

	History	Geography	Computing	Music	Art	Design Tech	PE	RE	PSHCE	French
<b>Year 2</b>	<p>Describe where people and events studied fit within a chronological framework and make some comparisons with the present day.</p> <p>Describe historical events beyond living memory which are significant either nationally or globally.</p> <p>Discuss the lives of significant people from the past.</p>	<p>Identify the UK and its four countries using atlases and world maps.</p> <p>Use simple compass directions (N, S, E, W) to describe locations and routes on a map.</p> <p>Compare some geographical features of the UK with other countries.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and keep personal information private.</p> <p>Create, debug and use algorithms to design simple programs and predict their behaviour.</p>	<p>I can copy rhythmic patterns in time with the beat, following symbols to follow a steady beat.</p> <p>I can use instruments to make long, short, loud and quiet sounds.</p> <p>I can listen to music and describe how it makes me feel, using key vocabulary like high/low, loud/quiet, fast/slow.</p>	<p>To be able to produce a growing range of tones, patterns and textures with a single pencil.</p> <p>To be able to use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</p> <p>To be able to use media correctly: methodology in using paint and colour mixing and matching, and replicating, creating patterns and textures around them.</p>	<p>Describe how their product will be suitable for intended user.</p> <p>Use knowledge of existing products.</p> <p>Be able to produce a 'mock up' from design.</p> <p>Evaluate end product.</p>	<p>Master basic movements including hop along a straight line on the same foot, jump for height and distance with a controlled landing.</p> <p>Catch and throw a small ball using the correct technique.</p> <p>Structure sequences of actions and skills in different orders to improve.</p>	<p>Children will use religious words and phrases to identify some features of religion and its importance for some people.</p> <p>Children show awareness of similarities in religions.</p> <p>Children retell religious stories and suggest meanings for religious actions and stories.</p>	<p>Describe where people and events studied fit within a chronological framework and make some comparisons with the present day.</p> <p>Describe historical events beyond living memory which are significant either nationally or globally.</p> <p>Discuss the lives of significant people from the past.</p>	<p>Respond to repeated class instructions.</p> <p>To say a French song or rhyme without adult support.</p>
<b>Year 3</b>	<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</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>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>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>

			to explain how the algorithms work.							
<b>Year 4</b>	<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>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>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.</p> <p>Exchange words and short phrases from memory.</p>