime pas le marron.</p> <p>-Chn videoed saying the colour they like. Complete a writing sheet</p> <p>-Learn il and elle and il/elle aime le bleu, il/elle n'aime pas le vert etc .</p> <p>-Learn voici and say Voici Sara elle aime le bleu etc -.</p>	<p>-Verbs: chanter,manger, danser,nager,jouer au tennis,jouer au football,écrire, dormir,lire,sourire.</p> <p>-J'aime,il aime,elle aime+verb.</p> <p>-Reply to qu'est-ce que tu aimes faire?</p> <p>-Video record chn saying something they like</p> <p>-stick and write verb sheet.</p> <p><u>Intercultural understanding: (IU)</u></p> <p>-Easter in France and Easter bells. Colour an Easter bells picture.</p>	<p><u>Intercultural understanding: (IU).</u></p> <p>_Le Muguet tradition</p> <p>-Learn how to travel to France - include Eurostar.</p> <p>-Learn about Paris and London and landmarks.</p> <p>-Make a poster</p> <p>Learn age and how to ask and give age.(for je,il,elle).</p> <p>-Learn Twinkle Twinkle little star in French</p>	<p>-Numbers 15-20</p> <p>-Play number games on Babelzone. Play bean bag next number in sequence game,jumping etc, cache cache in class.</p> <p>-Play colour games/bingo (prior knowledge)</p> <p>-role plays using prior knowledge (meet and greet ask age)</p> <p>-Watch Goldilocks on Babelzone</p> <p>-Singathon of all the songs we know.</p>
Year 2	<p>-Recap nos 1-20 learn to 31</p> <p>-Weather</p> <p>- Weather basket game</p> <p>-make a weather chart.</p> <p>-Ask and answer quel temps fait-il?</p>	<p>-Transport.</p> <p>-Saying how I travel in different weathers.</p> <p>Henri l'Espion Story /colours / transport.</p> <p>-Songs:En vacances/ je vais à l'école.</p> <p><u>Intercultural understanding: (IU)</u></p>	<p>Months.</p> <p>Learn to ask for and give birthday.</p> <p>Learn to ask for and give date.</p>	<p>French breakfast</p> <p>Buying bakery items at la boulangerie.</p> <p>Learn numbers to 40</p> <p><u>Intercultural understanding: (IU)</u></p> <p>-Easter in France and Easter bells.</p>	<p>Alphabet</p> <p>Spelling names</p> <p>Spelling games</p>	<p>La famille. Introducing own family and giving his /her name.</p> <p>Numbers to 50</p>

		<p>Info on Xmas: St Nicolas day. Père Noel and Père Fouettard</p> <p>Pere Noel songs X 2 from Reception and Y1)</p> <p>Learn Vive le Vent song</p>		Colour an Easter bells picture		
Year 3	<p>-Introduce monster French books.</p> <p>-French Café</p>	<p>-French Café continued.</p> <p>-Numbers to 60</p> <p><u>-Intercultural understanding</u></p> <p>Xmas in France and recap on 3 Xmas songs.</p>	Body	<p>-Body continued and going to the doctor</p> <p><u>-Intercultural understanding</u></p> <p>Easter and Easter Bells</p>	<p><u>- Intercultural understanding</u></p> <p>Le Muguet (first two weeks).</p> <p>-Dans mon cartable</p> <p>-Classroom objects</p>	<p>-Dans mon cartable continued.</p> <p>-Recap animals and learn to use with verb 'avoir'</p> <p><u>- Intercultural understanding</u></p> <p>Learn about Euros</p>
Year 4	<p>-Numbers to 70</p> <p>-French Towns and directions</p>	<p>-French towns and directions continued</p> <p><u>-Intercultural understanding</u></p> <p>Xmas in France and recap on 3 Xmas songs.</p> <p>- Play cadeaux game to recall colours and position of colours..</p>	<p>-Clothes</p> <p>-Masculine and feminine noun genders.</p> <p>-Describing clothes by colour and agreement</p> <p>-Il/elle porte</p> <p>-Learn all parts of the verb porter.</p>	<p>-Clothes continued and shopping for.</p> <p>-More adjectives and agreement of: long/short/big/sm all</p>	<p>-Time on hour, quarter to and past and half past.</p> <p>Start Daily Routine</p>	<p>Continue with daily routine combine with time to be able to describe our day</p> <p>Numbers to 100 and beyond into the 1000s</p>
Year 5	<p><u>Spanish beginnings:</u></p> <p><u>Intercultural understanding</u></p> <p>Information on Spain and where the language is spoken.</p> <p>-Information on Seville.</p> <p>Greetings/salutations.</p> <p>Asking ¿qué tal? And replies.</p> <p>-Alphabet</p>	<p>-Colours.</p> <p>-Saying what things I like/don't like/ to do/eat.</p> <p>-Learn different verbs and be able to say what I like/do not like to do</p> <p>- Age giving and asking</p> <p>-Finish Mi Primer Libro de Espanol books</p>	<p>-Use Spanish learnt to date to perform role plays.</p> <p>-play games with the Spanish numbers and colours we have learnt.</p> <p>-Learn days</p> <p>-Learn months</p> <p>-learn numbers to 31</p>	<p>-Learn how to give birthday</p> <p>-birthday game</p> <p>-Learn how to ask for and give date.</p> <p><u>Intercultural understanding</u></p> <p>Easter in Spain.</p>	<p>-Learn to describe self:</p> <p>Hair and eye colour, height. Also learn to describe another person using third person.</p> <p>Write letter to describe self to pen pal.</p> <p>-learn colour agreement with nouns in masculine,</p>	<p>-Weather</p> <p>-Describe the weather in each month.</p>

	<p>-Numbers to 10</p> <p>-Start to make Mi Primer Libro de Español to send to twin school in Seville.</p> <p>Songs: Hola song and Fray Santiago</p>	<p>and send to Spain.</p> <p><u>-Intercultural understanding</u></p> <p>Xmas and new Year in Spain (12 uvas)</p> <p>Song: Noche de Paz Xmas carol</p>			<p>feminine, singular and plural.</p>	
Year 6	<p>Café</p>	<p>Cafe continued</p> <p><u>Intercultural understanding</u></p> <p>Xmas and new Year in Spain (12 uvas)</p> <p>-Recap Noche de Paz</p>	<p>-Numbers 30-60</p> <p>-Asking for and giving the time.</p>	<p>-Numbers to 60-100</p> <p>-Learn verbs to describe daily routine with times the children do these activities.</p> <p>-Letter to Spain to explain their routine with times and to ask pen friend about Spanish routine.</p> <p><u>Intercultural understanding</u></p> <p>Easter in Spain</p>	<p>-numbers 100 and into 1000s</p> <p>-Fruit</p> <p>-Asking for fruit by kilo/half kilo.</p> <p>-Saying what fruit they like/dislike.</p>	<p>-Clothes. Describing what first and third person is wearing.</p> <p>Colour agreement with clothes.</p>

Small step progression towards NC objectives:

Nursery	
Learn to say bonjour, salut, au revoir, comment t'appelles-tu? Je m'appelle...	
Sing Frère Jacques and Bonjour je m'appelle song.	
Learn to tell Didier the puppet to 'get up'.	
Learn to answer with oui or non	
Learn to answer the register in French with oui, oui Madame or oui Maîtresse	
Know numbers 1-5 in French	
Play stepping stones game	
Sing I can count to 5 can in French song	
Learn to say ça va? and ça va bien merci.	
Sing the song Salut ça va?	
Learn to say À bientôt!	
Know numbers 5-10 in French	
Learn I can count to 10 in French song	
Play stepping stones game / catch the bean bag and say the next number game.	
Learn about Christmas in France, Père Noël and Père Fouettard/des cadeaux	
Sing Père Noël vite venez song	
Learn colours: rouge, bleu, blanc, orange, rose, marron, noir, gris, jaune, vert, violet	
Make a French flag and know the colours. Learn the name of the French flag is Le Tricolore	
Find colours.	
Play Babelzone colour games.	
Play the French flag and cadeaux game	

Sing the j'aime le bleu/le vert song.	
Learn the days of the week in French, sing the days of the week song and watch and listen to the Babelzone days of the week 'egg' story	
Listen to and perform parts of the Boucle d'Or (Goldilocks) story in French	
Learn about Easter in France and Easter bells.	
Learn to sing and dance to Sur le Pont d'Avignon song	
Learn Nonours song with actions (Teddy Bear song)	
Play colour bingo	
Learn about some traditional French foods: un croissant, une baguette, une brioche, un pain au chocolat, frogs legs and snails	
Learn how to ask for some food politely: je voudrais....s'il vous plaît and merci or non, merci	
Learn miam miam and learn the word for a picnic and have a real pique-nique to try some of the foods.	
Use j'aime to say which foods I like	
Reception	
Learn to say bonjour, salut ,au revoir, Comment t'appelles-tu? Je m'appelle...	
Know numbers 1-5 in French	
Learn I can count to 5 in French song	
In French, say next number in a sequence.	
Say a number in French and show the correct number of fingers.	
Draw a numeral on a partner's back and say the number in French.	
Sing Frère Jacques and Bonjour je m'appelle song	
Learn to tell Didier the puppet to 'get up'.	
Learn to say À bientôt	
Know numbers to 10 in French.	
Sing I can count to 10 in French song	
Learn to say ça va? ça va bien merci./ça va bof/comme ça comme ça	
Sing Salut ça va?	
Play number bingo/stepping stone game	
Learn colours: rouge, bleu, blanc, orange, rose, marron, noir, gris, jaune, vert, violet.	
Look for colours in the classroom	
Make a French flag and know the colours. Learn its name is Le Tricolore.	
Learn about Christmas, St Nicolas day, Père Noël and Père Fouettard/des cadeaux.	
Sing Père Noël vite venez song	
Babelzone colour Hugo interactive game	
Play colour bingo	
Learn j'aime le bleu song	
Play cadeaux / French flag game using more colours	
Learn about Easter in France and Easter bells.	
Learn animals: un chien, un chat, un lapin, un poisson, un hamster, une souris, un cochon d'Inde, un oiseau.	
Ask and answer: As-tu un animal? J'ai.....et....	
Learn Old Macdonald in French (le Vieux Joe)	
Recap colours and add to animal names e.g un chien noir, un chat blanc, un lapin marron et blanc etc.	
Learn how to respond to Qu'est-ce que c'est?c'est un lapin noir etc	
Ask and answer: De quel couleur est ton animal? J'ai un poisson rouge etc	
Learn to sing and dance Sur le Pont d'Avignon	
Learn about some traditional French foods: un croissant, une baguette, une brioche, un pain au chocolat, frogs legs and snails	
Learn how to ask for some food politely: je voudrais....s'il vous plaît and merci or non, merci	
Learn miam miam and learn the word for a picnic and have a real pique-nique to try some of the foods.	
Use j'aime to say which foods I like	
Play run to a colour game, colour and number bingo	
Year 1	
Recap bonjour, salut, au revoir , à bientôt	
Learn numbers to 15	
Learn the song: Rap and clap to 15,	
Recap saying ça va? And ça va bien merci/ça va bof/comme ça comme ça!	
Learn more responses to ça va? = ça va / ça ne va pas / oui	

Make a glove puppet and use in pairs to meet and greet each other in French	
Start to learn days of week in French	
Sing days of week song to Frère Jacques tune	
Listen to Babelzone days of the week' egg' story	
Make and label a days of the week dial and use it to listen to and set the day.	
Ask and answer: Quel jour sommes-nous? Aujourd'hui c'est..	
Learn about Père Noel and Père Fouettard/des cadeaux	
Revise Christmas traditions in France with St Nicolas, Père Noël and Père Fouettard	
Sing Père Noël a un traineau song	
Recap j'aime and learn je n'aime pas.	
In French, learn to say which colours they like and do not like e.g. j'aime le bleu je n'aime pas le marron.	
Learn il and elle and il/elle aime le bleu, il/elle n'aime pas le marron.	
Learn to introduce a friend with Voici Sarah elle aime le bleu etc/Voici David il aime le vert	
Learn the verbs: chanter,manger, danser,nager,jouer au tennis,jouer au football,écrire,dormir,lire,sourire.	
Learn to say J'aime,il aime,elle aime with a verb.	
Reply to qu'est-ce que tu aimes faire?	
Revise Easter in France and Easter bells.	
Learn how to travel to France - include Eurostar.	
Learn about Paris and London and famous landmarks in both cities	
Learn about May 1 st Le Muguet tradition	
Learn age and how to ask and give age for (je,il,elle).. Quel âge as-tu? J'ai 6 ans, il a / elle a 5 ans	
Learn Twinkle Twinkle Little Star in French	
Play colour bingo to recap prior knowledge	
Learn numbers to 20	
Play number games on Babelzone, play bean bag next number in sequence game, number bingo to 20	
Participate in role play meet and greet, ask age.	
Watch Goldilocks in French Boucle d'Or	
Singathon of all the French songs we have learnt.	
Year 2	
Revise and recap numbers 1-20 in French	
Learn numbers to 31 in French	
Describe the weather in French	
Play the weather basket game	
Make and label a weather chart	
Ask and answer quel temps fait-il? Use weather chart to show answers.	
Name transport in French	
Say what method of transport I use to get around in different weathers.	
Learn Je vais en vacances song and make up our own French song Je vais à l'école.	
Transport, Henri l'Espion Story on Babelzone which revises colours and transport.	
Revise French Christmas traditions with St Nicolas, Père Noël and Père Fouettard	
Learn the Vive le vent (Jingle bells) song	
Learn the months in French	
Learn to ask for and give own birthday date	
Learn to ask for and give the general date	
Buying bakery items at la boulangerie and have a French breakfast. Learn/revise names of traditional French breakfast food: un croissant, une baguette, une brioche, un pain au chocolat, du chocolat chaud	
Revise asking for an item using je voudrais, s'il vous plaît and merci/non, merci.	
Learn how to ask for more than one bakery item or multiple items.	
Role play being in la boulangerie asking for breakfast items	
Enjoy a real petit-déjeuner français in class ordering food in French	
Learn numbers to 40	
Revise Easter in France and the French flying and chocolate bells	
Learn the French alphabet	
Play spelling games using the French alphabet	
Learn to spell own name using the French alphabet	
Role play checking into a hotel and having to say and spell name to the French receptionist.	
Learn names of la famille	

Create a fruit family write and be able to introduce the members Voici mon père, il s'appelle Pierre, voice ma soeur elle s'appelle Claire	
Learn to 50	
Year 3	
Introduce Le Monstre MFL Journals	
Learn how to order food and drink in a French café	
Learn to say the names of les boissons = drinks. Copy write them and challenge self to write some from memory.	
Learn to say the names of les entrées = starters. Copy write them and challenge self to write some from memory	
Learn to say the names of main courses = les plats. Copy write them and challenge self to write some from memory	
Learn to say the names of les glaces = ice creams. Copy write them and challenge self to write some from memory	
Learn how to order food and drink using prior knowledge of je voudrais, s'il vous plait and merci/non, merci	
Learn how to call for the waiter/waitress using excusez-moi /pardon monsieur/madame/mademoiselle	
Learn how to ask for a table for a variety of numbers of people	
Learn how to ask for the bill	
learn to pay with euros	
Design a French menu = la carte or le menu	
Create a role play with others Au Café and use their French menu	
Learn numbers to 60	
Revise French Christmas traditions with St Nicolas, Père Noël and Père Fouettard	
Revise and sing the three Christmas songs: Père Noel vite venez, Père Noel a un traineau and Vive le Vent	
Learn parts of the body from the head to the toe	
Play Simon says in French Jacques a dit touchez le nez etc	
Copy write the names of the parts of the body and challenge self to learn some from memory	
Learn head and shoulders equivalent song in Babelzone	
Learn the Jacques a dit French song to the tune of Match of the Day	
Learn how to say something hurts/aches/is sore in French using J'ai mal	
Learn how to ask how someone is using comment ça va?	
Learn the comment ça va? rap from Babelzone	
Label a poorly patient noting what hurts him	
Create a role play going to the doctors – Chez le docteur – say how you are feeling/what the problem is play the role of both the doctor and the patient.	
Revise Easter in France and the French flying and chocolate bells	
Learn about May 1 st Le Muguet tradition and make a Le Muguet picture	
Learn the names of classroom objects in French	
Copy write classroom objects and challenge self to learn some from memory	
Learn to ask to borrow a classroom object	
Find classroom objects	
Design and label a French school bag = un cartable	
Recap the animals	
Learn to conjugate the verb avoir in full	
Learn to say what animals any subject of the verb has: I have a dog, they have a cat etc	
Learn to write about any subject and what number of animal(s) they have: I have a dog, they have a cat, she has two rabbits, he has four fishes etc use a language scaffold	
Learn about euros and the different denominations.	
Learn to use euros to pay for classroom objects	
Year 4	
Learn numbers to 70	
Learn the names of different places en ville = in town	
Copy write the names of the places and challenge self to learn to write some from memory	
Learn how to say on the left, on the right	
Learn how to say turn left, turn right and go straight ahead	
Play the tournez à gauche/à droite game	
Play the robot game: listen to directions to find the bonbon	
Learn the Où-est-il? directions song	
Learn how to ask where different places are	
Learn how to say a place is over there or to use the more detailed left/right/straight ahead directions	
Revise how to say excuse me excusez-moi or pardon	

Revise how to ask for a man/boy/lady/young girl using monsieur, mademoiselle, madame	
Learn more in depth directions using ordinal numbers: take the first street on the right/take the third road on the left etc	
Using a language scaffold write questions asking where different places are and replies giving directions.	
Create a role play about being lost en ville and asking for directions. Play both roles of being the person asking for and the person giving directions.	
Revise French Christmas traditions with St Nicolas, Père Noël and Père Fouettard	
Revise and sing the three Christmas songs: Père Noel vite venez, Père Noël a un traineau and Vive le Vent	
Play the cadeaux/French flag game to revise colours and position of colour in a sentence.	
Learn the names of different clothes	
Copy write the names of the clothes and challenge self to write some from memory	
Learn about nouns/clothes being either masculine or feminine	
Recap colours and learn that they too can be masculine or feminine. Learn to say and write the different forms of the colours	
Describe what I am wearing : je porte and he or she is wearing il / elle porte and describe the colour of the clothes using the correct colour adjective	
Learn more adjectives in both the masculine and feminine forms to describe clothes: long/short/big/small.	
Learn to write and say what clothes are like une grande veste verte/ un petit pull rouge	
Learn to shop for clothes recap on je voudrais. Say that the clothes are too long/short/big small. Je voudrais une jupe violette. Ah c'est trop longue etc. Create a role play in a clothes shop.	
Design an outfit for their class teacher and label the clothes and the colour of each item in French	
Introduce a friend using Voici Peter / voice Aliyah and say/write what he/she is wearing and what colour each item of clothing is	
Say and write about what I am wearing: each child says/writes a description of their clothes	
Learn the time on the hour	
Learn to ask what the time is	
Learn quarter past / to and half past the hour	
Create a role play asking someone politely for the time and being given the time. Play both roles.	
Learn the verbs that describes our daily routine	
Learn the daily routine song	
Say and copy write the verbs but challenge to learn to spell some from memory	
Learn to say /write at what time I get up / I have breakfast etc	
Learn numbers to 100	
Learn numbers into the 1000s	
Year 5	
Learn about where Spanish is spoken around the world	
Learn about Seville where our twin school is located	
Learn greetings and salutations in Spanish; hola, hasta luego, adiós, Buenos días, buenas tardes, buenas noches	
Learn how to ask how someone is and reply in a variety of ways	
Learn how to introduce self and ask someone for their name	
Learn how to say yes and no	
Learn the Spanish alphabet to appreciate the sound system for better pronunciation. Play spelling games with the alphabet and be able to spell our name using the Spanish alphabet	
Learn numbers to 10	
Play games with numbers: beanbag catch and say the next number in sequence, bingo, how many fingers, draw a numeral on someone's back and say it, simple maths with answers in Spanish	
Using the knowledge learnt in the first lessons start to write and design Mi Primer Libro de Español to send to a Spanish pen pal	
Sing the Hola Buenos días song and the hola hasta luego song	
Learn the Fray Santiago song	
Learn colours	
Play games with colours all find a colour game, speed run to a colour game, bingo, Babelzone colour games	
Learn how to say I like and I don't like	
Learn some food items and some verbs to be able to say and write what I like/don't like to eat / to do	
Learn how to give age and ask someone how old they are	
Finish Mi Primer Libro de Español with all Spanish learn to date and send to pen pals in twin school	
Learn about Christmas and New Year's Eve traditions in Spain: the Three Kings day, the 12 grapes on New Year's Eve the possible absence of Santa, traditional Christmas decorations in Spain, traditional Christmas food.	
Learn to sing Silent Night = Noche de Paz in Spanish	

Use Spanish learnt to date to create and perform role plays	
Play games with the Spanish numbers and colours we have learnt	
Learn to say the days of the week in Spanish. Copy write them and challenge self to spell some from memory.	
Learn to say the months of the year in Spanish. Copy write them and challenge self to spell some from memory	
Learn to 31	
Learn to say and write when your birthday is	
Learn to ask when someone's birthday is	
Learn how to ask for, say and write the general date	
Learn about Semana Santa = Holy Week / Easter traditions in Spain	
Learn to describe self: eye/hair colour, hair style, height. Be able to say and write about self using a language scaffold or from memory	
Learn to describe a third person he/she in writing and words.	
Write letter in Spanish to Spanish pen pal to describe self.	
Learn colours in the masculine and feminine, singular and plural and be able to describe the colour of different nouns	
Learn how to describe the weather and to ask what the weather is like	
Learn to write weather descriptions using a language scaffold or from memory	
Learn to describe the weather in different months and geographical points on the compass	
Make a Spanish TV weather show	
Regularly contribute to and read the blog we keep with our twin school in Seville	
Year 6	
Learn how to order food and drink in a Spanish café	
Learn to say the names of las bebidas = drinks. Copy write them and challenge self to write some from memory	
Learn to say the names of main courses = los platos. Copy write them and challenge self to write some from memory	
Learn to say the names of los helados = ice creams and other desserts. Copy write them and challenge self to write some from memory	
Learn how to order food and drink using Quiero, gracias, no gracias, nada más	
Learn how to call for the waiter/waitress using señor, señora, señorita	
Learn how to ask for a table for a variety of numbers of people	
Learn how to ask for the bill	
learn to pay with euros	
Design a Spanish menu = la carta or le menú	
Create a role play with others En el café and use their Spanish menu	
Learn the Mamá Yo Quiero song off Babelzone	
Revise Christmas and New Year's traditions in Spain. Try the 12 grapes New Year's Eve challenge. Recap Noche de Paz	
Learn numbers from 31 to 60	
Learn how to ask for and give the time on the hour, and all minutes to and past.	
Learn verbs to describe our daily routine	
Learn to describe our daily routine and the time we carry out these activities	
Write a letter to our Spanish pen pal about our daily routine and the time we do things. Use a language scaffold or learn to write some phrases from memory.	
Read a letter written in reply to our letters describing our pen pals' daily routine. Compare life in our two countries	
Revise and answer questions on Easter in Spain	
Learn numbers to 100	
Learn numbers to 1000 and beyond	
Learn the names of fruit	
Learn to shop for and ask for half a kilo and a full kilo of fruit or to buy a specific number of different fruits	
Say and write what fruit I like/don't like. Learn to write some from memory or use a language scaffold.	
Learn the names of some clothes	
Copy write the clothes and challenge self to learn to spell some from memory	
Describe what I, he, she is wearing in writing and verbally	
Describe the clothes by colour using colour agreements in writing and verbally	
Regularly contribute to and read the blog we keep with our twin school in Seville	

End of key stage objectives:

At the end of Key Stage 2 children can:	
listen attentively to spoken language and show understanding by joining in and responding	
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	
speak in sentences, using familiar vocabulary, phrases and basic language structures	
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	
present ideas and information orally to a range of audiences	
read carefully and show understanding of words, phrases and simple writing	
appreciate stories, songs, poems and rhymes in the language	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	
describe people, places, things and actions orally and in writing	
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	