

	History	Geography	Computing	Music	Art	Design Tech	PE	RE	PSHCE	French
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 with increasing confidence to demonstrate 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.</p> <p>Exchange words and short phrases from memory.</p>
Year 5	<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 test 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 using 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. 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 know 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>

<p>Year 6</p>	<p>Further evaluate sources of information and identify those that are useful for particular tasks and use critically to reach and support conclusions.</p> <p>They examine and explain the reasons for, and results of, events and changes.</p> <p>Describe, and begin to analyse, why there are different historical interpretations of events, people and changes.</p>	<p>Use and create maps using up to six figure grid referencing.</p> <p>Create maps to show the key topographical features of a range of different areas of the world.</p> <p>Compare a range of human and geographical features of the UK with other countries across the world and over time.</p>	<p>Collaborate on work by using internet services within his/her own creations to share and transfer data to a third party.</p>	<p>I can compose my own music, evaluate my own work and the work of others, using appropriate vocabulary.</p> <p>I can listen to different styles/genres of music and understand how music reflects time and place.</p> <p>I can perform confidently or expressively as a group or alone using voices or instruments.</p> <p>I can follow a simple tune from traditional notation, understand elements of traditional music notation and use graphic notation.</p>	<p>To be starting to develop own style using explorations and experimentations from sketchbook, demonstrating the ability to adapt and change ideas for an end pieces.</p> <p>To be involving mixed media experimentations in their work: working on a surface made up of torn pasted pieces, working on cardboard, involving biro and coloured pencils.</p> <p>To be experienced in overlaying up to 3 colours.</p>	<p>Carry out research using surveys, interviews, questionnaires and web based resources.</p> <p>Make design decisions taking on board restraints-time, resources etc.</p> <p>Accurately measure, mark, cut and shape materials.</p> <p>Critically evaluate quality of design, manufacture and fitness for purpose of their product.</p>	<p>Strike a ball with a range of bats for accuracy and distance and dribble a basketball.</p> <p>When planning activities and actions taking into account a range of strategies, tactics and strategies to success, considering his/her strengths and weaknesses and those of other.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p>	<p>Children will describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.</p> <p>Children explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression between religions.</p> <p>Children explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</p>	<p>I can look after my physical and mental health by ensuring I lead a healthy lifestyle.</p> <p>I can support and care for people in my family, school and wider community.</p> <p>To understand that some rules are legal requirements and there can be legal consequences of not following them.</p>	<p>Understand more complex spoken language, recognising phrases and opinions.</p> <p>Engage in longer conversations by asking appropriately for clarification where needed.</p> <p>Read a range of texts using phonemes to pronounce words correctly.</p> <p>Write a range of phrases and sentences in a range of topics.</p>
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