

Whole School Curriculum Overview Map

As we have mixed age classes we have developed a 2-year cycle of learning. Knowledge and Skills are mapped to ensure they are progressive.

Foundation Stage work progressively through the Early Years Foundation Curriculum

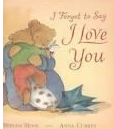




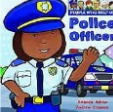
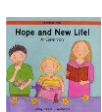
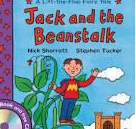
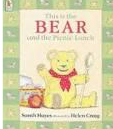
Knowledge Topics

	Year Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	A	New Beginnings (Feelings) Nursery Rhymes	Stick Man The Gingerbread Man Christmas	Dora the Explorer The 3 Little Pigs	Construction Vehicles Pets Spring/Easter	Growing	Ourselves Sense of Place week
	B	New Beginnings (Feelings) Nursery Rhymes	Stick Man The Gingerbread Man Christmas	Dora the Explorer Down on the Farm	People who help us Spring/Easter	Growing and Jack and the beanstalk	Teddy bears Picnic
FS2	A	The Colour Monster Stories & Rhymes	Dear Zoo Christmas/ Winter	The Little Red Hen Room on the Broom – Magic Academy	Mini Beasts and Growing	Castles	Superheroes
Years 1/2 Milestone 1	A	The Gruffalo	Light and Dark	Up, up and away	Toys	Rumble in the Jungle	Aliens love underpants
	B	At the Circus	Polar Adventures	Dinosaurs and all that rubbish	Fun Food Factory	At the Seaside The	Great Fire of London
Years 3/4 Milestone 2	A	Honey, I Shrunk the Kids.	Funny Bones	Who lives in a house like this?	Homefields and the Chocolate Factory	Around the World in 80 days	Whose Mummy is it?
	B	Night at the Museum	Our Extreme World	Beneath our feet	Plants Vs People	Roman invasion	Fantastic Forces
Years 5/6 Milestone 3	A	Destination outer space	Ancient Greeks	Human Body	Island Survival	Spy School	Location, Location
	B	I like to move it ,move it!	Peak Adventures	All aboard the Titanic	Microscopic Monsters	Word War 2	Messing about on the river






Foundation Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge Topic Year A	New Beginnings and Nursery Rhymes	Stick Man The Gingerbread Man Christmas	Dora the Explorer The 3 Little Pigs	Construction Vehicles Pets Spring/Easter	Growing	Ourselves Sense of Place week
Knowledge Topic Year B			<i>Dora the Explorer Down on the Farm</i>	<i>People who help us Spring/Easter</i>	<i>Growing and Jack and the beanstalk</i>	<i>Teddy bears Picnic</i>
Knowledge topic overview	<p>New Beginnings Children will be learning the daily routines of the nursery and new nursery life. Rich language opportunities will be provided through the topic of nursery rhymes, with focus on listening and responding, joining in with rhymes, songs, repeated refrains. more information for parents</p>	<p>Gingerbread Man The children will learn the story and join in with repeated refrains and re-tell it through small world play and role-play. The children will take part in a range of learning experiences linked to the story including, taking part in a Gingerbread taste test, baking, taking part in a science experiment to see what would happen to the Gingerbread Man if he got wet and also using our language skills to use and understand prepositions by moving the Gingerbread Man During the Stick Man topic the children will have the opportunity to join in with repeated refrains and to re-tell the story through small world play and role play. They will learn about their family tree and the people that are important to them. including creating their own model Stick Man by rolling paper and attaching features, ordering objects by length and height and taking part in a science experiment to free Stick Man from the ice!!</p> <p>The children will also go on a "Stick Man" walk more information</p>	<p>Dora the Explorer topic. The children will learn about a different country each week, starting with India, China, Kenya and then Norway. The children will use a globe and a map to find where these countries are in the world and will think about the similarities and differences of the countries. The children will learn about the flags of each country as well as the native animals, climate and famous landmarks. The children will be challenged to find out a fact about each country at home and create a picture/model to bring in to nursery to share with their friends The children's artistic skills will be encouraged with a range of activities, from creating a chalk picture inspired by the Northern Lights to creating a pattern with beads inspired by the beautiful beadwork of the Maasai. The children will also be getting musical by exploring the sounds of instruments from around the world. Chinese New Year The children will learn about the festival and why it is a special time for themselves or for some of their friends. envelopes and Chinese New Year cards. more information</p>			

Area of Development		<p>We recognise that all children learn at different rates therefore we use our knowledge of the children's attainment to inform our planning. This means the planning will include various levels of challenge ranging from what a Foundation Stage 1 child would be expected to learn and beyond. We also recognise that for some children additional support will be needed to meet the expected level of a Foundation Stage 1 child.</p> <p>This long term map outlines the progression of explicit teaching experiences we offer for the children.</p> <p>The continuous provision provides children with opportunities to rehearse and apply their learning throughout the year</p>					
Prime Areas	Communication and Language	Listening, Attention and Understanding	Children will be learning to sit quietly during whole class discussion times. They will be learning to listen and respond to their: name, sounds, stories, songs and as well as during conversation. They will be able to ask simple questions (who, what, where?) and begin to answer why and how questions. Children will develop their skill to recall stories, understand and follow instructions and understand humour. We will also work with the children to help them become more expressive so that they can share their ideas, understanding and experiences. They will also develop their ability to ask questions, explain themselves and use a wide and varied vocabulary.				
		Speaking					
	Physical Development	Gross Motor	Children will develop their gross motor skills through outdoor play; running, climbing, balancing, crawling etc They will develop their ability to move safely too, developing core muscle strength, stability, coordination and balance. This will also involve negotiating obstacles, using wheeled toys and climbing equipment.				
			Climbing the frame and descending the pole safely.	Riding wheeled vehicles safely and with control.	Ball skills – throwing, catching and kicking.	Balancing – on one foot, on different parts of our bodies and on equipment.	Moving in different ways – crawling through tunnels, rolling in different ways and jumping.
		Fine Motor	Children will be developing fine motor skills such as pencil grip, scissor control, using cutlery, manipulating small objects (eg. threading, jigsaws) developing hand strength using malleable materials and when using writing tools. The children will have continuous access to daily fine motor activities and they will also take part in dough disco, ribbon writing and finger exercise songs.				
		Health and Self Care RSE	Children will be taught how to become independent in their self-care skills. This includes, toileting, hand washing, feeding and drinking appropriately as well as putting on and taking off their own coats and shoes. The children will also learn to understand why hygiene is important, to appreciate and value their body, its capabilities and uniqueness and to name some parts of their body.				
	Personal, Social and Emotional Development	PSHE	New beginnings	Families and Relationships	Safety in the Environment	Citizenship(Respecting other and our environment	Growing What can you do now that you couldn't do when you were younger
		Managing self	We will be helping the children to become more confident, to express themselves, to explore the different resources and to interact with others. We will also help the children to share, take turns and play cooperatively. Children will be encouraged to be resilient and to develop a "can do" attitude to help them on their learning journey. As the children progress through the year, adults will set 'star jobs' to encourage children to become more responsible for their own learning. Furthermore, we encourage this responsibility and resilience in their personal hygiene and self-care skills.				
		Self Regulation	We will introduce the "Golden Rules" to the children and set high expectations of behaviour. We will help the children develop strategies to develop their feelings and behaviours and how to handle their emotions. Children will take part in regular mindfulness activities within the setting.				
		Building Relationships	We will support the children to make friends, think about what a good friend is and to develop friendships. We will also help children to recognise other people's feelings and interests. We encourage children to show an interest in others and to embrace their similarities and differences.				

Specific Areas		RSE	To learn that we are part of the nursery group. To learn the names of our friends and the golden rules of the nursery.	To learn what is, and how to be, a good friend. To learn that families can be different and that families love and care for each other. (Stickman topic)		Know that animals (including humans) grow and have babies. (Spring lifecycle topics)		Understand that they have changed since starting nursery and can say some of the things they can do now that they couldn't do before.
		Drugs Education		Recognise hazards and danger	Medicine Safety	Who to go to for help	Dangers of touching litter	Choices – peer pressure
	Literacy	Comprehension and Word Reading	Children will be listening to a range of stories during story time and will also look at a range of texts (fiction and non-fiction) during our topics. Story times are planned to ensure the children are introduced to the skills of comprehension. The children will have access to a book corner in the nursery and visits to the school library to encourage them to develop a love of books and reading! We will work with the children to help them recognise print in the environment. We will begin to retell stories through role play and small world play and begin to think about how stories are structured. We will take part in Phase 1 Letters and Sounds, embedding the early phonic learning skills in all children and for those children that are ready we will move on to recognition of graphemes in line with the whole school phonics scheme- Essential Letters and Sounds.					
		Writing						
		Year A	Give meaning to marks they make as they paint and draw. Name writing – focus on a letter at a time.	Gingerbread Man taste test – write a word to describe the taste	Dora the Explorer – create a passport and write in name, age and where we live.	People who help us - Label pictures of emergency vehicles.	Jack and the Beanstalk- Write a shopping list of what we will need to buy from the garden centre.	Teddy Bear's Picnic - Write invites to the picnic
		Year B				Construction Vehicles - Label pictures of construction vehicles.	Growing - Write a shopping list of what we will need to buy from the garden centre.	Ourselves - Write down the things we can see, hear, taste, touch and smell.
		Key Texts Year A	 New Beginnings- feelings			   		

			who help us. Talking about those that are important to them and why. Learning and sharing experiences of different festivals and how they are celebrated.				
		Past and Present	Special people – drawing pictures of our family	Stickman topic - Our family Tree	Dora the Explorer topic- Talk about where we live and where our family members live.		What can I do now that I couldn't when I started Nursery.
		People and Communities and Cultures	Harvest Festival Bonfire night	Diwali Eid Christmas	Dora the Explorer topic - Know that there are different countries in the world. Talk about where we have been on holiday. Chinese New Year Mother's Day	People who help us – learn about the occupations of people in our community Easter	Father's Day Transition – our school community.
	Expressive Art and Design	Creating with Materials	We will help the children to explore a range of different materials and encourage children to think about their texture and colour. We will teach children how to use different craft materials, tools and techniques to create pictures and models. We will also develop children's understanding of colour and learn how it can be mixed to create different effects. The children will have continuous access to a making area with a wide range of open ended resources to practice and hone their creative skills.				
		Being Imaginative and Expressive	Draw or paint a self portrait Colour mixing	Learn how to roll paper to create a tube to create a Stickman model Create pictures inspired by the sounds and sights of fireworks	Learn how to fold paper to create a fan Create dot paintings inspired by Aboriginal art	Join different materials to create model emergency vehicles	Collage with beans and seeds and explore the textures of them Create salt dough models of teddy bears
						Join different materials to create model construction vehicles	Create a life size skeleton.
	Artist and genres that will inspire us.			Pointalism	Syed Haider Raza.		Andrew Goldsworthy

				 		  Van Gogh	
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Foundation Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Colour Monster Stories & Rhymes	Dear Zoo Christmas/ Winter	The Little Red Hen Room on the Broom – Magic Academy	Mini Beasts and Growing	Castles	Superheroes
Knowledge topic overview	<p>The Colour Monster During your child's first week at school, we will be exploring the story of the colour monster - a monster who gets his feelings all in a muddle and needs a little help to understand them. We will spend lots of time getting to know the children and supporting them to recognise the different emotions that come with change and new experiences</p> <p>A Twist of Tales This half term we will also be exploring a number of traditional tales, including Goldilocks and the Three Bears and the Three Billy Goats Gruff. From tasting porridge to acting out crossing the troll bridge, the children will be immersed in the magical world of story. Furthermore, we will also be looking at a number of alternative versions of the stories, exploring different countries and cultures, as well as</p>	<p>This half term the children will learning all about the zoo and the different animals you may see there; from recreating different animal habitats, to refining creative skills to produce a variety of artwork and models. We will read the story 'Dear Zoo' as well as a range of text types about wild animals, including fiction, non-fiction and poetry/ rhymes</p> <p>more information</p>	<p>For the first part of the Spring term, the children's learning will be based on the story of The Little Red Hen. They will learn to retell the story in the style of Pie Corbet, with actions and expression, as well as through yoga. The children will also continue to apply and develop their creative skills, making different crafts and drawing and painting.</p> <p>more information</p>			

	igniting the children's imaginations more information					
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Foundation Stage 2 Curriculum Map Y

‘In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately’ (Development Matters 2021).

We recognise that all children learn at different rates, therefore we use our knowledge of the children’s attainment to inform our planning. This means the planning will include various levels of challenge, ranging from what a Foundation Stage 1 child would be expected to learn, to the Early Learning Goals and beyond.

This long-term map outlines the progression of explicit teaching experiences we offer for the children.

The continuous provision in all areas of learning provides children with opportunities to rehearse and apply their learning throughout the year.

<p>Term and Topic Themes</p> <p>Key Texts</p>	<p>Autumn 1 (7 weeks)</p> <p>The Colour Monster</p>  <p>Stories & Rhymes</p> 	<p>Autumn 2 (7 weeks)</p> <p>Dear Zoo</p>  <p>Christmas/ Winter</p> 	<p>Spring 1 (6 weeks)</p> <p>The Little Red Hen</p>  <p>Sailing the Seven Seas</p> 	<p>Spring 2 (6 weeks)</p> <p>Minibeasts</p>   <p>Growing</p>	<p>Summer 1 (5 weeks)</p> <p>Castles</p> <p>Jim and the Beanstalk</p> 	<p>Summer 2 (7 weeks)</p> <p>Superheroes</p> 
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<p>Prim Comm u nication</p>	<p>Listening, Attention & Understanding</p>	<p>“The development of children’s spoken language underpins all seven areas of learning and development.” (Development matters 2021)</p> <p>Throughout the year, children will take part in whole class and group learning times, in which they will develop their listening and attention. They will have a wide range of opportunities to listen to and explore stories and rhymes, as well as learn to ask and answer</p>
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		Speaking	<p>questions with relevant responses. The children will build up a repertoire of stories, which they can retell in their own words. We will draw upon Pie Corbett's 'Talk for Writing' approach to teaching to support the children in their love for stories. Furthermore, children will be given opportunities to express themselves effectively by sharing and talking about special events in their lives.</p>
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Prime Areas Continued	Personal, Social and Emotional Development		The continuous provision provides the children with excellent opportunities to make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.					
		Managing Self	We encourage children to have a positive attitude towards learning and teach them to be resilient. By not giving up and changing their approach, the children are taught to learn from their mistakes and progress in their learning journey. We actively support the children in developing a 'growth mindset' through our explanation of 'the learning pit'. We introduce the 'golden rules' to the children and set high expectation of behaviour. As the children progress through the year, adults will set some 'star jobs' in the class, which are learning tasks that the children must complete. This teaches the children to take responsibility for their own learning and encourages them to try new things. Furthermore, we encourage this responsibility and resilience in their personal hygiene and self-care skills.					
		Self-Regulation	We spend lots of time with the children, talking about and understanding different emotions. We practice mindfulness on a daily basis to help the children develop understanding and control of their emotions. The strong, warm and supportive relationships which adults develop with the children, enable the children to learn how to understand their own feelings and those of others.					
		Building Relationships	Throughout the year, we provide the children with opportunities to play and work with different children in the setting. From turn taking games, to team building at forest school, the children learn to communicate, cooperate and compromise with others. During their time in the Foundation Stage 2, children will be helped to understand the needs of others and become sensitive to each other's feelings.					
		PSHE/ RSE themes	New Beginnings Health and Well-being (mi	Families and Relationships	Safety in the Environment	Citizenship – respecting others and our environment	The changing body (all about me)	Transitions (new classes) Drugs Education

Prime Areas Continued	Physical Development	“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.” (Development Matters)						
		Gross Motor	Within the continuous provision, children have access to a variety of climbing equipment, large equipment for moving and building, such as milk crates and tyres, as well as P.E equipment including balls, hoops and skipping ropes. At forest school, the children continue to develop their gross motor skills. They learn to balance as they navigate around the area, coordinate as they work together to move logs and branches, as well as apply theirclimbing skills to climb trees.					
			Yoga Circuits	Yoga Circuits	Yoga (core strength and balance)	Yoga (core strength and balance)	Dance – listening and	Outdoor PE Games
			(core strength and balance)	(core strengt h and balance)	Gymnastics and fundamental movements	Dance – moving energetically and imaginatively	coordinating with a partner and as a group Develop and refine ball skills including: throwing,catchig , kicking, passing, batting and aiming	Healthy Living Week (Sports Day)

		Fine Motor	The children have continuous access to daily fine motor activities at the ‘Fiddly finger’ table. Throughout the year, the children have opportunities to experience a range of fine activities that progressively promote resistance and use of force. This includes activities such as hole punching, tap it and the use of tools such as mallets and hand drills. Each week the children take part in handwriting exercises, such as dough disco, peg work outs and finger rhymes/ gym, as well as exploring the formation of letters.					
			Scissor skills Pencil Grip and Control Developing wrist and hand strength for writing		Handles equipment and tools competently, safety and confidently to create Develop ability to use cutlery competently, safety and confidently		Developing foundations of a handwriting style which is a fast accurate and efficient (forming most letters correctly)	
		Health and Self-Care	The children learn and talk about the different factors that support their overall health and well-being, including regular physical activity, healthy eating and body and dental health. They also explore how to keep themselves safe and take reasonable risks, in the classroom, outdoor area and at forest school.					
			Hand hygiene Using cutlery Tasting Porridge	Getting changed for forest school Observes effects of activities on bodies	Getting changed for forest school Making and Tasting Bread – hand hygiene	Getting changed for forest school Gardening Safety, hygiene	Understand the need for safety	Importance for good health food, diet


Specific Areas	Literacy	Comprehension & Word Reading	<p>We promote a love of reading through book corners within our classrooms and visits to the enchanted library. We have daily story times and expose children to a rich variety of texts, including fiction, non-fiction and poetry. During our story sessions, the children are introduced to our 'story buddies', who teach us about the different aspects of comprehension. The children participate in daily phonics sessions, reflecting their personal rate of development.</p> <p>Word reading activities are provided within the continuous provision to enable the children to practise and apply their phonic knowledge.</p>					
			Understanding of how to hold a book Hears initial sounds	Reads words and simple sentences	Introduce comprehension characters: predicting, retelling, inferring,	Read words consistent with their phonic knowledge by sound blending,	Use and understand recently introduced vocabulary	Read & understand simple sentences that are consistent with their phonics knowledge
			Segmenting and blending		vocabulary to develop understanding of what has been read to them	including words containing digraphs	during discussions about stories, non-fiction, rhymes and poems and during role play (castles vocabulary)	
		Writing	<p>The continuous provision provides opportunities for children to rehearse their writing skills within their play. To start with this may be simple mark making of shapes and lines to develop their pencil control and throughout the year, the children gain the knowledge and skills to write simple phrases and sentences that can be read by themselves and others.</p>					
			Name Writing – learning to write letters accurately List Writing (Three Bears Shopping List) – using print and letter knowledge (initial sounds)	Labels and Captions – applying phonic knowledge to spell words and begin to write short captions	Lists (pirate stew) - applying phonic knowledge to spell words and begin to write short captions Sentence writing – wanted posters describing the pirate (continuing to apply phonic knowledge)	Labelling minibeast body parts (using digraphs) Information Writing – writing sentences about different minibeasts beginning to use capital letters and full stops	Story Writing (fairy tales) - simple phrases and sentences that can be read by themselves and others	Letter Writing - simple phrases and sentences that can be read by themselves and others

			The children take part in daily ‘munching maths’ sessions, which involves maths with a purpose, covering all aspects of the curriculum. The continuous provision provides opportunities for the children to rehearse their learning, create and solve their own mathematical problems and develop a deep understanding of number, noticing the patterns within.					
	Mathematics	Number and Number Patterns	Exploring representation and composition of numbers to 10, linking numerals and amounts Subitising	Exploring representation and composition of numbers to 10, linking numerals and amounts Comparing numbers, understanding one more, one less relationship Subtising	Addition and Subtraction Number bonds to 10 – beginning to automatically recall Exploring composition of numbers to 20 (tens and ones)	Building fluency in recalling number bonds for numbers 0-10 Doubling / Halving & Sharing (distributing quantities equally) Problem Solving with addition and subtractions	Counting on and back beyond 20 Exploring patterns within numbers to 10, including odd and evens	Problem solving estimating
		Space, Shape and Measure	Daily Timetable Pattern	Shape Recognition	Exploring weight and Capacity	Pattern – repeating and symmetry	Shape	Positional Language
			Shape Recognition	Measuring			Money	Describe simple properties of 2D and 3D shape
	Understanding the World	Past and Present	Special People – making sense of own life-story and family (drawing family pictures)	Remembrance Day – story of why we celebrate	Compare and contrast characters and figures from the past (pirates)	Understanding the past through books and storytelling – Charles Darwin	Comparing life in castles in the past to our lives now Comparing and Contrasting figures from the past	Exploring the past through stories (story groups)
		People, Culture and Communities	Special People Harvest Festival	Exploring occupations through role play – zoo keepers vets, Diwali Bonfire Night	Chinese New Year Shrove Tuesday Valentine’s Day Draw information from a simple map	Mother’s Day Easter Ramadan	Feeding of the 5000 (sharing) Eid St. George’s Day	Father’s Day Talk about live of people around us and roles in society in particular police when exploring superheroes and villains.

Design	Expressive Arts and			Christmas				
		RE (Derbyshire and Derby agreed syllabus 2020-2025)	celebrations and festivals from different religions. This will include Christmas, Diwali, Easter, Ramadan and Chinese New Year.					
			Where do we belong?	Which people are special and	Which stories are special and why?	What is special about our world?	Which places are special and why?	Which people are special and why?
		The Natural World	Our children have continuous access to the outdoors, where they explore the natural world around them independently and through adult guided activities. The children are able to ask questions and use resources to make observations and investigate. This allows them to gain an understanding of how things work and develop the foundations of working scientifically. Furthermore, all children experience Woodland Warriors sessions in our forestry area, in which they are able to freely explore the woodland environment and learn addition outdoor learning skills.					
			Weather changes and Seasons - Autumn	Animal Habitats Weather changes and Seasons - Winter	Bread Making & Windmills Weather changes and Seasons - Winter Floating and Sinking	Habitats Growing and Change Life Cycles Minibeast Identification	Contrasting environments – home and castle	Lego Zipwire Challenge – exploring forces and working scientifically
		Technology	2 Paint	Taking photos of each other	2 paint	Beebots	2 count Beebots	Stop Animation Mash cam
		Creating with Materials Being imaginative and expressive	Throughout the year, the children have opportunities to explore, develop and refine their creative skills. A combination of adult directed and child led activities, enables to children to learn new skills and then apply these to their own creations. The children have continuous access to a wide range of open-ended resources, including junk modelling and construction materials.					

Key Stage 1 Knowledge Topic Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge Topic Year A	The Gruffalo	Light and Dark	Up, up and away	Toys	Rumble in the Jungle	Aliens love underpants
Knowledge topic overview						
Knowledge Topic Year B	At the Circus	Polar Adventures	Dinosaurs and all that rubbish	Fun Food Factory	At the Seaside The	Great Fire of London
Knowledge topic overview	<p>This topic allows us to step into a world of a colour, as we learn all about primary and secondary colours as well as the artist Kandinsky. We will be learning about the Circus, finding out where it began, different circus acts and creating our very own chariots. Using maps and atlases the children will investigate where the Circus travels to naming countries and oceans. There's lots of fun to be had at the Circus, so come along and join in!</p> <p>more information</p>	<p>Come and join us for a brilliant learning journey about the Polar regions (using our geographical knowledge) and the historical explorers who tried to explore these lands. We will be looking into the equipment the explorers used and how they worked as a team to gain some success in their adventures. Our class will also discover how materials change when they are heated and cooled during the Science learning tasks. Winter themed art work will also be designed and created too. This half term also sees us celebrating Anti-Bullying Week, Road Safety Week and Bonfire Night! We cannot wait to begin this adventure - are you ready explorers?</p> <p>more information</p>	<p>Join us for our dinosaur dig! We begin our topic by discovering fossils using palaeontologist techniques for our dinosaur discovery role play. Our class will delve into the history of dinosaurs using artefacts and online sources. In our science lessons, we will be learning about the different types of dinosaurs and their diet. How did dinosaur food chains work? Are all dinosaurs' carnivores? We will use our scientific inquiry skills to form answers to these questions. In our Design & Technology lessons, good teamwork will support the creation of 3D dinosaur models that will be showcased during our Dinosaur exhibition event.</p> <p>more information</p>			

Year 1 and 2 (Milestone 1) Science

 Milestone 1- Science Skills and Knowledge	<u>AUT 1 Year A</u>	<u>AUT 2 Year A</u>	<u>SPR 1 Year A</u>	<u>SPR 2 Year A</u>	<u>SUM 1 Year A</u>	<u>SUM 2 Year A</u>	<u>AUT 1 Year B</u>	<u>AUT 2 Year B</u>	<u>SPR 1 Year B</u>	<u>SPR 2 Year B</u>	<u>SUM 1 Year B</u>	<u>SUM 2 Year B</u>
Topic being taught	Gruffalo	Light and Dark	Up, up and away	Toys	Rumble in the Jungle	Aliens in Underpants	Circus	Polar Adventures	Dinosaurs	Fun Food Factory Taught Summer 2	Seasides	Great Fire of London Taught spring 2
Star when being assessed												
To work scientifically												
Ask simple questions.	√	√		√		√				√		
Observe closely, using simple equipment.	√	√		√		√		√		√		
Perform simple tests.	√	√		√		√		√		√		
Identify and classify.	√	√		√		√	√	√		√		
Use observations and ideas to suggest answers to questions.	√	√		√		√	√	√		√		
Gather and record data to help in answering questions.	√	√		√		√	√	√		√		
BIOLOGY	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
To understand plants												
Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.	√				√					√		
Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	√				√	√				√		
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.						√				√		
To understand animals and humans												
Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.					√						√	
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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).					√				√		√	
Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.						√	√					
Notice that animals, including humans, have offspring which grow into adults.					√						√	
Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).		√			√				√		√	
Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.						√				√		
To investigate living things	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Explore and compare the differences between things that are living, that are dead and that have never been alive.	√					√	√		√		√	
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	√					√			√			
Identify and name a variety of plants and animals in their habitats, including 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.	√					√			√	√	√	
To understand evolution and inheritance												
• <i>Identify how humans resemble their parents in many features.</i>												
CHEMISTRY	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
To investigate materials												
Distinguish between an object and the material from which it is made.		√		√				√				
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.		√		√				√				
Describe the simple physical properties of a variety of everyday materials.		√		√				√				
Compare and group together a variety of everyday materials on the basis of their simple physical properties.		√		√				√				


Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.				✓				✓				
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.				✓				✓				
PHYSICS	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
To understand movement, forces and magnets	Gruffalo	Light and Dark	Up, up and away	Toys	Rumble in the Jungle	Aliens in Underpants	Circus	Polar Adventures	Dinosaurs	Fun Food Factory	Seasides	Great Fire of London
<ul style="list-style-type: none"> • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. 		✓		✓								
To understand light and seeing												
Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.		✓										✓
To investigate sound and hearing												
Observe and name a variety of sources of sound, noticing that we hear with our ears.												
To understand electrical circuits												
Identify common appliances that run on electricity.		✓										✓
Construct a simple series electrical circuit.		✓										✓
To understand the Earth's movement in space												
Observe the apparent movement of the Sun during the day.		✓										
Observe changes across the four seasons.		✓						✓		✓		
Observe and describe weather associated with the seasons and how day length varies.		✓										
Items in italics are not statutory in the National Curriculum.												

Year 1 and 2 (Milestone 1) History

 History Milestone 1 Skills and Knowledge	<u>AUT 1</u> Year B	<u>AUT 2</u> Year B	<u>SPR 1</u> Year B	<u>SPR 2</u> Year B	<u>SUM 1</u> Year B	<u>SUM 2</u> Year B
Topic being taught	Circus	Polar Explorers	Dinosaur	Fun food Factory (pizzas)	Seaside	Great fire of London + Sense of place
Star when being assessed	* —	* —	* —		* —	* —
To investigate and interpret the past						
Observe or handle evidence to ask questions and find answers to questions about the past.	✓	✓ PPT regarding Robert Scott's life	✓ Created Palaeontologist hats and pretended to dig for dinosaur Fossils.		✓	✓
Ask questions such as: What was it like for people? What happened? How long ago?	Investigate life at the circus. How it began.	✓ How did Robert Scott get to the Antarctic? What was it like for his team?	How did the dinosaurs die? What happened?		✓	✓
Use artefacts, pictures, stories, online sources and databases to find out about the past.	Pictures of the circus	✓ Online sources, photographs, ppts,	✓ Purple Mash, dinosaur fact file, BBC dinosaurs, ANDY'S Dinosaur adventures.		✓	✓
Identify some of the different ways the past has been represented.			✓ Fossils, Fossil hunters like Mary Anning The important work Palaeontologists do.		✓	✓
To build an overview of world history						
Describe historical events.	The beginning of the circus in Rome and how it travelled. Animals no longer being used in the circus and why.	✓ Robert Scott & Amundsen racing to get to the Antarctic.	✓ The wiping out of the dinosaur by a meteorite			✓
Describe significant people from the past.		✓ Robert Scott				✓
Recognise that there are reasons why people in the past acted as they did.		✓ As above				✓
To understand chronology						
Place events and artefacts in order on a time line.	Circus timeline		Sorting dinosaurs into Cretaceous, Jurassic and Triassic Periods – Y1 with dates – Y2			✓
Label time lines with words or phrases such as: past, present, older and newer.	✓					✓
Recount changes that have occurred in their own lives.						✓
Use dates where appropriate			✓ 128 millions of years ago on Timelines.			✓


To communicate historically						
Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	Discussing the circus timeline.	✓ Discussed when Robert Scott explored and how long ago.	✓ Dinosaur exhibition to share their knowledge of dinosaurs with their family.		✓	✓
Show an understanding of the concept of nation and a nation's history.						✓
Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.						✓

Year 1 and 2 (Milestone 1) Geography

	 Milestone 1- Geography Knowledge and Skills	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
	Topic being taught	The Circus	Polar Adventure	Dinosaurs	Fun Food	Seaside	London's Burning	Sense of Place
	Star when being assessed		*			*		*
	To investigate places							
1	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?).		✓ Look at pics of Arctic/Antartic			✓	✓	✓
2	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.		Use language to compare Chellaston & Arctic			✓		✓
3	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	Map the route of the circus	✓ Map out continents and Oceans		✓	✓		✓
4	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.							✓
5	Use aerial images and plan perspectives to recognise landmarks and basic physical features.		Ice floes, Ice sheets,					✓
6	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Need to plan in Ireland					✓		✓
7	Name and locate the world's continents and oceans.		Naming and identify continents and oceans.			✓		✓

	To investigate patterns							
1	<ul style="list-style-type: none"> 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. 					✓		
2	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.		✓ Temperatures at the Arctic compared to Chellaston.			✓		
3	Identify land use around the school.							✓
	To communicate geographically							
1	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. 		✓L1 Describe Chellaston & the Arctic North Pole			✓ Humn & physical		✓
2	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.		✓To discuss a route to the Arctic/Antarctic.			✓		✓
3	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).					✓		✓

Year 1 and 2 (Milestone 1) RE

 Milestone 1 Knowledge and Skills Derby Agreed Syllabus-RE	<u>AUT 1</u> <u>Year A</u>	<u>AUT 2</u> <u>Year A</u>	<u>SPR 1</u> <u>Year A</u>	<u>SPR 2</u> <u>Year A</u>	<u>SUM 1</u> <u>Year A</u>	<u>SUM 2</u> <u>Year A</u>	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
Topic being taught	Who is a Christian and what do they believe? <u>Part 1</u>	Who is Jewish and what do they believe?	What makes some places sacred? <u>Part 1</u>	How and why do we celebrate sacred times?	How should we care for others and the world and why does it matter? <u>Part 1</u>	What does it mean to belong to a faith of community?	Who is a Muslim and what do they believe?	Who is a Christian and what do they believe? <u>Part 2</u>	What can we learn from sacred books?	What makes some places sacred? <u>Part 2</u>	How should we care for others and the world and why does it matter? <u>Part 2</u>	
Strand aim	Believing	Believing	Expressing	Expressing	Living	Living	Believing	Believing	Believing	Expressing	Living	
Star when being assessed												
To know and understand												
Talk about some simple ideas about Christian beliefs about God and Jesus.	✓			✓								
Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.	✓				✓				✓		✓	
Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.	✓		✓			✓				✓		
Identify some ways Christians celebrate Christmas/ Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion.				✓								
Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.				✓					✓			
Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.	✓			✓		✓	✓					
Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married.			✓			✓				✓		
Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.							✓					
Re-tell Bible stories and stories from another faith about caring for others and the world.					✓			✓	✓		✓	
Re-tell a story about the life of the Prophet Muhammad							✓					
Recognise some objects used by Muslims and suggest why they are important							✓					
Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.								✓	✓			
Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.								✓				
Re-tell stories connected with Christmas								✓				

Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.								√			
To express and communicate											
Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.	√		√	√	√		√			√	√
Ask good questions during a school visit about what happens in a church, synagogue or mosque.	√		√					√		√	
Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion	√										
Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.							√				
Recognise that sacred texts contain stories which are special to many people and should be treated with respect.					√		√	√	√		√
Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.				√			√	√			
Identify ways that some people make a response to God by caring for others and the world.					√		√	√			√
To gain and deploy skills											
Talk about issues of good and bad, right and wrong arising from stories.	√				√				√		√
Ask some questions about believing in God and offer some ideas of their own.	√								√		
Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.			√							√	
Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers Respond to examples of co-operation between different people.				√							
Ask and suggest answers to questions arising from stories Jesus told and from another religion.								√			
Talk about issues of good and bad, right and wrong arising from stories.								√			
Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.											
Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.					√						√
Use creative ways to express their own ideas about the creation story and what it says about what God is like.					√			√			√

Year 1 and 2 (Milestone 1) PSHE

Key Year ½ skills and knowledge-green writing

Year 1 skills and knowledge- blue writing

Year 2 skills and knowledge- orange writing

Year 2, 4 & 6 objectives covered in Year B (orange writing)


Year 1, 3 & 5 objectives covered in Year A (blue writing)

POP tasks for assessment of learning will be completed every half term starting (17.1.23)

Blue highlighted bands- mental wellbeing

Green highlighted bands- safeguarding

Purple highlighted bands- both mental wellbeing and safeguarding

 PSHE Milestone 1 Knowledge and Skills -KAPOW	<u>AUT 1</u> Year A	<u>AUT 2</u> Year A	<u>SPR 1</u> Year A	<u>SPR 2</u> Year A	<u>SUM 1</u> Year A	<u>SUM 2</u> Year A	<u>AUT 1</u> Year B	<u>AUT 2</u> Year B	<u>SPR 1</u> Year B	<u>SPR 2</u> Year B	<u>SUM 1</u> Year B	<u>SUM 2</u> Year B
	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition And Y6 only Identity	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition And Y6 only Identity
Family												
Exploring how families are different to each other.	x		x									
To understand that families look after us.	x		x									
To know some words to describe how people are related (eg. aunty, cousin).	x											
To know that some information about me and my family is personal.	x				x							
Discussing ways to show respect for different families	x		x									
Understanding that families offer love, care and support.							x		x			

To know that families can be made up of different people.	x		x									
To know that families may be different to my family.	x		x									
Friendships												
Exploring how friendship problems can be overcome.	x											
Exploring friendly behaviours.	x											
To understand some characteristics of a positive friendship.	x											
To explore and understand that friendships can have problems but that these can be overcome. *	x											
Understanding difficulties in friendships and discussing action that can be taken.							x					
To know some problems which might happen in friendships.							x					
To understand that some problems in friendships might be more serious and need addressing.							x					
Respectful relationships												
Recognising how other people show their feelings.	x											
Identifying ways we can care for others when they are sad.	x											
Exploring the ability to successfully work with different people.	x											
To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	x											
Learning how other people show their feelings and how to respond to them.							x					

[illegible]

Exploring health-related jobs and people who help look after our health.		x										
To know that sleep helps my body to repair itself, to grow and restores my energy.		x										
Exploring some of the benefits of exercise on body and mind.								x				
Exploring some of the benefits of a healthy balanced diet.								x				
Suggesting how to improve an unbalanced meal.								x				
Learning breathing exercises to aid relaxation.								x				
To understand the importance of exercise to stay healthy.								x				
To understand the balance of foods we need to keep healthy.								x				
To know that breathing techniques can be a useful strategy to relax.								x				
Mental wellbeing												
Identifying personal strengths and qualities.	x	x										
Identifying different ways to manage feelings.		x										
To know that strengths are things we are good at.		x										
To know that qualities describe what we are like.		x										
To know the words to describe some positive and negative emotions.	x	x										
Exploring strategies to manage different emotions.							x	x				
Developing empathy.							x	x				
Identifying personal goals and how to work towards them.								x				

[illegible]


makes me uncomfortable online.												
To understand the difference between secrets and surprises.					x							
To know the rules for crossing the road safely.					x						x	
Drugs, alcohol and tobacco												
Learning what is and is not safe to put in or on our bodies.		x			x							
To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.		x			x							
Exploring what people can do to feel better when they are ill.								x			x	
Learning how to be safe around medicines.								x			x	
To know that medicine can help us when we are ill.								x			x	
To understand that we should only take medicines when a trusted adult says we can.								x			x	
The changing adolescent body												
To know the names of parts of my body including private parts*** Homefields have chosen to change this to a Year 2 objective					*						x	
N/A												
Basic first aid												
Practising making an emergency phone call.					x							
To know that an emergency is a situation where someone is					x							

badly hurt, very ill or a serious accident has happened.												
To know that the emergency services are the police, fire service and the ambulance service.					x							
Citizenship												
Recognising why rules are necessary.			x		X							
Discussing how to meet the needs of different pets.								x				
Exploring the differences between people.			x									
Recognising the groups that we belong to.			x									
To know the rules in school.			x		x							
To know that different pets have different needs.								x				
To understand the needs of younger children and that these change over time.								x				X
To know that voting is a fair way to make a decision.								x				
To understand that people are all different.			x									
Explaining why rules are in place.								x			X	
Identifying positives and negatives about the school environment.			x									
Learning how to discuss issues of concern to me.								x			X	


Recognising the importance of looking after the school environment.			x									
Identifying ways to help look after the school environment.			x									
Recognising the contribution people make to the local community.			x									
To know some of the different places where rules apply.								x		x		
To know that some rules are made to be followed by everyone and are known as 'laws'.								x		x		
To know some of the jobs people do to look after the environment in school and the local community.			x									
To understand how democracy works in school through the school council.								x				
To understand that everyone has similarities and differences.								x				
Economic Wellbeing												
Discussing how to keep money safe.				x								
Discussing what to do if we find money.				x						x		
Exploring choices people make about money.										x		
Developing an understanding of how banks work.				x								
To know that coins and notes have different values.				x								

[illegible]

Year 1 and 2 (Milestone 1) Music

 Milestone 1- Music Knowledge and Skills	AUT 1 Year A	AUT 2 Year A	SPR 1 Year A	SPR 2 Year A	SUM 1 Year A	SUM 2 Year A	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
Topic being taught	Gruffalo	Light and Dark Nativity!	Up, Up and Away	Toys	Rumble in the Jungle	Aliens love underpants	Circus	Polar Nativity!	Dinosaur	Food Factory	seaside	Great fire of London
Star when being assessed			*			*			*			*
To perform												
Take part in singing, accurately following the melody.	✓	✓				✓	✓	✓	✓		✓	✓
Follow instructions on how and when to sing or play an instrument.	✓	✓				✓	✓	✓	✓		✓	✓
Make and control long and short sounds, using voice and instruments.		✓		✓				✓		✓		
Imitate changes in pitch.		✓	✓			✓		✓		✓		✓
To compose												
Create a sequence of long and short sounds.				✓	✓					✓		
Clap rhythms.			✓		✓	✓			✓			
Create a mixture of different sounds (long and short, loud and quiet, high and low).				✓	✓							
Choose sounds to create an effect.	✓				✓	✓			✓			
Sequence sounds to create an overall effect.	✓				✓	✓			✓			
Create short, musical patterns.	✓		✓	✓		✓			✓			
Create short, rhythmic phrases.	✓			✓		✓			✓		✓	
To transcribe												
Use symbols to represent a composition and use them to help with a performance.	✓			✓		✓	✓		✓		✓	
To describe music												
Identify the beat of a tune.	✓					✓			✓		✓	✓
Recognise changes in timbre, dynamics and pitch.		✓	✓			✓				✓	✓	✓


Year 1 and 2 (Milestone 1) Art and Design

 Milestone 1 Art and Design	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
Topic being taught	The Circus	Polar Adventure	Dinosaurs	Fun Food	Seaside	London's Burning
Star when being assessed						
<u>To develop ideas</u>						
Respond to ideas and starting points.	✓ Pictures on the ppt from Kandinsky					
Explore ideas and collect visual information.					✓	
Explore different methods and materials as ideas develop.	✓ Paint, paper, shapes to explore Kandinsky				✓	
<u>To master techniques:</u>						
Painting						
Use thick and thin brushes.	Learn to paint correctly and observe the differences when painting with thick and thin brushes.	Creating Polar Bear art work with washes, salt and printing				
Mix primary colours to make secondary.	Learn about primary and then secondary colours					
Add white to colours to make tints and black to colours to make tones.	Create gradient art					
Create colour wheels.	Mix primary and secondary colours					
Collage						
• Use a combination of materials that are cut, torn and glued.	Nature Headbands					Crackling Fire Collages
Sort and arrange materials.	Nature art Nature Headbands				✓	
Mix materials to create texture.	Nature art Nature Headbands					Tissue paper, cellophane, Black card
Sculpture						


Use a combination of shapes.	Nature art		Create Dinosaur Junk Art			
Include lines and texture.			Dinosaur Sculptures using Clay			
Use rolled up paper, straws, paper, card and clay as materials.		✓	Junk Art Dinosaurs			
Use techniques such as rolling, cutting, moulding and carving.		✓	Dinosaur Clay			
Drawing						
Draw lines of different sizes and thickness.	✓ ongoing in class work					
Colour (own work) neatly following the lines.	✓ ongoing in class					
Show pattern and texture by adding dots and lines.				Lichtenstein pop art pizza boxes.		
Show different tones by using coloured pencils.				✓		
Print						
Use repeating or overlapping shapes.	Nature art				✓	
Mimic print from the environment (e.g. wallpapers).					✓	
Use objects to create prints (e.g. fruit, vegetables or sponges).				✓	✓	
Press, roll, rub and stamp to make prints.					✓	
Textiles						
Use weaving to create a pattern.		✓				
Join materials using glue and/or a stitch.		✓				Cutting and arranging felt to create fire pictures.
Use plaiting.						
Use dip dye techniques.						
Digital media						

Use a wide range of tools to create different textures, lines, tones, colours and shapes. - CONTINUOUS	Clown tent Kandinsky artwork		v			
<u>To take inspiration from the greats (classic and modern)</u>						
Describe the work of notable artists, artisans and designers.	Kandinsky colour circles. Andy Goldsworthy			Lichtenstein Pop Art Giuseppe Arcimboldo -Food art		
Use some of the ideas of artists studied to create pieces.	Concentric Circles Nature Art			v		

Year 1 and 2 (Milestone 1) Computing


 Milestone 1- Computing Topic being taught	AUT 1 Year A	AUT 2 Year A	SPR 1 Year A	SPR 2 Year A	SUM 1 Year A	SUM 2 Year A	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
	Gruffalo	Light and Dark	Up up and away	Toys	Rumble in the jungle	Aliens love underpants	<u>The circus</u>	<u>Polar Explorer</u>	<u>Dinosaurs</u>	<u>Fun food factory (pizzas)</u>	<u>Seaside</u>	<u>Great Fire of London</u>
To Code												
Control motion by specifying the number of steps to travel, direction and turn. (motion)					✓	✓					✓	✓
Add text strings, show and hide objects and change the features of an object. (looks)					✓	✓					✓	✓
Select sounds and control when they are heard, their duration and volume. (sound)					✓	✓					✓	✓
Control when drawings appear and set the pen colour, size and shape. (draw)					✓	✓					✓	✓
Specify user inputs (such as clicks) to control events (events)					✓	✓					✓	✓
Specify the nature of events (such as a single event or loop) (control)					✓	✓					✓	✓
Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?) (sensing)					✓	✓					✓	✓
To Connect												
Participate in class social media accounts			✓	✓	✓	✓			✓	✓	✓	✓
Understand online risks and age rules for sites		✓		✓	✓			✓		✓	✓	
To Communicate												
Use a range of applications and devices in order to create digital content that communicates ideas, work and messages		✓					X	✓				
To Collect												
I can use simple software to record information in areas across the curriculum			✓						✓			

Year 1 and 2 (Milestone 1) PE

Milestone 1 PE Skills and Knowledge	AUT 1 Year A	AUT 2 Year A	SPR 1 Year A	SPR 2 Year A	SUM 1 Year A	SUM 2 Year A	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
Topic being taught 	Dance	Gym/Yoga	Fundamentals	Invasion Games	Striking and Fielding	Athletics/Net and Wall	Dance	Gym/Yoga	Fundamentals	Invasion Games (gymnastics being taught in spr 2 due to school closure jan to march)	Striking and Fielding	Athletics/Net and Wall
Star when being assessed			*			*			*			*
Games												
Use the terms 'opponent' and 'team-mate'.				✓	✓					✓	✓	X
Use rolling skills with a variety of balls to help improve hand eye co-ordination skills.					✓						✓	
Use hitting skills with a racket to help improve hand eye co-ordination skills..					✓	✓					✓	✓
Use running and jumping skills.			✓	✓					✓	✓		
Use throwing and catching skills to help improve hand eye co-ordination skills.				✓	✓	✓				✓	✓	✓
Use kicking skills.												
Develop tactics in attacking and defending.			✓	✓	✓	✓			✓	✓	✓	✓
Lead others when appropriate.				✓	✓	✓				✓	✓	✓
Show an awareness of space during team games.			✓	✓	✓	✓			✓	✓	✓	✓
Dance												
Copy and remember moves and positions.	✓						✓					
Move with careful control and coordination.	✓						✓					
Link two or more actions to perform a sequence.	✓						✓					

Choose movements to communicate a mood, feeling or idea.	√						√					
Gymnastics												
Copy and remember actions.		√						√				
Move with some control and awareness of space.		√						√				
Link two or more actions to make a sequence.		√						√				
Show contrasts (such as small/tall, straight/curved and wide/narrow).		√						√				
Travel by rolling forwards, backwards and sideways.		√						√				
Hold a position whilst balancing on different points of the body.		√						√				
Climb safely on equipment.		√						√				
Jump in a variety of ways and land with increasing control and balance.		√						√				
Athletics												
To understand and apply the correct techniques for running.						√						√
To understand and apply the techniques required to jump a hurdle correctly.						√						√
To develop tactics to sprint effectively.						√						√
To develop tactics required for long distance running.						√						√
To develop over arm throwing techniques to throw a javelin.						√						√
Theory and Evaluation												
To understand that our hearts beat faster when we exercise.			√	√	√	√			√	√	√	√
To watch the performance of a peer and comment on the positives and areas for improvement.	√	√		√	√	√	√	√		√	√	√
To use ICT to evaluate performances making relevant comments about positives and areas for improvement.	√	√					√	√				


Year 1 and 2 (Milestone 1) DT

 Milestone 1 Design Technology Skills and Knowledge Topic being taught	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
	The Circus	Polar Adventure	Dinosaurs	Fun Food	Seaside	London's Burning
Star when being assessed			*	*		*
To master practical skills:						
Food						
Cut, peel or grate ingredients safely and hygienically.				Design and create their own pizza's.		
Measure or weigh using measuring cups or electronic scales.						
Assemble or cook ingredients.				Cook a pizza		
Materials						
Cut materials safely using tools provided.	To create chariots for the first Circus Acts		Creating Box Model Dinosaurs for a Dinosaur Exhibition	Pizza Boxes		Sawing to create a tudor house outline.
Measure and mark out to the nearest centimetre.						Measuring wood, mark out and saw.
Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).				Folding pizza boxes		
Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	Gluing to create chariots		Gluing and strengthening to ensure the necks stay up	Gluing pizza boxes		
Textiles						
Shape textiles using templates.						
Join textiles using running stitch.						
Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).						
Electricals and electronics						
Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).						

Computing						
Model designs using software.	Use 2design and make to create a Circus Train – Print it out and stick it together,					
Construction						
Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.						
Mechanics						
Create products using levers, wheels and winding mechanisms.						
<u>To design, make, evaluate and improve</u>						
Design products that have a clear purpose and an intended user.				Pizza Box designs on paper first		
Make products, refining the design as work progresses.				Build their boxes ensuring that info is on the box		
Use software to design.						
<u>To take inspiration from design throughout history</u>						
Explore objects and designs to identify likes and dislikes of the designs.	Create a modern day Chariot based on designs from the past.					
Suggest improvements to existing designs.						
Explore how products have been created.						

Lower Key Stage 2 Knowledge Topic Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge Topic Year A	Honey, I Shrunk the Kids.	Funny Bones	Who lives in a house like this?	Homefields and the Chocolate Factory	Around the World in 80 days	Whose Mummy is it?
Knowledge topic overview						
Knowledge Topic Year B	Night at the Museum	Our Extreme World	Beneath our feet	Plants Vs People	Roman invasion	Fantastic Forces
Knowledge topic overview	<p><u>Night at the Museum</u></p> <p>This topic is a history and science unit in which we'll travel back in time and learn all about the Stone Age to Iron Age, as well as reading and writing creatively about 'How to Wash a woolly mammoth', 'Cave Baby' and 'Night at the Museum'. We have a trip to the woods at Hicks Lodge during the 3rd week and we'll also be learning all about light and dark in science.</p> <p>more information</p>	<p>During this geography-based topic we will experience and investigate number of extreme natural weathers and disasters, we may even recreate some of them in the classroom! We will use maps and atlases to locate disasters. We will even consider whether we would want to live in a 'disaster zone'. We will be creative and make extreme pieces of artwork too, using a number of different techniques. We will need to be accurate and creative, to design and make a photo-frame in our DT project</p> <p>more information</p>	<p>Ever wondered why we have soil? Ever thought about if all rocks are the same? And if they're not, why not? How far down do you have to dig to discover dinosaurs? During our topic we'll find who studies all of this and if we can become experts too!</p> <p>During this science-based topic see us explore the different types of rocks and soils. Children will develop a range of art skills through the topic too, sketching and moulding, linked to fossils lessons.</p> <p>more information</p>			

Year 3 and 4 (Milestone 2) Science

 Milestone 2- SCIENCE Skills and Knowledge	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
	<u>NATM</u>	<u>Our Extreme World</u>	<u>Beneath our feet</u>	<u>Plants vs People</u>	<u>Romans</u>	<u>Fantastic Forces</u>
Star when being assessed	*	*	*	*		*
To work scientifically						
Ask relevant questions.	*	*L1 identifying appliances L2 exploring simple circuits	*L4 – properties of rocks investigate *L8 – permeability of soil investigation	*		*
Set up simple, practical enquiries and comparative and fair tests.	*	*L3 setting up circuits to see if lamp lights	*L4 – properties of rocks investigate *L8 – permeability of soil investigation	*		*
Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.	*	*L3 mini investigation		*		*
Gather, record, classify and present data in a variety of ways to help in answering questions.	*	*L1 identifying appliances	*L4 – properties of rocks investigate *L8 – permeability of soil investigation	*		*
Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	*	*	**L4 – properties of rocks investigate *L8 – permeability of soil investigation	*		*
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	*	*L3 mini investigation	**L4 – properties of rocks investigate	*		*

			*L8 – permeability of soil investigation			
Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.	*	*L3 making a judgement after circuits made	**L4 – properties of rocks investigate *L8 – permeability of soil investigation	*		*
Identify differences, similarities or changes related to simple, scientific ideas and processes.	*	*	**L4 – properties of rocks investigate *L8 – permeability of soil investigation	*		*
Use straightforward, scientific evidence to answer questions or to support their findings.	*	*L2 exploring simple circuits	*L4 – properties of rocks investigate *L8 – permeability of soil investigation	*		*
BIOLOGY						
To understand plants						
Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.				*		
To understand animals and humans						
• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.						


Construct and interpret a variety of food chains, identifying producers, predators and prey.						
Identify that humans and some animals have skeletons and muscles for support, protection and movement.						
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.						
To investigate living things						
• Recognise that living things can be grouped in a variety of ways.						
Explore and use classification keys.						
Recognise that environments can change and that this can sometimes pose dangers to specific habitats.						
To understand evolution and inheritance						
<i>Identify how plants and animals, including humans, resemble their parents in many feature</i>						
<i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i>						
<i>Identify how animals and plants are suited to and adapt to their environment in different ways.</i>						
CHEMISTRY						
To investigate materials						
Rocks and Soils						
Compare and group together different kinds of rocks on the basis of their simple, physical properties.			*L1 L3			
Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).			*L2 L3			

Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.			*L5 fossil lesson			
Recognise that soils are made from rocks and organic matter.			*L7 compost and soil lesson *L8 permeability of soil lesson			
States of Matter						
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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.						
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.						
PHYSICS						
To understand movement, forces and magnets						
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.						*
To understand light and seeing						
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.	*					
To investigate sound and hearing						
Identify how sounds are made, associating some of them with something vibrating.						
Recognise that vibrations from sounds travel through a medium to the ear.						
To understand electrical circuits						
• Identify common appliances that run on electricity.		*L1 identifying app. During lesson				
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.		*L2 exploring simple circuits				
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.		*L3 making circuits to investigate complete circuits				
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.		*				
To understand the Earth’s movement in space						
• <i>Describe the movement of the Earth relative to the Sun in the solar system.</i>	*					
<i>Describe the movement of the Moon relative to the Earth.</i>	*					
Items in italics are not statutory in National Curriculum.						

Year 3 and 4 (Milestone 2) History

 Milestone 2 History Skills and Knowledge Topic being taught	<u>AUT 1 Year B</u>	<u>AUT 2 Year B</u>	<u>SPR 1 Year B</u>	<u>SPR 2 Year B</u>	<u>SUM 1 Year B</u>	<u>SUM 2 Year B</u>
	<u>NATM</u>	<u>Our Extreme World</u>	<u>Beneath our feet</u>	<u>Plants vs People</u>	<u>Romans</u>	<u>Fantastic Forces SENSE OF PLACE</u>
Star when being assessed	*				*	
To investigate and interpret the past						
Use evidence to ask questions and find answers to questions about the past.	*				*	*
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.	*				*	*
Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	*				*	*
Suggest causes and consequences of some of the main events and changes in history.	*				*	*
To build an overview of world history						
Describe changes that have happened in the locality of the school throughout history.						*
Give a broad overview of life in Britain from ancient until medieval times.	*				*	
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.	*				*	
To understand chronology						

Place 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.	*				*	*
Use dates and terms to describe events.	*				*	*
To communicate historically						
Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	*				*	*
Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	*				*	*


Year 3 and 4 Geography

	Milestone 2 Geography Skills and Knowledge	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
	Topic being taught	<u>NATM</u>	<u>Our Extreme World</u>	<u>Beneath our feet</u>	<u>Plants vs People</u>	<u>Romans</u>	<u>Fantastic Forces</u> <u>SENSE OF PLACE</u>
	Star when being assessed		*			*	
<u>To investigate places</u>							
<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. 			* L2 – tectonic plates and how are volcanoes made L4 – physical living near volcano L6 – earthquake intro L8 – survival tsunami L10 – tornado formation and locations L12 – tornado weather report			*	*
Explain own views about locations, giving reasons.			* L2 – tectonic plates +/- L4 – risks of living near volcano L8 – tsunami survival L10 – tornadoes L11 – tornado storm chasers L12 – tornado weather report				*
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.			* L2 – find plates and countries in maps L4 – identifies locations of volcano 'ring of fire'			*	*

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 to identify the key physical and human features of a location.		* L2 – tectonic plates living by volcano L3 – super volcanos, hidden volcanoes and ring of fire L4 – living near volcano L8 – tsunami images L10 – tornado L12 – tornado weather report			*	*
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.		* L5 – volcano location in UK			*	*
Name and locate the countries of Europe and identify their main physical and human characteristics.		* Some locations throughout the topic will cover European countries – some will cover worldwide			*	
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.		* L1 – Earth Structure L3 – Where are volcanos geog area L6 – tectonic plates L10 – locations of tornadoes and why/how they form				
Describe geographical similarities and differences between countries.		*			*	

		L3 – location of volcanos and geog land L6 – earthquake locations L8 – location of tsunami – what is a tsunami				
Describe how the locality of the school has changed over time.						*
<u>To communicate geographically</u>						
Describe key aspects of: physical geography , including: rivers, mountains, human geography , including: settlements and land use.		* L3 – location of volcanos L5 – volcanoes in UK L6 – earthquakes/plates L8 – tsunami locations and land type L10 – how do tornadoes form			*	*
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.	*	Throughout when using maps -			*	*


Year 3 and 4 (Milestone 2) RE

 Derby Agreed Syllabus- RE Milestone 2 Skills and Knowledge	<u>AUT 1</u> Year B	<u>AUT 2</u> Year B	<u>SPR 1</u> Year B	<u>SPR 2</u> Year B	<u>SUM 1</u> Year B	<u>SUM 2</u> Year B
Topic being taught	L2.5 Why are festivals important to religious communities?		L2.8 What does it mean to be Hindu in Britain today?	L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religion about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Strand aim	Expressing		Living	Believing	Living	Expressing
Star when being assessed	*		*	*	*	*
To Know and understand						
Describe some of the ways in which Christians Hindus and/or Muslims describe God.						
Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.						
Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.						
Describe the practice of prayer in the religions studied.						
Make connections between what people believe about prayer and what they do when they pray.						
Make connections between stories, symbols and beliefs with what happens in at least two festivals.	L2 – Rosh Hashanah L3 – Diwali L4 – Ramadan L5/6 - Christmas					
Identify similarities and differences in the way festivals are celebrated within and between religions.	L2 – Rosh Hashanah L3 – Diwali L4 – Ramadan L5/6 - Christmas					
Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.						
Describe some ways in which Christian express their faith through hymns and modern worship songs.						
Make connections between some of Jesus’ teachings and the way Christians live today.				√		
Describe how Christians celebrate Holy Week and Easter Sunday.				√		
Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.				√		
Make connections between stories, symbols and beliefs with what happens in at least two festivals.	L2 – Rosh Hashanah L3 – Diwali L4 – Ramadan					

	L5/6 – Christmas				
Identify similarities and differences in the way festivals are celebrated within and between religions	L2 – Rosh Hashanah L3 – Diwali L4 – Ramadan L5/6 - Christmas				
Suggest why some people see life as a journey and identify some of the key milestones on this journey.					✓
Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.					✓
Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.		L2 – life like a journey look at ‘dharma’			
Describe some ways in which Hindus express their faith through puja, aarti and bhajans.		L1 – puja, bhajans, aarti			
Make connections between stories of temptation and why people can find it difficult to be good.				✓	
To express and communicate					
Suggest why having a faith or belief in something can be hard.					
Identify how and say why it makes a difference in people’s lives to believe in God					
Give examples of how and suggest reasons why Christians use the Bible today.					
Describe ways in which prayer can comfort and challenge believers.					
Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).	L2 3 4 5 6 People’s attitudes				
Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.					
Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.	L5/6 Christmas				
Identify the most important parts of Easter for Christians and say why they are important.			✓		
Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)	L2 3 4 5 6 People’s attitudes				
Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people					✓
Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.		L4 – Hindu life in Britain			

		discussion/celebration poster			
Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.				✓	
Give examples of ways in which some inspirational people have been guided by their religion.				✓	
To gain and deploy skills					
Ask questions and suggest some of their own responses to ideas about God.					
Discuss their own and others' ideas about why humans do bad things and how people try to put things right.					
Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.	L1 introduction to festivals L7 consider role of festivals				
Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others					
Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.	L1 introduction to festivals L7 consider role of festivals				
Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief)					✓
Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.		L3 – Gandhi and his life			
Discuss their own and others' ideas about how people decide right and wrong.				✓	

Year 3 and 4 (Milestone 2) PSHE

KAPOW LKS2- PSHE  Milestone 2 Year 3 skills and knowledge -blue Year 4 skills and knowledge -orange	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
Topic being taught	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition And Y6 only Identity
Star when being assessed						*
<u>Family</u>						
Learning that problems can occur in families and that there is help available if needed.	X					
To know that I can talk to trusted adults or services such as Childline if I experience family problems.	X					
Using respectful language to discuss different families	X					
To know that families are varied in the UK and across the world.	X					
<u>Friendships</u>						
Exploring ways to resolve friendship problems.	X					
Developing an understanding of the impact of bullying and what to do if bullying occurs.	X					
To know that bullying can be physical or verbal.	X					
To know that bullying is repeated, not a one off event.	X					
To know that violence is never the right way to solve a friendship problem	X					
Exploring physical and emotional boundaries in friendships.	X					
To understand the different roles related to bullying including victim, bully and bystander	X					
To understand that everyone has the right to decide what happens to their body.	X					
<u>Respectful relationships</u>						
Identifying who I can trust.	X		L3			
Learning about the effects of non verbal communication.	X		L3			
Exploring the negative impact of stereotyping.	X		L5			

To know that trust is being able to rely on someone and it is an important part of relationships	X		L5			
To know the signs of a good listener.	X		L6			
To understand that there are similarities and differences between people.	X		L6			
To understand some stereotypes related to age	X		L3			
Exploring how my actions and behaviour can affect other people.	X		L6			
To understand the courtesy and manners which are expected in different scenarios.	X		L4			
To understand some stereotypes related to disability.	X		L6			
<u>Change and Loss</u>						
N/A						
Discussing how to help someone who has experienced a bereavement.						X
To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.						X
<u>Health and Prevention</u>						
Discussing why it is important to look after my teeth.		L2			X	
To understand ways to prevent tooth decay.		L2			X	
Developing independence in looking after my teeth.		L2			X	
To know key facts about dental health.		L2			X	
<u>Physical health and wellbeing</u>						
Learning stretches which can be used for relaxation.		L3				
Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.		L1				
To understand the positive impact relaxation can have on the body.		L3				
To know the different food groups and how much of each of them we should have to have a balanced diet.						
Identifying what makes me feel calm and relaxed.		L3				
Learning visualisation as a tool to aid relaxation.		L3				
To know that visualisation means creating an image in our heads.		L3				

Mental wellbeing						
Exploring my own identity through the groups I belong to.			L2			
Identifying my strengths and exploring how I use them to help others.		L4	L3			
Being able to breakdown a problem into smaller parts to overcome it.		L5	L5			
To understand the importance of belonging			L4			
To understand what being lonely means and that it is not the same as being alone.		L4	L6			
To understand what a problem or barrier is and that these can be overcome.		L5	L4			
Exploring how my skills can be used to undertake certain jobs.			L1			
Explore ways we can make ourselves feel happy or happier.		L4	L2			
Developing the ability to appreciate the emotions of others in different situations.		L6	L3			
Learning to take responsibility for my emotions by knowing that I can control some things but not others.		L6	L5			
Developing a growth mindset.		L7	L5			
To know that different job roles need different skills and so some roles may suit me more than others.			L2			
To know that it is normal to experience a range of emotions.		L6	L4			
To know that mental health refers to our emotional wellbeing, rather than physical.		L7	L6			
To understand that mistakes can help us to learn.		L5	L4			
To know who can help if we are worried about our own or other people's mental health.		L7	L6			
Being safe (including online)						
Exploring ways to respond to cyberbullying or unkind behaviour online					X	
Developing skills as a responsible digital citizen.			X		X	
Identifying things people might do near roads which are unsafe.					X	


Beginning to recognise unsafe digital content.					X	
To understand that cyberbullying is bullying which takes place online.					X	
To know the signs that an email might be fake.					X	
To know the rules for being safe near roads.					X	
Discussing how to seek help if I need to.					X	
Exploring what to do if an adult makes me feel uncomfortable.					X	
Learning about the benefits and risks of sharing information online.					X	
To understand that there are risks to sharing things online.					X	
To know the difference between private and public.					X	
Drugs, alcohol and tobacco						
Exploring that people and things can influence me and that I need to make the right decision for me.					X	
Exploring choices and decisions that I can make.					X	
To understand that other people can influence our choices.					X	
Discussing the benefits of being a non-smoker.					X	
To understand the risks associated with smoking tobacco.					X	
The changing adolescent body						
N/A						
Discussing some physical and emotional changes during puberty.					X	X
To understand the physical changes to both male and female bodies as people grow from children to adults.					X	X
Basic first aid						
Learning what to do in a medical emergency, including calling the emergency services.					X	

To know that bites or stings can sometimes cause an allergic reaction.					X	
To know that it is important to maintain the safety of myself and others, before giving first aid.					X	
Learning how to help someone who is having an asthma attack.					X	
To know that asthma is a condition which causes the airways to narrow.					X	
Citizenship						
Exploring how children's rights help them and other children.			L5			
Considering the responsibilities that adults and children have to maintain children's rights.			L5			
Discussing ways we can make a difference to recycling rates at home/school.			L1			
Identifying local community groups and discussing how these support the community			L2			
To understand the UN Convention on the Rights of the Child.			L5			
To understand how recycling can have a positive impact on the environment.			L1			
To know that the local council is responsible for looking after the local area.			L2			
To know that elections are held where adults can vote for local councillors.			L3			
To understand some of the consequences of breaking rules.			L3			
To understand the role of charities in the community			L6			
Discussing how we can help to protect human rights.			L5			
Identifying ways items can be reused.			L1			
Explaining why reusing items is of benefit to the environment.			L1			

Identifying the benefits different groups bring to the local community.			L2			
Discussing the positives diversity brings to a community.			L3			
To know that human rights are specific rights that apply to all people.			L5			
To know some of the people who protect our human rights such as police, judges and politicians.			L5			
To know that reusing items is of benefit to the environment.			L1			
To understand that councillors have to balance looking after local residents and the needs of the council.			L3			
To know that there are a number of groups which make up the local community.			L4			
Economic Wellbeing						
Discussing the range of feelings which money can cause.				X		
Discussing the different attitudes people have to money.				X		
Exploring the impact our spending can have on other people.				X		
Considering the advantages and disadvantages of different payment methods.				X		
To understand that there are different ways to pay for things.				X		
To know that budgeting money is important.				X		
To understand that there are a range of jobs available				X		
To understand that some stereotypes can exist around jobs but these should not affect people's choices.				X		
Exploring the factors which affect whether something is value for money.				X		


Discuss some impacts of losing money.				X		
Identifying negative and positive influences that can affect our career choices.				X		
To know that money can be lost in a variety of ways				X		
To understand the importance of tracking money.				X		
To know that many people will have more than one job or career in their lifetimes.				X		
Exploring ways to overcome stereotypes in the workplace.				X		
Transition						
Learning strategies to deal with change.						X
To understand that change often brings about more opportunities and responsibilities.						X
Recognising our own achievements.						X
Being able to set goals.						X
To know that setting goals can help us to achieve what we want.						X
Identity						
N/A						
N/A						

Year 3 and 4 (Milestone 2) Music

 Milestone 2 Music Skills and Knowledge	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
	<u>NATM</u> Yr 4 HotHouse Y3 How does Music bring us together? Notation skills_ -	<u>Our Extreme World</u> Yr 4 HotHouse Y3 What stories does Music tell us about the past - improvisation	<u>Beneath our feet</u> Y4 HotHouse Y3 How does Music make the world a better place? Composing_	<u>Plants vs People</u> Y4 HotHouse Y3 Sharing Music experience - how does it help us to know the community?_	<u>Romans</u> Y4 HotHouse Y3 How does music make a difference to us every day? – Music styles	<u>Fantastic Forces (M.A.D.D)</u> Y4 HotHouse Y3 – How does Music Connect us without planet? Recognising different sounds
						*
To perform	*	*	*	*	*	*
Sing from memory with accurate pitch.						
Sing in tune.						
Maintain a simple part within a group.	*	*	*	*	*	*
Pronounce words within a song clearly.						
Show control of voice.						
Play notes on an instrument with care so that they are clear.	*	*	*	*	*	*
Perform with control and awareness of others.	*	*	*	*	*	*
To compose						
Compose and perform melodic songs.						
Use sound to create abstract effects.						
Create repeated patterns with a range of instruments.						
Create accompaniments for tunes.						
Use drones as accompaniments.						
Choose, order, combine and control sounds to create an effect.						
Use digital technologies to compose pieces of music.						
To transcribe						

Devise non-standard symbols to indicate when to play and rest.	*			*	*	*
Recognise the notes EGBDF and FACE on the musical stave.	*			*	*	*
Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	*			*	*	*
To describe music						
Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	*			*	*	*
Evaluate music using musical vocabulary to identify areas of likes and dislikes.						
Understand layers of sounds and discuss their effect on mood and feelings.						

Year 3 and 4 (Milestone 2) Art and Design


 Milestone 2- Art and Design Skills and Knowledge Topic being taught	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
	<u>NATM</u>	<u>Our Extreme World</u>	<u>Beneath our feet</u>	<u>Plants vs People</u>	<u>Romans</u>	<u>Fantastic Forces (M.A.D.D)</u>
Star when being assessed			*	*		
<u>To develop ideas</u>						
Develop ideas from starting points throughout the curriculum.	*		*L3 Goldsworthy tasks throughout lessons	*		
Collect information, sketches and resources.	*		*L1 sketching fossils	*		
Adapt and refine ideas as they progress.	*		*L1 sketching fossil – refining and editing	*		
Explore ideas in a variety of ways.	*		*L1 exploring pencils - fossils	*		
Comment on artworks using visual language.	*		*L1 discussing techniques - fossils	*		
<u>To master techniques:</u>						
<u>Painting</u>						
Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.		* Volcano artwork L1 L2		*		
Mix colours effectively.		* Volcano artwork L1 L2		*		
Use watercolour paint to produce washes for backgrounds then add detail.		* Night time storm L4		*		
Experiment with creating mood with colour.		* Night time storm L4		*		

Collage						
Select and arrange materials for a striking effect.		* L1 L2 L5			*	
Ensure work is precise.		* Tsunami collage L5			*	
Use coiling, overlapping, tessellation, mosaic and montage.		* Tsunami collage L5 - mosaic			*	
Sculpture						
Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	*	* Making 3D volcano L3	*L3 Andy Goldsworthy clay tiles			
Include texture that conveys feelings, expression or movement.	*	* Making 3D volcano L3	*L3 Andy Goldsworthy clay tiles			
Use clay and other mouldable materials.	*	* Making 3D volcano L3 – papier mache	*L3 Andy Goldsworthy clay tiles			
Add materials to provide interesting detail.	*	* Making 3D volcano L3	*L3 Andy Goldsworthy clay tiles			
Drawing						
Use different hardnesses of pencils to show line, tone and texture.			*L1 sketching fossils L3 Andy Goldsworthy sketches	*		
Annotate sketches to explain and elaborate ideas.			*L1 sketching fossils L3 Andy Goldsworthy sketches	*		

Sketch lightly (no need to use a rubber to correct mistakes).			*L1 sketching fossils L3 Andy Goldsworthy sketches	*		
Use shading to show light and shadow.			*L1 sketching fossils L3 Andy Goldsworthy sketches	*		
Use hatching and cross hatching to show tone and texture.			*L1 sketching fossils L3 Andy Goldsworthy sketches	*		
Print						
Use layers of two or more colours.						*
Replicate patterns observed in natural or built environments.					*	
Make printing blocks (e.g. from coiled string glued to a block).					*	
Make precise repeating patterns.					*	
Textiles						
Shape and stitch materials.						*
Use basic cross stitch and back stitch.						*
Colour fabric.						*
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.			*L3 – Andy Goldsworthy	*		


Create original pieces that are influenced by studies of others.			*L3 – Andy Goldsworthy	*		
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Year 3 and 4 (Milestone 2) Computing.

	Milestone 2 Computing Skills and Knowledge	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
	Topic being taught	ESAFETY NATM Purple mash - database	Our Extreme World Power point	Beneath our Feet Hour of Code	Plants Versus People Purple Mash Blogs and emails	Romans Digital Media (art)	Forces Scratch
To Code							
Use specified screen coordinates to control movement. <i>(motion)</i>				*L2 moving objects Chimp Fun with fish to Snail race			
Set the appearance of objects and create sequences of change <i>(looks)</i>				*L1			
Create and edit sounds. Control when they are heard, their volume, duration and rests <i>(sound)</i>				*L3 L4 L5 Chimp challenges			
Control the shade of pens <i>(draw)</i>							
Specify condition to trigger events <i>(events)</i>				*L6 Chimp to rockets			
Use IF THEN conditions to control events or objects <i>(control)</i>				*L3 – movement Purple mash – chimp vehicles			*
Create conditions by sensing proximity or by waiting for user input (such as proximity to a specified colour or a line or responses to questions) <i>(sensing)</i>							*
Use variables to store a value <i>(variables and lists)</i>							*
Use the functions define, set, change show and hide to control the variables <i>(variables and lists)</i>							*

Use the reporter operators () + () () - () () * () () / () to perform calculations (operators)						*
To Connect						
Contribute to blogs that are moderated by teachers				*		
Give examples of the risks posed by online communications.	*					
Understand the term 'copyright'				*		
Understand that comments made online that are hurtful or offensive are the same as bullying	*					
Understand how online services work						
To Communicate						
Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally		* Powerpoint to communicate ideas about extreme world concepts			*	
To Collect						
Devise and construct databases using application designed for this purpose in areas across the curriculum	*					

Year 3 and 4 (Milestone 2) PE

 Milestone 2 PE Skills and Knowledge Topic being taught	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
	Invasion games Gymnastics	Gymnastics Fitness	Striking and fielding OAA (Tablets)	Quick Roll Dance	Kwik Cricket Netball	Athletics Athletics
Star when being assessed	*	*	*	*	*	*
Games						
Throw and catch with control and accuracy.	*		*Throwing and catching in warm ups	*	*	
Strike a ball and field with control.				*	*	
Choose appropriate tactics to cause problems for the opposition.	*			*	*	
Follow the rules of the game and play fairly.	*		*All tasks with rules to be followed	*	*	
Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).	*				*	
To develop tactics as a team in order to improve team performance (e.g. attacking, defending, positioning and passing at appropriate times.)	*		*Mini games with teams	*	*	
Lead others and act as a respectful team member.	*		* Mini games in lessons	*	*	
Dance						
Plan, perform and repeat sequences.				*		
Move in a clear, fluent and expressive manner.				*		
Refine movements into sequences.				*		
Create dances and movements that convey a definite idea.				*		

Change speed and levels within a performance.				*		
Develop physical strength and suppleness by practising a variety of moves and balances.				*		
Gymnastics						
Plan, perform and repeat sequences.	*	*In small group work throughout sessions				
Move in a clear, fluent and expressive manner.	*	*Warm ups, travel sessions				
Refine movements into sequences.	*	*Making links in warm ups				
Show changes of direction, speed and level during a performance.	*	*children to perform to peers during lessons				
Travel in a variety of ways, including flight, by transferring weight to generate power in movements.	*	*using jumping as a way of travelling using equipment				
On variety of equipment, hold a position whilst balancing on different points of the body and recognise how centre of gravity might have an impact on this.	*	*balance work individually and in pairs				
Swing and hang from equipment safely (using hands).	*	*equipment sessions, offer opportunities to explore the apparatus				
Athletics						
Sprint over a short distance up to 60 metres.						*
Run over a longer distance, conserving energy in order to sustain performance.						*
Develop the techniques in order to pass and receive a baton successfully.						*
Use a range of throwing techniques (such as under arm, over arm).						*

Throw with accuracy to hit a target or cover a distance.						*
Jump in a number of ways, using a run up where appropriate.						*
Compete with others and aim to improve personal best performances.						*
Outdoor Adventurous Activities.						
Show an ability to both lead and form part of a team.			*Team building games			
Support others and seek support if required when the situation dictates.			*Help to my team in team games			
Show resilience when plans do not work and initiative to try new ways of working.			*All sessions with all peers			
Use maps to orientate themselves.			*Map reading sessions			
Remain aware of changing conditions and change plans if necessary.			*Talk with teachers and peers			
Fitness						
To recognise the importance of keeping fit.		* warm up parts of the lesson every week				
To understand what we can do to keep fit in terms of healthy living and physical activity.		* discussions in PE input				
To develop the coordination, movement, flexibility and strength of our bodies.		* various activities during circuits				
To understand what circuit training is and complete various activities in a circuit.		* fitness is fun circuits				
Theory and Evaluation						

To understand why we prepare our bodies for exercise (e.g. prepare muscles, blood flow and prevent injury).	*	*	*	*	*	*
To understand why we cool down our bodies at the end of exercising (e.g. prepare muscles, reduce blood flow gradually and prevent injury).	*	*	*	*	*	*
To watch the performance of a peer and make constructive comments on the positives and areas for improvement.	*	*	*	*	*	*
To use ICT to evaluate performances making constructive comments about positives and areas for improvement.		*	*			

Year 3 and 4 (Milestone 2) Design and Technology


	Milestone 2 DT Skills and Knowledge	<u>AUT 1</u> <u>Year B</u>	<u>AUT 2</u> <u>Year B</u>	<u>SPR 1</u> <u>Year B</u>	<u>SPR 2</u> <u>Year B</u>	<u>SUM 1</u> <u>Year B</u>	<u>SUM 2</u> <u>Year B</u>
	Topic being taught	<u>NATM</u>	<u>Our Extreme World</u>	<u>Beneath our feet</u>	<u>Plants vs People</u>	<u>Romans</u>	<u>Fantastic Forces (M.A.D.D)</u>
	Star when being assessed		*		*		
	To master practical skills:						
	Food						
	Prepare ingredients hygienically using appropriate utensils.				*		
	Measure ingredients to the nearest gram accurately.				*		
	Follow a recipe.				*		
	Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).				*		
	Materials						
	Cut materials accurately and safely by selecting appropriate tools.		* Board Game practise and final				
	Measure and mark out to the nearest millimetre.		* Board Game practise and final				
	Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).		* Using knife for inside of frame				
	Select appropriate joining techniques.		* Consider corners on Board Game				
	Textiles						
	Understand the need for a seam allowance.						

Join textiles with appropriate stitching.						
Select the most appropriate techniques to decorate textiles.						
Electricals and electronics						
Create series and parallel circuits	* Torches					
Computing						
Control and monitor models using software designed for this purpose.	*				*	
Construction						
Choose suitable techniques to construct products or to repair items.	*	* Board Game, consider corners				
Strengthen materials using suitable techniques.	*	* Investigate Board Games and use in final				
Mechanics						
Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).						
<u>To design, make, evaluate and improve</u>						
Design with purpose by identifying opportunities to design.	*	* Board Game design		*		
Make products by working efficiently (such as by carefully selecting materials).	*	* Board Game – look when take apart/consider in design				
Refine work and techniques as work progresses, continually evaluating the product design.	*	* Board Game				

Use software to design and represent product designs.	*			*soup label as a net		
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.	* torches	* Take Board Games apart		*		

Year 5 and 6 Knowledge Topic Overview

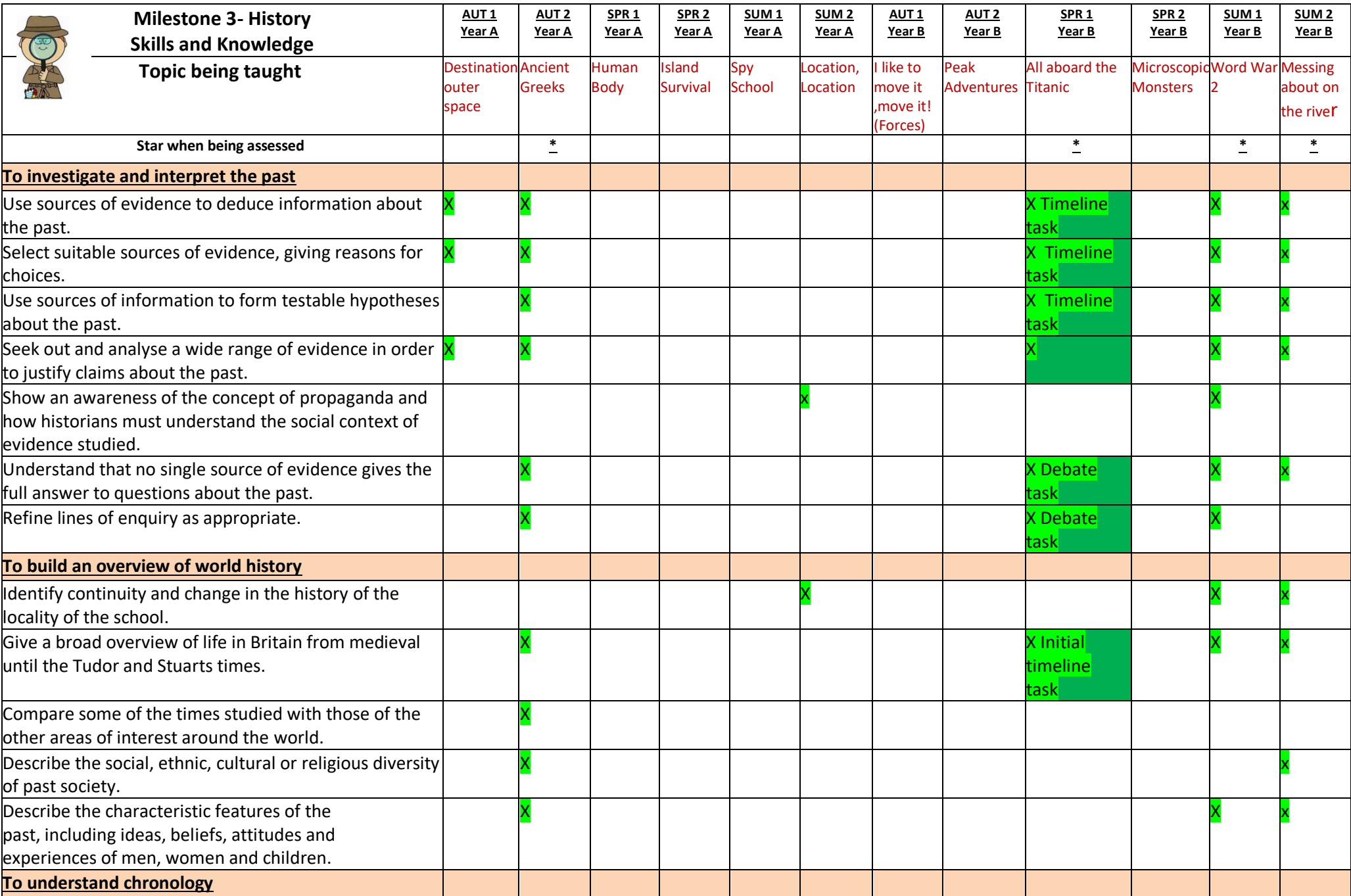
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge Topic Year A	Destination outer space	Ancient Greeks	Human Body	Island Survival	Spy School	Location, Location
Knowledge topic overview						
Knowledge Topic Year B	I like to move it ,move it! (Forces)	Peak Adventures	All aboard the Titanic	Microscopic Monsters	Word War 2	Messing about on the river
Knowledge topic overview		<p>This topic allows us to enter into the world of mountains and the many secrets they hold. With a strong focus on geographical skills, children will expand their knowledge of the world while developing atlas and map skills, analysing geographical data and identifying both physical and human patterns.</p> <p>more information</p>	<p>This topic allows children to develop a range of historical and geographical skills through the event of the sinking of Titanic. Through geographical data, primary and secondary sources, personal stories and discussion, children will gain a 'feel' for the historical period. They will also examine the inter-related events that led up to the sinking and the aftermath, along with the historical significance and cultural impact today.</p> <p>more information</p>			

Milestone 3- Science Skills and Knowledge		AUT 1 Year A	AUT 2 Year A	SPR 1 Year A	SPR 2 Year A	SUM 1 Year A	SUM 2 Year A	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
	Topic being taught	Destination outer space	Ancient Greeks	Human Body	Island Survival	Spy School	Location, Location	I like to move it ,move it! (Forces)	Peak Adventures	All aboard the Titanic	Microscopic Monsters	Word War 2	Messing about on the river
Star when being assessed				*		*		x			x		
To work scientifically													
Plan enquiries, including recognising and controlling variables where necessary.		X		X	X	X	X	X	X		X		X
Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.		X		X	X	X	X	X	X		X		X
Take measurements, using a range of scientific equipment, with increasing accuracy and precision.		X		X	X	X	X	X	X		X		X
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.		X		X	X	X	X	X	X		X		X
Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.		X		X	X	X	X	X	X		X		X
Present findings in written form, displays and other presentations.		X		X	X	X	X	X	X		X		X
Use test results to make predictions to set up further comparative and fair tests.		X		X	X	X	X	X	X		X		X
Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments				X	X	X	X	X			X		X
BIOLOGY													
To understand plants		A1	A2	S1	S2	SU1	SU2	A1	A2	S1	S2	SU1	SU1
Relate knowledge of plants to studies of evolution and inheritance.							X						
Relate knowledge of plants to studies of all living things.							X						
To understand animals and humans		A1	A2	S1	S2	SU1	SU2	A1	A2	S1	S2	SU1	SU1
Describe the changes as humans develop to old age.				x			X						


Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.			x			X						
Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.			x			X						
Describe the ways in which nutrients and water are transported within animals, including humans.			x			X						
To investigate living things	A1	A2	S1	S2	SU1	SU2	A1	A2	S1	S2	SU1	SU1
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.						X						
Describe the life process of reproduction in some plants and animals.						X						
Describe how living things are classified into broad groups according to common observable characteristics.						X				x		
Give reasons for classifying plants and animals based on specific characteristics.						X						
To understand evolution and inheritance	A1	A2	S1	S2	SU1	SU2	A1	A2	S1	S2	SU1	SU1
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.			x			x				X		
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.												
CHEMISTRY												
To investigate materials	A1	A2	S1	S2	SU1	SU2	A1	A2	S1	S2	SU1	SU1
Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.								X				

Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.				X									
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.				X									
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	X			X									
Demonstrate that dissolving, mixing and changes of state are reversible changes.				X									
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, oxidation and the action of acid on bicarbonate of soda.				X									
PHYSICS													
To understand movement, forces and magnets	A1	A2	S1	S2	SU1	SU2	A1	A2	S1	S2	SU1	SU1	
Magnets													
Describe magnets as having two poles.							X						
Predict whether two magnets will attract or repel each other, depending on which poles are facing.							X	x					
Forces													
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.							X	x					
Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.							X	x					
<i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i>							X	x					
<i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i>							X	x					

[illegible]




• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).		X									X	
Identify periods of rapid change in history and contrast them with times of relatively little change.	X	X										X
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	X	X							X Timeline task		X	
Use dates and terms accurately in describing events.	X	X							X Detailed Titanic chronology task		X	X
<u>To communicate historically</u>												
• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.	X	X							X Detailed Titanic chronology task		X	X
Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	X								X First/third class passenger task		X	X
Use original ways to present information and ideas.	X	X							X First/third class passenger task		X	X

 Milestone 3 Geography Skills and Knowledge	<u>AUT 1</u> Year B	<u>AUT 2</u> Year B	<u>SPR 1</u> Year B	<u>SPR 2</u> Year B	<u>SUM 1</u> Year B	<u>SUM 2</u> Year B	<u>SUM 2</u> Year B
Topic being taught	I like to move it, move it!	'Peak Adventures' Mountains/Peak Adventures	All Aboard the Titanic	'Microscopic Monsters'	World War II	'Messing about on the River'	Sense of Place week
Star when being assessed		*		*		*	
To investigate places							
Collect and analyse statistics and other information in order to draw clear conclusions about locations.		Lesson 4 – Analyse climate data for contracting locations – line graphs.	Iceberg data lesson		/	/	/
Identify and describe how the physical features affect the human activity within a location.		Lesson 5 – Mountaineers – past and present.	Push/pull reasons lesson Titanic route lesson			/	/
Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.		Lesson 2 – Research 7 summits and present in booklet.				/	/
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.		/					/
Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).		Lesson 4 – Analyse climate data for contracting locations – line graphs.				/	

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.		Lesson 1 – Map work – Identify mountains and ranges around the world.	Titanic route lesson			/	/
Name and locate the countries of North and South America and identify their main physical and human characteristics.		/	Titanic route lesson				
<u>To investigate patterns</u>							
• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).			Titanic route lesson				/
Understand some of the reasons for geographical similarities and differences between countries.		Lesson 2 – Research 7 summits and present in booklet.				/	
Describe how locations around the world are changing and explain some of the reasons for change.		Lesson 6 – Examine the impact of tourism on mountain regions.				/	

Describe geographical diversity across the world.						/	
Describe how countries and geographical regions are interconnected and interdependent.		Lesson 6 – Examine the impact of tourism on mountain regions.				/	
<u>To communicate geographically</u>							
Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 		Lesson 1 – Map work – Identify mountains and ranges around the world. Lesson 6 – Examine the impact of tourism on mountain regions.	Titanic route lesson Postcard lesson			/	/
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.		Lesson 3 – Identify mountain in the UK.				/	/

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).		Lesson 4 – Analyse climate data for contracting locations – line graphs.				/	/
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 Milestone 3 Derby Agreed Syllabus -RE Skills and Knowledge	AUT 1 Year A	AUT 2 Year A	SPR 1 Year A	SPR 2 Year A	SUM 1 Year A	SUM 2 Year A	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM Year B 1	SUM 2 Year B
Topic being taught	U2.1 Why do some people believe God exists?	U2.4 If God is everywhere, why go to a place of worship?	U2.6 – What does it mean to be a Muslim in Britain today?		U2.7 – What matters most to Christians and Humanists?		U2.2 What would Jesus do? (can we live by the values of Jesus in the twenty-first century?)	U2.3 What do religions say to us when life gets hard?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?		U2.8 – What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	
Strand aim	Believing	Expressing	Living		Living		Believing	Believing	Expressing		Living	
Star when being assessed												
To know and understand												
Outline clearly a Christian understanding of what God is like, using examples and evidence.	√											
Outline Jesus’ teaching on how his followers should live.							√					
Make connections between how believers feel about places of worship in different traditions.		√										
Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad				√								
Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils				√								
Make connections between the key functions of the mosque and the beliefs of Muslims				√								
Outline Christian, Hindu and/or nonreligious beliefs about life after death.								√				
Describe and make connections between examples of religious creativity (buildings and art).									√			
Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples.					√							
Make connections between beliefs and behaviour in different religions.											√	
Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions											√	
To express and communicate												
Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.	√											
Express thoughtful ideas about the impact of believing or not believing in God on someone’s life.	√											
Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live.							√					
Explain the impact Jesus’ example and teachings might have on Christians today.							√					
Select and describe the most important functions of a place of worship for the community.		√										
Give examples of how places of worship support believers in difficult times, explaining why these matters to believers.		√										
Describe and reflect on the significance of the Holy Qur’an to Muslims.				√								
Express ideas about how and why religion can help believers when times are hard, giving examples.								√				

Explain some similarities and differences between beliefs about life after death.						✓		
Explain some reasons why Christians and Humanists have different ideas about an afterlife.						✓		
Show understanding of the value of sacred buildings and art.							✓	
Suggest reasons why some believers see generosity and charity as more important than buildings and art.							✓	
Describe some Christian and Humanist values simply.				✓				
Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.				✓				
Outline the challenges of being a Hindu, Christian or Muslim in Britain today.								✓
Consider similarities and differences between beliefs and behaviour in different faiths.								✓
<u>To gain and deploy skills</u>								
Present different views on why people believe in God or not, including their own ideas.	✓							
Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.					✓			
Present ideas about the importance of people in a place of worship, rather than the place itself.		✓						
Apply ideas about values and from scriptures to the title question.							✓	
Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.				✓				

Express ideas about how and why religion can help believers when times are hard, giving examples.						✓		
Explain some similarities and differences between beliefs about life after death.						✓		
Explain some reasons why Christians and Humanists have different ideas about an afterlife.						✓		
Show understanding of the value of sacred buildings and art.							✓	
Suggest reasons why some believers see generosity and charity as more important than buildings and art.							✓	
Describe some Christian and Humanist values simply.				✓				
Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.				✓				
Outline the challenges of being a Hindu, Christian or Muslim in Britain today.								✓
Consider similarities and differences between beliefs and behaviour in different faiths.								✓
<u>To gain and deploy skills</u>								
Present different views on why people believe in God or not, including their own ideas.	✓							
Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.					✓			
Present ideas about the importance of people in a place of worship, rather than the place itself.		✓						
Apply ideas about values and from scriptures to the title question.							✓	
Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.				✓				

Key

Year 5/6 skills and knowledge-green writing

Year 5 skills and knowledge- blue writing

Year 6 skills and knowledge- orange writing

POP tasks for assessment of learning will be completed every half term starting (17.1.23)

Year 2, 4 & 6 objectives covered in Year B (orange writing)

Year 1, 3 & 5 objectives covered in Year A (blue writing)

Blue highlighted bands- mental wellbeing

Green highlighted bands- safeguarding

Purple highlighted bands- both mental wellbeing and safeguarding

[illegible]

[illegible]

Identifying some actions to take if I am worried about my health or my friends' health.								x			x	
To understand that vaccinations can give us protection against disease.								x				
To know that changes in the body could be possible signs of illness.								x				
Discussing ways to prevent illness.								x				
Physical health and wellbeing												
Understanding the relationship between stress and relaxation.		x						x				
Considering calories and food groups to plan healthy meals.		x										
Developing greater responsibility for ensuring good quality sleep.		x										
To know that relaxation stretches can help us to relax and de-stress.		x										
To know that calories are the unit that we use to measure the amount of energy certain foods give us.		x										
To know that what we do before bed can affect our sleep quality.		x										
Identifying a range of relaxation strategies and situations in which they would be useful.								x				
Exploring ways to maintain good habits.								x				
Setting achievable goals for a healthy lifestyle.								x				
To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).								x				
To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.								x				
Mental wellbeing												
Taking responsibility for my own feelings.		x			x							
To understand what can cause stress.		x			x							

To understand that failure is an important part of success.		x										
Exploring my personal qualities and how to build on them.								x				x
Developing strategies for being resilient in challenging situations.								x			x	
To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).								x			x	
To know the effects technology can have on mental health.								x			x	
Being safe (including online)												
Developing an understanding of how to ensure relationships online are safe.					x							
To know the steps to take before sending a message online (using the THINK mnemonic).					x							
To know some of the possible risks online.					x							
Developing an understanding about the reliability of online information.											x	
Exploring online relationships including dealing with problems.											x	
To understand that online relationships should be treated in the same way as face to face relationships.											x	
To know where to get help with online problems.											x	
Drugs, alcohol and tobacco												
Learning to make 'for' and 'against' arguments to help with decision making.					x							
To know some strategies, I can use to overcome pressure from others and make my own decisions.		x			x							
Discussing the reasons why adults may or may not drink alcohol.		x			x							
To understand the risks associated with drinking alcohol.		x			x							
The changing adolescent body												
Learning about the emotional changes during puberty.					x							
Identifying reliable sources of help with puberty.					x							
To understand the process of the menstrual cycle.					x							

To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.									X			
Learning about environmental issues relating to food.									X			
Discussing how education and other human rights protect us.									X			
Identifying causes which are important to us.									X			
Discussing how people can influence what happens in parliament.									X			
Discussing ways to challenge prejudice and discrimination.			X									
Identifying appropriate ways to share views and ideas with others.									X			
To know that education is an important human right.									X			
To know that our food choices can affect the environment.									X			
To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.									X			
To know that prejudice is making assumptions about someone based on certain information.									X			
To know that discrimination is treating someone differently because of certain factors.			X									
Economic Wellbeing												
Discussing risks associated with money.				X								
Making a budget based on priorities.				X								
To know that when money is borrowed it needs to be paid back, usually with interest.				X								
. To know that it is important to prioritise spending.				X								
. To know that income is the amount of money received and expenditure is the amount of money spent.				X								

[illegible]

To know that a big change can bring opportunities but also worries.												x
Identity -Y6 ONLY												
Discussing the factors that make our 'identity'												x
. Recognising the difference between how we see ourselves and how others see us.												x
. Exploring how the media might influence our identity.												x
To know that identity is the way we see ourselves and also how other people see us.												x
<u>To understand that gender and sexual orientation form part of a person's identity***</u>												x


***CHECK HOMEFIELDS RSE POLCIY BEFORE TEACHING THE OBJECTIVE

[illegible]

[illegible]

[illegible]

[illegible]

Milestone 3 Art and Design Skills and Knowledge	<u>AUT 1</u> Year A	<u>AUT 2</u> Year A	<u>SPR 1</u> Year A	<u>SPR 2</u> Year A	<u>SUM 1</u> Year A	<u>SUM 2</u> Year A	<u>AUT 1</u> Year B	<u>AUT 2</u> Year B	<u>SPR 1</u> Year B	<u>SPR 2</u> Year B	<u>SUM 1</u> Year B	<u>SUM 2</u> Year B
 Topic being taught	<u>Planets pastel and paint</u>	<u>Greek vases</u>	<u>Aztec masks</u> <u>Human Body</u>	<u>Island survival</u>	<u>Spy school</u>	<u>Chesterfield</u>	<u>Forces</u>	<u>Mountains</u>	<u>Titanic</u>	<u>Microscopic monsters</u>	<u>World War 2</u>	<u>Rivers evolution and inheritance</u>
Star when being assessed	*		*				*			*		
<u>To develop ideas</u>												
Develop and imaginatively extend ideas from starting points throughout the curriculum.	✓		✓	✓		✓	✓	✓		✓	✓	✓
Collect information, sketches and resources and present ideas imaginatively in a sketch book.	✓			✓			✓			✓		✓
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.	✓		✓					✓		✓		
<u>To master techniques:</u>												
<u>Painting</u>												
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.				✓				✓			✓	

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.	✓	✓		✓				✓			✓	
Collage												
Mix textures (rough and smooth, plain and patterned).			✓									✓
Combine visual and tactile qualities.			✓									✓
Use ceramic mosaic materials and techniques.			✓									
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.		✓										
Combine visual and tactile qualities.		✓										
Use frameworks (such as wire or moulds) to provide stability and form.												
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.												
Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).						✓	✓					
Use lines to represent movement.												
Print												
Build up layers of colours.										✓		
Create an accurate pattern, showing fine detail.										✓		
Use a range of visual elements to reflect the purpose of the work.										✓		
Textiles												
Show precision in techniques.												
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).	✓											
<u>To take inspiration from the greats (classic and modern)</u>												
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.		✓	✓									
Milestone 3- Computing	AUT 1 Year A	AUT 2 Year A	SPR 1 Year A	SPR 2 Year A	SUM 1 Year A	SUM 2 Year A	AUT 1 Year B	AUT 2 Year B	SPR 1 Year B	SPR 2 Year B	SUM 1 Year B	SUM 2 Year B
Topic being taught	SPACE	GREEKS	HUMAN BODY	ISLAND SURVIVAL	SPY SCHOOL	LOCATION	FORCES	MOUNTAINS	TITANIC	MICROBES	WWII	RIVERS/ EVOLUTION
To Code												
Set IF conditions for movements. Specify types of rotation giving the number of degrees (motion)	*				*				*			
Change the position of objects between screen layers (send to back, bring to front (looks)	*				*				*			
Upload sounds from file and edit them. Add effects such as fade in and out and control their implementation (sound)	*				*				*			
Combine the use of pens with movement to create interesting effects (draw)	*				*				*			
Set events to control other events by 'broadcasting' information as a trigger (events)	*				*				*			
Use IF THEN ELSE conditions to control events or objects (control)	*				*				*			

Use a range of sensing tools (including proximity user inputs, loudness, and mouse position) to control events or actions (sensing)	*				*				*			
Use lists to create a set of variables (variables and lists)	*				*				*			
Use the Boolean operators $() < ()$ $() = ()$ $() > ()$ $() \text{ and } ()$ $() \text{ or } ()$ not $()$ to define conditions Use the reporter operators $() + ()$ $() - ()$ $() * ()$ $() / ()$ to perform calculations Pick random $()$ to $()$ Join $()$ $()$ Letter $()$ of $()$ Length of $()$ $() \text{ Mod } ()$ This reports the remainder after a division calculation Round $()$ (operators)	*				*				*			
To Connect												
Collaborate with others online on site approved and moderated by teachers	*	*	*	*	*	*	*	*	*	*	*	
Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems	*	*					*					

Understand and demonstrate knowledge that it is illegal to download copyrighted material including music or games, without express written permission, from the copyright holder	*						*						
Understand the effect of online comments and show responsibility and sensitivity when online	*	*					*						
Understand how simple networks are set up and used	*						*						
To Communicate													
Choose the most suitable applications and devices for the purposes of communication		*		*	*	*		*	*	*	*	*	*
Use many of the advanced features in order to create high quality, professional or efficient communications		*		*	*	*		*	*	*	*	*	*
To Collect													
Select applications to devise, construct and manipulate data and present it in an effective and professional manner						*			*				

