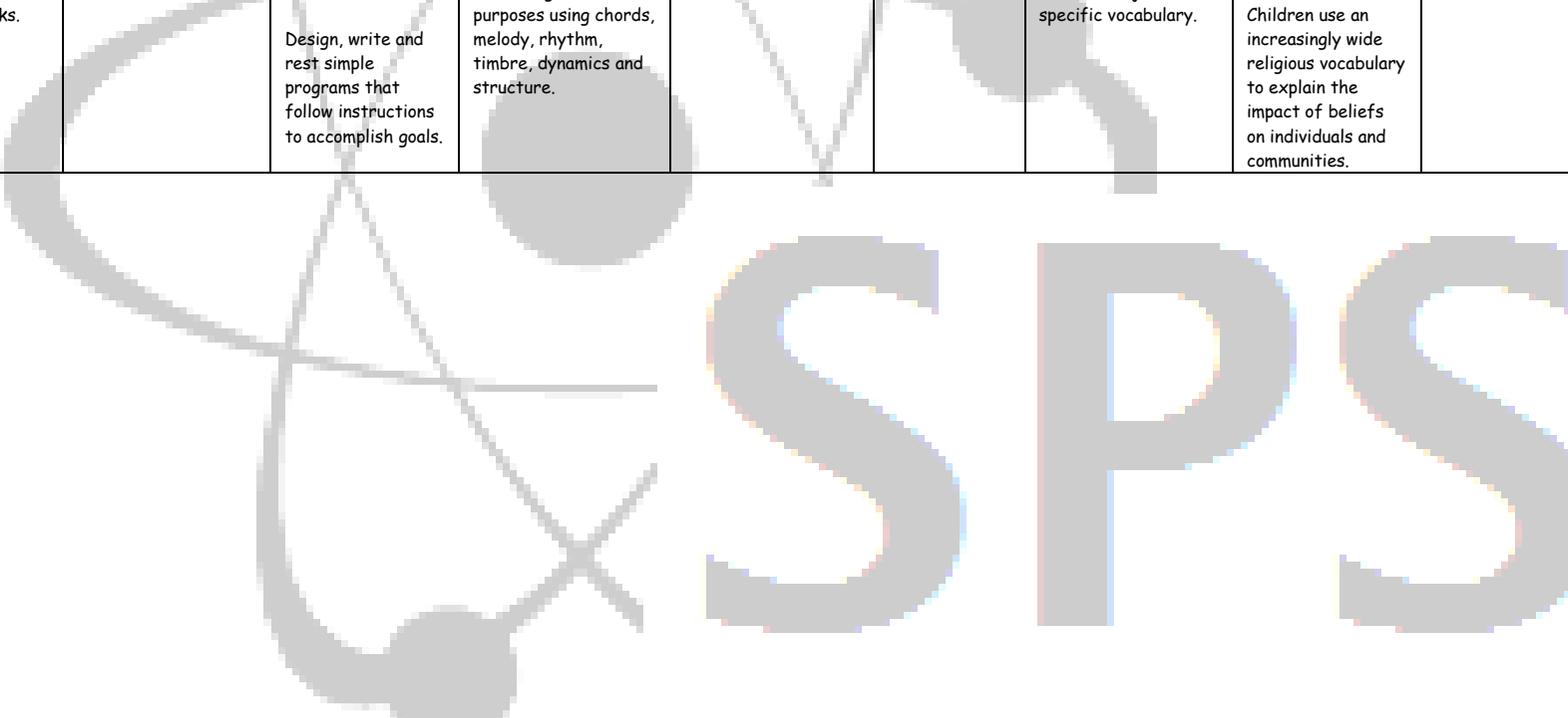


	History	Geography	Computing	Music	Art	Design Tech	PE	RE	PSHCE	French
Year 3	<p>Develop understanding of chronology by understanding the past can be divided into different periods of time, knowing some significant dates.</p> <p>Give reasons for and results of historical changes.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>Use maps to name and locate countries of Europe and important cities and landmarks within them.</p> <p>Create maps using keys and symbols to represent key geographical features,</p> <p>Compare physical and human features across different European countries.</p>	<p>Recognise and make efficient use of familiar forms of input and output devices.</p> <p>Understand we can share information between a network of computers.</p> <p>Use technology safely and respectfully when using devices and browsing the internet.</p> <p>Design, write and debug simple programs and use logical reasoning to explain how the algorithms work.</p>	<p>I can describe simple structures of music and repetition.</p> <p>I can join in songs as a group, and begin to add simple accompaniment.</p> <p>I can follow pictorial notations for simple rhythms and improvise my own.</p> <p>I can use pulse, rhythm and selected notes to create patterns.</p>	<p>To be starting to use a sketch book to plan and develop ideas and to be able to discuss own work and that of others, using appropriate language.</p> <p>To be able to use a range of tools using JIT 2 (Schools 360 / 2Simple)</p> <p>To be able to sew simple stitches.</p>	<p>Gather information about needs and wants.</p> <p>Develop own design criteria and use this to inform ideas.</p> <p>Assemble, join and combine materials.</p>	<p>Develop and apply skills to play competitive games, applying the principles of attack and defence.</p> <p>Vary skills actions and ideas and link these in different ways to suit different activities.</p> <p>Enjoy communicating, collaborating and competing with each other.</p> <p>Evaluate and recognise own success and understand how to improve in different activities.</p>	<p>Children use a developing religious vocabulary to describe key features of religions, recognising similarities and differences.</p> <p>Children make links between beliefs and sources, including religious stories and sacred texts.</p> <p>Children begin to identify the impact religion has on believers' lives.</p>	<p>I know how to keep myself safe and healthy for example online.</p> <p>I know what 'bullying' is and know who I can tell if I have any problems.</p> <p>I understand that I am responsible for following rules.</p>	<p>Respond to instructions by responding appropriately.</p> <p>Answer simple questions using appropriate single words.</p> <p>Pronounce most words correctly. Recognise some simple words or phrases in written form.</p> <p>Write simple, single words from memory (phonically correct)</p>
Year 4	<p>Show factual knowledge and understand aspects of the history of Britain and the wider world.</p> <p>Describe characteristic features of past societies and periods, and to identify changes within and across different periods.</p> <p>Begin to select and combine information from different sources.</p>	<p>Locate and name continents and countries in the northern and southern hemispheres.</p> <p>Understand the meaning of a biome and use knowledge to locate different biomes across the world.</p> <p>Recognise how life can be different for people living in different parts of the world.</p>	<p>Use input devices such as cameras or sensors.</p> <p>Understand what servers are and the services they provide.</p> <p>Use technology safely and responsibly and understand how communication may be seen by others.</p> <p>Use logical reasoning to deconstruct programs into smaller parts and detect and correct errors.</p>	<p>I can describe and compare different types of music based on its time and place.</p> <p>I can sustain a note, chord or repeating pattern to accompany a song.</p> <p>I can hold my part in a group or a two part song.</p> <p>I can follow traditional notation for simple rhythms and use letter names of notes when memorizing simple melodic patterns.</p> <p>I can use pulse, rhythm and pitch to create different effects, using layers of sound.</p>	<p>To be using a sketchbook to record explorations and experimentations with different media and evaluate ideas and end pieces.</p> <p>To be able to use media and equipment correctly and with increasing confidence and to demonstrate confidence mixing and matching colours (using the colour wheel) where appropriate.</p> <p>To be able to sew stitches with confidence, demonstrating experience using a range of different threads, strings, materials.</p>	<p>Select materials and components suitable for the task.</p> <p>Measure, mark, cut and shape materials with accuracy.</p> <p>Identify areas of strength and weakness in completed product and use design criteria to evaluate completed product.</p>	<p>Complete a forward roll and land on the feet.</p> <p>Pass a ball at chest height and kick a ball accurately.</p> <p>Apply skills and tactics in a team situation.</p> <p>Evaluate and recognise own and others success and use this to improve in different activities.</p>	<p>Children identify what influences them, making links between aspects of their own and others' experiences.</p> <p>Children will ask important questions about religion and beliefs, making links between their own and others' responses.</p> <p>Children use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p>	<p>I know and understand the differences between the terms physical, emotional and mental health</p> <p>I know what makes a good friend and can describe what makes a good friend.</p> <p>I understand that I need to behave responsibly and recognise that actions have consequences.</p>	<p>Respond to a range of simple spoken statements.</p> <p>Ask and answer a range of simple questions in different topic areas.</p> <p>Read aloud a range of simple phrases in written form. Exchange words and short phrases from memory.</p>

<p>Year 5</p>	<p>Describe features of past societies and periods and to begin to make links between them.</p> <p>Describe and make links between events and changes and give reasons for, and results of, these events and changes.</p> <p>Begin to evaluate sources of information and identify those that are useful for particular tasks.</p>	<p>Use and understand a wider range of geographical terms.</p> <p>Use and create maps up to four figure grid referencing.</p> <p>Understand the human impact on the environment and how people sustain their environments.</p>	<p>Use internet services to share and transfer data to a third party.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience.</p> <p>Use filters in search engines to browse the internet and understand how results are ranked.</p> <p>Design, write and rest simple programs that follow instructions to accomplish goals.</p>	<p>I can listen for layers of sound and how they create an effect.</p> <p>I can hold a part in a two part round song on voices or instruments.</p> <p>I can follow traditional notation for simple rhythms and use letter names of notes when memorizing simple melodic patterns.</p> <p>I can compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics and structure.</p>	<p>To be involving mixed media work, demonstrating experience with elements - line, tone, pattern, texture, etc.</p> <p>To be able to produce detailed relief print.</p> <p>To be experienced in combining techniques to produce an end piece: embroidery over Tie dye, etc.</p>	<p>Identify the needs, wants and values of particular individuals and groups.</p> <p>Develop a specific design specification to guide their thinking.</p> <p>Apply a range of finishing techniques (Use above skills)</p>	<p>Participate in recognised activities and games with skill and precision showing creative tactics and strategy.</p> <p>Dribble a football between cones.</p> <p>Develop interest in participating in sporting activities and events at a competitive level.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p>	<p>Children will describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.</p> <p>Children will raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>Children use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.</p>	<p>I can recognise how my choices in relation to drugs, alcohol and tobacco can have negative impact on my life.</p> <p>I can recognise and name types of bullying and can keep myself safe.</p> <p>I know that I have rights and I must respect the rights of others.</p>	<p>Summarise in English key points in extended sentences and simple texts.</p> <p>Take part in conversations, giving simple observations or opinions.</p> <p>Read aloud short texts using fairly accurate pronunciation.</p> <p>Write simple sentences from memory, leading to short texts.</p>
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