



Dundry

Primary School

Curriculum Overviews 2017- 2020

Curriculum Overview 2017-18

Class	Autumn	Spring	Summer
Conifer (Cycle A)	<i>Paws, Claws and Whiskers</i>	<i>Moon Zoom!</i>	<i>The Enchanted Woodland</i>
Sycamore (Cycle A)	<i>Land Ahoy!</i>	<i>Scrumdiddlyumptious</i>	<i>Mighty Metals</i>
Oak (Cycle A)	<i>Off With Their Heads</i>	<i>Stargazers</i>	<i>The Blue Abyss</i>

Curriculum Overview 2018-19

Class	Autumn	Spring	Summer
Conifer (Cycle B)	<i>Do You Want to be Friends?</i>	<i>Dinosaurs!</i>	<i>What Can You See in Summer?</i>
Sycamore (Cycle B)	<i>Towers, Tunnels and Turrets</i>	<i>Predators</i>	<i>Tribal Tails</i>
Oak (Cycle B)	<i>Playlists</i>	<i>Road Trip USA</i>	<i>Egyptians</i>

Curriculum Overview 2019-20

Class	Autumn	Spring	Summer
Conifer (Cycle A)	<i>Paws, Claws and Whiskers</i>	<i>Moon Zoom!</i>	<i>The Enchanted Woodland</i>
Sycamore (Cycle A)	<i>Land Ahoy!</i>	<i>Scrumdiddlyumptious</i>	<i>Mighty Metals</i>
Oak (Cycle C)	<i>Frozen Kingdom</i>	<i>World War 2</i>	<i>Darwin</i>

Conifer Curriculum Overview – Cycle A

Autumn	Spring	Summer
<i>Paws, Claws and Whiskers</i>	<i>Moon Zoom!</i>	<i>The Enchanted Woodland</i>
Science	Science	Science
Animals Including Humans {1} Make observations about animals, explain why some things occur and talk about changes {EYFS}	Everyday Materials {1} Make observations, know about similarities and differences in relation to materials {EYFS}	Plants {1} Make observations of plants and explain why some things occur and talk about changes {EYFS}
RE	RE	RE
Who are We? (A & D) Why are some times special? (B & E)	Where do we belong? [A&D] How do we celebrate our journey through life? [C & E]	Why are some places special? [C & D]
English Reading	English Writing	English Grammar
<ul style="list-style-type: none"> •Match graphemes for all phonemes •Read accurately by blending sounds •Read words with very common suffixes •Read contractions & understand purpose •Read phonics books aloud •Link reading to own experiences •Join in with predictable phrases •Discuss significance of title & events •Make simple predictions 	<ul style="list-style-type: none"> •Name letters of the alphabet •Spell very common 'exception' words •Spell days of the week •Use very common prefixes & suffixes •Form lower case letters correctly •Form capital letters & digits •Compose sentences orally before writing •Read own writing to peers or teachers 	<ul style="list-style-type: none"> •Leave spaces between words •Begin to use basic punctuation: . ? ! •Use capital letters for proper nouns. •Use common plural & verb suffixes •Speaking & Listening •Listen & respond appropriately •Ask relevant questions •Maintain attention & participate
History	Geography	DT
Key Concepts •Changes in living memory (linked to aspects of national life where appropriate) Key Individuals •Lives of significant historical figures, including comparison of those from different periods •Significant local people Key Events •e.g. Bonfire night •Events of local importance	Geography (Y1) •Name & locate the four countries and capital cities of the United Kingdom using atlases & globes •identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world •Use basic geographical vocabulary to refer to local & familiar features •Use four compass directions & simple vocab	<ul style="list-style-type: none"> •Design purposeful, functional & appealing products •Generate, model & communicate ideas •Use range of tools & materials to complete practical tasks •Evaluate existing products & own ideas •Build and improve structure & mechanisms •Understand where food comes from
Computing	PE	Maths
Understand use of algorithms •Write & test simple programs •Use logical reasoning to make predictions •Organise, store, retrieve & manipulate data •Communicate online safely and respectfully •Recognise uses of IT outside of school	<ul style="list-style-type: none"> •Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination •Participate in team games •Perform dances using simple movement 	<p>Number/Calculation •Count to / across 100 •Count in 1s, 2s, 5s and 10s</p> <ul style="list-style-type: none"> •Identify 'one more' and 'one less' •Read & write numbers to 20 •Use language, e.g. 'more than', 'most' •Use +, - and = symbols •Know number bonds to 20 •add and subtract one-digit and two-digit numbers to 20, including zero •Solve one-step problems, including simple arrays <p>Geometry & Measures •Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</p> <ul style="list-style-type: none"> •Begin to measure length, capacity, weight •Recognise coins & notes •Use time & ordering vocabulary •Tell the time to hour/half-hour •Use language of days, weeks, months & years •Recognise & name common 2-d and 3-d shapes •Order & arrange objects •Describe position & movement, including half and quarter turns <p>Fractions •Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p>
Music	Art & Design	
<ul style="list-style-type: none"> •Sing songs •Play tuned & untuned instruments musically •Listen & understand live and recorded music •Make and combine sounds musically 	<ul style="list-style-type: none"> •Use a range of materials •Use drawing, painting and sculpture •Develop techniques of colour, pattern, texture, line, shape, form and space •Learn about range of artists, craftsmen and designers 	

Conifer Curriculum Overview – Cycle B

Autumn	Spring	Summer
<i>Do You Want to be Friends?</i>	<i>Dinosaurs!</i>	<i>What Can You See in Summer?</i>
Science	Science	Science
Animals Including Humans {1} Talk about the features of their own immediate environment and how environments vary from one another {EYFS}	Animals Including Humans {1} Make observations of animals, explain why some things occur and talk about changes {EYFS}	Seasonal Changes {1} Look closely at similarities, differences, patterns and change {EYFS}
RE	RE	RE
Why are some stories special? [C & F]	How should we live our lives? [A & F]	Why is Jesus important?[B & F] Why is our world special? [A & E]
English Reading	English Writing	English Grammar
<ul style="list-style-type: none"> •Match graphemes for all phonemes •Read accurately by blending sounds •Read words with very common suffixes •Read contractions & understand purpose •Read phonics books aloud •Link reading to own experiences •Join in with predictable phrases •Discuss significance of title & events •Make simple predictions 	<ul style="list-style-type: none"> •Name letters of the alphabet •Spell very common 'exception' words •Spell days of the week •Use very common prefixes & suffixes •Form lower case letters correctly •Form capital letters & digits •Compose sentences orally before writing •Read own writing to peers or teachers 	<ul style="list-style-type: none"> •Leave spaces between words •Begin to use basic punctuation: . ? ! •Use capital letters for proper nouns. •Use common plural & verb suffixes •Speaking & Listening •Listen & respond appropriately •Ask relevant questions •Maintain attention & participate
History	Geography	DT
Key Concepts •Changes in living memory (linked to aspects of national life where appropriate) Key Individuals •Lives of significant historical figures, including comparison of those from different periods •Significant local people Key Events •e.g. Bonfire night •Events of local importance	Geography (Y1) •Name & locate the four countries and capital cities of the United Kingdom using atlases & globes • identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world • Use basic geographical vocabulary to refer to local & familiar features • Use four compass directions & simple vocab	•Design purposeful, functional & appealing products •Generate, model & communicate ideas • Use range of tools & materials to complete practical tasks • Evaluate existing products & own ideas • Build and improve structure & mechanisms • Understand where food comes from
Computing	PE	Maths
Understand use of algorithms • Write & test simple programs • Use logical reasoning to make predictions • Organise, store, retrieve & manipulate data • Communicate online safely and respectfully • Recognise uses of IT outside of school	<ul style="list-style-type: none"> • Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination • Participate in team games • Perform dances using simple movement 	Number/Calculation •Count to / across 100 •Count in 1s, 2s, 5s and 10s •Identify 'one more' and 'one less' •Read & write numbers to 20 •Use language, e.g. 'more than', 'most' •Use +, - and = symbols •Know number bonds to 20 •add and subtract one-digit and two-digit numbers to 20, including zero •Solve one-step problems, including simple arrays Geometry & Measures •Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest •Begin to measure length, capacity, weight •Recognise coins & notes •Use time & ordering vocabulary •Tell the time to hour/half-hour •Use language of days, weeks, months & years •Recognise & name common 2-d and 3-d shapes •Order & arrange objects •Describe position & movement, including half and quarter turns Fractions •Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$
Music	Art & Design	
<ul style="list-style-type: none"> • Sing songs • Play tuned & untuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musically 	<ul style="list-style-type: none"> • Use a range of materials • Use drawing, painting and sculpture • Develop techniques of colour, pattern, texture, line, shape, form and space • Learn about range of artists, craftsmen and designers 	

Sycamore Curriculum Overview – Cycle A

Autumn		Spring		Summer			
Land Ahoy!		Scrumdiddymptious		Mighty Metals			
Science		Science		Science			
Uses of Everyday Materials {2}		Plants {2 & 3}		Forces and Magnets {3}			
RE		RE		RE			
What is important to me? [A&D]		What does it mean to belong to a religion? [B&D]		Why do religious books and teachings matter? [C&F]			
English Reading		English Writing		English Grammar			
<p>Year 2 Objectives •Develop phonics until decoding secure •Read common suffixes •Read & re-read phonic-appropriate books •Read common 'exception' words •Discuss & express views about fiction, non-fiction & poetry •Become familiar with & retell stories •Ask & answer questions; make predictions •Begin to make inferences</p>	<p>Year 3 Objectives •Use knowledge to read 'exception' words •Read range of fiction & non-fiction •Use dictionaries to check meaning •Prepare poems & plays to perform •Check own understanding of reading •Draw inferences & make predictions •Retrieve & record information from non-fiction books •Discuss reading with others</p>	<p>Year 2 Objectives •Spell by segmenting into phonemes •Learn to spell common 'exception' words •Spell using common suffixes, etc. •Use appropriate size letters & spaces •Develop positive attitude & stamina for writing •Begin to plan ideas for writing •Record ideas sentence-by-sentence •Make simple additions & changes after proof-reading</p>	<p>Year 3 Objectives •Use prefixes & suffixes in spelling •Use dictionary to confirm spellings •Write simple dictated sentences •Use handwriting joins appropriately •Plan to write based on familiar forms •Rehearse sentences orally for writing •Use varied rich vocabulary •Create simple settings & plot •Assess effectiveness of own and others' writing</p>	<p>Year 2 Objectives •Use . ! ? , and ' •Use simple conjunctions •Begin to expand noun phrases •Use some features of standard English Speaking & Listening •Articulate & Justify answers •Initiate & respond to comments •Use spoken language to develop understanding</p>	<p>Year 3 Objectives •Use range of conjunctions •Use perfect tense •Use range of nouns & pronouns •Use time connectives •Introduce speech punctuation •Know language of clauses Speaking & Listening •Give structured descriptions •Participate activity in conversation •Consider & evaluate different viewpoints</p>		
History		Geography		DT			
<p>Key Concepts •Changes in living memory (linked to aspects of national life where appropriate) Key Individuals •Lives of significant historical figures, including comparison of those from different periods •Significant local people Key Events •e.g. Bonfire night •Events of local importance</p>		<p>Geography (Y1) • Name & locate the four countries and capital cities of the United Kingdom using atlases & globes • identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world • Use basic geographical vocabulary to refer to local & familiar features • Use four compass directions & simple vocab</p>		<p>•Design purposeful, functional & appealing products •Generate, model & communicate ideas •Use range of tools & materials to complete practical tasks • Evaluate existing products & own ideas • Build and improve structure & mechanisms • Understand where food comes from</p>			
Computing		PE		Maths			
<p>Understand use of algorithms • Write & test simple programs • Use logical reasoning to make predictions • Organise, store, retrieve & manipulate data • Communicate online safely and respectfully • Recognise uses of IT outside of school</p>		<p>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination • Participate in team games • Perform dances using simple movement</p>		<p>Year 2 Objectives Number/Calculation •Know 2, 5, 10x tables •Begin to use place value (T/U) •Count in 2s, 3s, 5s & 10s •Identify, represent & estimate numbers •Compare / order numbers, inc. < > = •Write numbers to 100 •Know number facts to 20 (+ related to 100) •Use x and ÷ symbols •Recognise commutative property of multiplication</p> <p>Geometry & Measures •Know and use standard measures •Read scales to nearest whole unit •Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds •Tell time to the nearest 5 minutes •Identify & sort 2-d & 3-d shapes •Identify 2-d shapes on 3-d surfaces •Order and arrange mathematical objects •Use terminology of position & movement</p> <p>Fractions •Find and write simple fractions •Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$</p> <p>Data •Interpret simple tables & pictograms •Ask & answer comparison questions •Ask & answer questions about totalling</p>		<p>Year 3 Objectives: Number/Calculation •Learn 3, 4 & 8x tables •Secure place value to 100 •Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits •Written column addition & subtraction •Solve number problems, including multiplication & simple division and missing number problems •Use commutativity to help calculations</p> <p>Geometry & Measures •Measure & calculate with metric measures •Measure simple perimeter •Add/subtract using money in context •Use Roman numerals up to XII; tell time •Calculate using simple time problems •Draw 2-d / Make 3-d shapes •Identify and use right angles •Identify horizontal, vertical, perpendicular and parallel lines</p> <p>Fractions & decimals •Use & count in tenths •Recognise, find & write fractions •Recognise some equivalent fractions •Add/subtract fractions up to <1 •Order fractions with common denominator</p> <p>Data •Interpret bar charts & pictograms</p>	
Music		Art & Design					
<p>•Sing songs •Play tuned & untuned instruments musically •Listen & understand live and recorded music Science •Make and combine sounds musically</p>		<p>•Use a range of materials •Use drawing, painting and sculpture •Develop techniques of colour, pattern, texture, line, shape, form and space •Learn about range of artists, craftsmen and designers</p>					
MFL:	<p>Listen & engage •Ask & answer questions •Speak in sentences using familiar vocabulary •Develop appropriate pronunciation •Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes •Broaden vocabulary</p>						

Sycamore Curriculum Overview – Cycle B

Autumn		Spring		Summer	
Towers, Tunnels and Turrets		Predators		Tribal Tales	
Science		Science		Science	
All Living Things and their Habitats {2} Rocks {3}		Animals Involving Humans {2 & 3}		Light {3}	
RE		RE		RE	
What does it mean to belong to a religion? [B,D&E]		What does it mean to belong to a religion? [B,D&E] What does it mean to belong to a religion? [B,D&E]		What does it mean to belong to a religion? [B,D&E]	
English Reading		English Writing		English Grammar	
<p>Year 2 Objectives •Develop phonics until decoding secure •Read common suffixes •Read & re-read phonic-appropriate books •Read common 'exception' words •Discuss & express views about fiction, non-fiction & poetry •Become familiar with & retell stories •Ask & answer questions; make predictions •Begin to make inferences</p>	<p>Year 3 Objectives •Use knowledge to read 'exception' words •Read range of fiction & non-fiction •Use dictionaries to check meaning •Prepare poems & plays to perform •Check own understanding of reading •Draw inferences & make predictions •Retrieve & record information from non-fiction books •Discuss reading with others</p>	<p>Year 2 Objectives •Spell by segmenting into phonemes •Learn to spell common 'exception' words •Spell using common suffixes, etc. •Use appropriate size letters & spaces •Develop positive attitude & stamina for writing •Begin to plan ideas for writing •Record ideas sentence-by-sentence •Make simple additions & changes after proof-reading</p>	<p>Year 3 Objectives •Use prefixes & suffixes in spelling •Use dictionary to confirm spellings •Write simple dictated sentences •Use handwriting joins appropriately •Plan to write based on familiar forms •Rehearse sentences orally for writing •Use varied rich vocabulary •Create simple settings & plot •Assess effectiveness of own and others' writing</p>	<p>Year 2 Objectives •Use . ! ? , and ' •Use simple conjunctions •Begin to expand noun phrases •Use some features of standard English Speaking & Listening •Articulate & Justify answers •Initiate & respond to comments •Use spoken language to develop understanding</p>	<p>Year 3 Objectives •Use range of conjunctions •Use perfect tense •Use range of nouns & pronouns •Use time connectives •Introduce speech punctuation •Know language of clauses Speaking & Listening •Give structured descriptions •Participate activity in conversation •Consider & evaluate different viewpoints</p>
History		Geography		DT	
<p>British History (taught chronologically) • Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts Broader History Study • A local history study, e.g. - A depth study linked to a studied period - A study over a period of time - A post-1066 study of relevant local history</p>		<p>Locate world's countries, focussing on Europe & Americas focus on key physical & human features • Study a region of the UK (not local area) • Use 8 points of compass, symbols & keys • Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc. • Use fieldwork to observe, measure & record</p>		<p>• Use research & criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work • Understand seasonality; prepare & cook mainly savoury dishes</p>	
Computing	PE	Maths			
<p>• Design & write programs to achieve specific goals, including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and present data appropriately</p>	<p>• Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility & control in gym, dance & athletics • Compare performances to achieve personal bests • Swimming proficiency at 25m</p>	<p>Year 2 Objectives Number/Calculation • Know 2, 5, 10x tables • Begin to use place value (T/U) • Count in 2s, 3s, 5s & 10s • Identify, represent & estimate numbers • Compare / order numbers, inc. < > = • Write numbers to 100 • Know number facts to 20 (+ related to 100) • Use x and ÷ symbols • Recognise commutative property of multiplication Geometry & Measures • Know and use standard measures • Read scales to nearest whole unit • Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds • Tell time to the nearest 5 minutes • Identify & sort 2-d & 3-d shapes • Identify 2-d shapes on 3-d surfaces • Order and arrange mathematical objects • Use terminology of position & movement Fractions • Find and write simple fractions • Understand equivalence of e.g. 2/4 = 1/2 Data • Interpret simple tables & pictograms • Ask & answer comparison questions • Ask & answer questions about totalling</p>			
Music	Art & Design				
<p>• Use voice & instruments with increasing accuracy, control and expression • Improvise & compose music • Listen with attention to detail • Appreciate wide range of live & recorded music • Begin to develop understanding of history</p>	<p>Use sketchbooks to collect, record and evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Learn about great artists, architects & designers</p>				
MFL:	<p>Listen & engage • Ask & answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes • Broaden vocabulary</p>				

Oak Overview – Cycle A

Autumn		Spring			Summer			
Off With Their Heads		Stargazers			The Blue Abyss			
Science		Science			Science			
Light {6} Living Things and their Habitats {4}		Earth and Space {5} Forces {5}			States of Matters {4}			
RE		RE			RE			
How do people express their beliefs and identity? [C&D]		What does it mean to belong to a religion? [B,D&E]			What do people believe about life? [A&E]			
English Reading		English Writing			English Grammar			
<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Apply knowledge of morphology & etymology when reading new words Reading & discuss a broad range of genres & texts Identifying & discussing themes Make recommendations to others Learn poetry by heart Draw inference & make predictions Discuss authors' use of language Retrieve & present information from non-fiction texts. Formal presentations & debates 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views 	<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Secure spelling, inc. homophones, prefixes, silent letters, etc. Use a thesaurus Legible, fluent handwriting Plan writing to suit audience & purpose Develop character, setting and atmosphere in narrative Use organisational & presentational features Use consistent appropriate tense Proof-reading Perform own compositions 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials Speaking & Listening Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses Use brackets, dashes & commas for parenthesis Speaking & Listening Give well-structured explanations Command of Standard English Consider & evaluate different viewpoints Use appropriate register 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Use appropriate register/style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object Speaking & Listening Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language
History		Geography			DT			
British History (taught chronologically) • Roman Empire & impact on Britain: - Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain Broader History Study • Earliest ancient civilisations, i.e. - Ancient Sumer; - Indus Valley; - Ancient Egypt; or - Shang Dynasty of Ancient China		Locate world's countries, focussing on Europe & Americas focus on key physical & human features • Study a region of the UK (not local area) • Use 8 points of compass, symbols & keys • Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc. • Use fieldwork to observe, measure & record			<ul style="list-style-type: none"> Use research & criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work Use mechanical systems in own work Understand seasonality; prepare & cook mainly savoury dishes 			
Computing	PE	Maths						
<ul style="list-style-type: none"> Design & write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet safely and appropriately Collect and present data appropriately 	<ul style="list-style-type: none"> Use running, jumping, catching and throwing in isolation and in combination Play competitive games, modified as appropriate Develop flexibility & control in gym, dance & athletics Compare performances to achieve personal bests Swimming proficiency at 25m 	<p>Year 4 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Know all tables to 12 x 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication <p>Geometry & Measures</p> <ul style="list-style-type: none"> Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations <p>Data</p> <ul style="list-style-type: none"> Use bar charts, pictograms & line graphs <p>Fractions & decimals</p> <ul style="list-style-type: none"> Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems 	<p>Year 5 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Secure place value to 1,000,000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use standard written methods for all four operations Confidently add & subtract mentally Use vocabulary of prime, factor & multiple Multiply & divide by powers of ten Use square and cube numbers <p>Geometry & Measures</p> <ul style="list-style-type: none"> Convert between different units Calculate perimeter of composite shapes & area of rectangles Estimate volume & capacity Identify 3-d shapes Measure & identify angles Understand regular polygons Reflect & translate shapes <p>Data</p> <ul style="list-style-type: none"> Interpret tables & line graphs Solve questions about line graphs <p>Fractions</p> <ul style="list-style-type: none"> Compare & order fractions Add & subtract fractions with common denominators, with mixed numbers Multiply fractions by units Write decimals as fractions Order & round decimal numbers Link percentages to fractions & decimals 	<p>Year 6 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems <p>Algebra</p> <ul style="list-style-type: none"> Introduce simple use of unknowns <p>Geometry & Measures</p> <ul style="list-style-type: none"> Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes, using all four quadrants <p>Data</p> <ul style="list-style-type: none"> Use pie charts Calculate mean averages <p>Fractions, decimals & percentages</p> <ul style="list-style-type: none"> Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages Use written division up to 2dp Introduce ratio & proportion 				
Music	Art & Design	<p>Lower KS2: Listen & engage • Ask & answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes • Broaden vocabulary</p> <p>Upper KS 2: Listen & engage • Engage in conversations, expressing opinions • Speak in simple language & be understood • Develop appropriate pronunciation • Present ideas & information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places & things • Understand basic grammar, e.g. gender</p>						

Oak Overview – Cycle B

Autumn		Spring		Summer				
Playlist		Road Trip USA		Egyptians				
Science		Science		Science				
Sound {4}		Electricity {4} Living Things and their Habitats {6}		Animals Including Humans {5} Properties and Changes of Materials {5}				
RE		RE		RE				
Why are some journeys and places special? [C&E]		What does it mean to belong to a religion?[B,D&E]		How should we live and who can inspire us? [B&F] How do we make moral choices? [A&F]				
English Reading		English Writing		English Grammar				
<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Apply knowledge of morphology & etymology when reading new words Reading & discuss a broad range of genres & texts Identifying & discussing themes Make recommendations to others Learn poetry by heart Draw inference & make predictions Discuss authors' use of language Retrieve & present information from non-fiction texts. Formal presentations & debates 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views 	<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Secure spelling, inc. homophones, prefixes, silent letters, etc. Use a thesaurus Legible, fluent handwriting Plan writing to suit audience & purpose Develop character, setting and atmosphere in narrative Use organisational & presentational features Use consistent appropriate tense Proof-reading Perform own compositions 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses Use brackets, dashes & commas for parenthesis Speaking & Listening Give well-structured explanations Command of Standard English Consider & evaluate different viewpoints Use appropriate register 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object Speaking & Listening Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language
History		Geography		DT				
<p>British History (taught chronologically)</p> <ul style="list-style-type: none"> Anglo-Saxons & Vikings, including: - Roman withdrawal from Britain; Scots invasion - Invasions, settlements & kingdoms - Viking invasions; Danegald - Edward the Confessor <p>Broader History Study</p> <ul style="list-style-type: none"> Ancient Greece, i.e. - A study of Greek life and achievements and their influence on the western world 		<ul style="list-style-type: none"> Name & locate counties, cities, regions & features of UK Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use 4- and 6-figure grid references on OS maps Use fieldwork to record & explain areas 		<ul style="list-style-type: none"> Use research & criteria to develop products which are fit for purpose and aimed at specific groups Use annotated sketches, cross-section diagrams & computer-aided design Analyse & evaluate existing products and improve own work Use mechanical & electrical systems in own products, including programming Cook savoury dishes for a healthy & varied diet 				
Computing	PE	Maths						
<ul style="list-style-type: none"> Design & write programs to solve problems Use sequences, repetition, inputs, variables and outputs in programs Detect & correct errors in programs Understand uses of networks for collaboration & communication Be discerning in evaluating digital content 	<ul style="list-style-type: none"> Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles Develop flexibility & control in gym, dance & athletics Take part in Outdoor & Adventurous activities Compare performances to achieve personal bests Swimming proficiency at 25m 	<p>Year 4 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Know all tables to 12 x 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication <p>Geometry & Measures</p> <ul style="list-style-type: none"> Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations Data Use bar charts, pictograms & line graphs Fractions & decimals Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems 	<p>Year 5 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Secure place value to 1,000,000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use standard written methods for all four operations Confidently add & subtract mentally Use vocabulary of prime, factor & multiple Multiply & divide by powers of ten Use square and cube numbers <p>Geometry & Measures</p> <ul style="list-style-type: none"> Convert between different units Calculate perimeter of composite shapes & area of rectangles Estimate volume & capacity Identify 3-d shapes Measure & identify angles Understand regular polygons Reflect & translate shapes Data Interpret tables & line graphs Solve questions about line graphs Fractions Compare & order fractions Add & subtract fractions with common denominators, with mixed numbers Multiply fractions by units Write decimals as fractions Order & round decimal numbers Link percentages to fractions & decimals 	<p>Year 6 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems <p>Algebra</p> <ul style="list-style-type: none"> Introduce simple use of unknowns <p>Geometry & Measures</p> <ul style="list-style-type: none"> Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes, using all four quadrants Data Use pie charts Calculate mean averages <p>Fractions, decimals & percentages</p> <ul style="list-style-type: none"> Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages Use written division up to 2dp Introduce ratio & proportion 				
Music	Art & Design							
<ul style="list-style-type: none"> Perform with control & expression solo & in ensembles Improvise & compose using dimensions of music Listen to detail and recall aurally Use & understand basics of staff notation Develop an understanding of the history of music, including great musicians & composers 	<ul style="list-style-type: none"> Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers 							
<p>MFL:</p> <p>Lower KS2: Listen & engage • Ask & answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes • Broaden vocabulary</p> <p>Upper KS2: Listen & engage • Engage in conversations, expressing opinions • Speak in simple language & be understood • Develop appropriate pronunciation • Present ideas & information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places & things • Understand basic grammar, e.g. gender</p>								

Oak Overview – Cycle C

Autumn		Spring		Summer				
Frozen Kingdom		A Child's War		Darwin				
Science		Science		Science				
Living Things and their Habitats {5} Animals Including Humans {4}		Electricity {6}		Evolution and Inheritance {6} Animals Including Humans {6}				
RE		RE		RE				
How do people express their beliefs and identity? [C&D]		What does it mean to belong to a religion? [B,D&E]		What do people believe about life? [A&E]				
English Reading		English Writing		English Grammar				
<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Apply knowledge of morphology & etymology when reading new words Reading & discuss a broad range of genres & texts Identifying & discussing themes Make recommendations to others Learn poetry by heart Draw inference & make predictions Discuss authors' use of language Retrieve & present information from non-fiction texts. Formal presentations & debates 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views 	<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Secure spelling, inc. homophones, prefixes, silent letters, etc. Use a thesaurus Legible, fluent handwriting Plan writing to suit audience & purpose Develop character, setting and atmosphere in narrative Use organisational & presentational features Use consistent appropriate tense Proof-reading Perform own compositions 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>Year 4 Objectives</p> <ul style="list-style-type: none"> Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners 	<p>Year 5 Objectives</p> <ul style="list-style-type: none"> Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses Use brackets, dashes & commas for parenthesis Give well-structured explanations Command of Standard English Consider & evaluate different viewpoints Use appropriate register 	<p>Year 6 Objectives</p> <ul style="list-style-type: none"> Use appropriate register/style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object Speaking & Listening Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language
History		Geography		DT				
<p>British History (taught chronologically)</p> <ul style="list-style-type: none"> An extended period study, e.g. - The changing power of monarchs - Significant turning points in British history - Crime & punishment - Leisure <p>Broader History Study</p> <ul style="list-style-type: none"> Non-European society, i.e. - Islamic civilization, including Baghdad - Mayan civilization - Benin (West Africa) 		<ul style="list-style-type: none"> Name & locate counties, cities, regions & features of UK Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use 4- and 6-figure grid references on OS maps Use fieldwork to record & explain areas 		<ul style="list-style-type: none"> Use research & criteria to develop products which are fit for purpose and aimed at specific groups Use annotated sketches, cross-section diagrams & computer-aided design Analyse & evaluate existing products and improve own work Use mechanical & electrical systems in own products, including programming Cook savoury dishes for a healthy & varied diet 				
Computing	PE	Maths						
<ul style="list-style-type: none"> Design & write programs to solve problems Use sequences, repetition, inputs, variables and outputs in programs Detect & correct errors in programs Understand uses of networks for collaboration & communication Be discerning in evaluating digital content 	<ul style="list-style-type: none"> Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles Develop flexibility & control in gym, dance & athletics Take part in Outdoor & Adventurous activities Compare performances to achieve personal bests Swimming proficiency at 25m 	<p>Year 4 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Know all tables to 12 x 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication <p>Geometry & Measures</p> <ul style="list-style-type: none"> Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations Data Use bar charts, pictograms & line graphs Fractions & decimals Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems 		<p>Year 5 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Secure place value to 1,000,000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use standard written methods for all four operations Confidently add & subtract mentally Use vocabulary of prime, factor & multiple Multiply & divide by powers of ten Use square and cube numbers <p>Geometry & Measures</p> <ul style="list-style-type: none"> Convert between different units Calculate perimeter of composite shapes & area of rectangles Estimate volume & capacity Identify 3-d shapes Measure & identify angles Understand regular polygons Reflect & translate shapes Data Interpret tables & line graphs Solve questions about line graphs Fractions Compare & order fractions Add & subtract fractions with common denominators, with mixed numbers Multiply fractions by units Write decimals as fractions Order & round decimal numbers Link percentages to fractions & decimals 		<p>Year 6 Objectives Number/Calculation</p> <ul style="list-style-type: none"> Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems <p>Algebra</p> <ul style="list-style-type: none"> Introduce simple use of unknowns <p>Geometry & Measures</p> <ul style="list-style-type: none"> Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes, using all four quadrants Data Use pie charts Calculate mean averages <p>Fractions, decimals & percentages</p> <ul style="list-style-type: none"> Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages Use written division up to 2dp Introduce ratio & proportion 		
Music	Art & Design							
<ul style="list-style-type: none"> Perform with control & expression solo & in ensembles Improvise & compose using dimensions of music Listen to detail and recall aurally Use & understand basics of staff notation Develop an understanding of the history of music, including great musicians & composers 	<ul style="list-style-type: none"> Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers 							
<p>MFL:</p> <p>Lower KS2: Listen & engage • Ask & answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes • Broaden vocabulary</p> <p>Upper KS 2: Listen & engage • Engage in conversations, expressing opinions • Speak in simple language & be understood • Develop appropriate pronunciation • Present ideas & information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places & things • Understand basic grammar, e.g. gender</p>								

Science Statutory Requirements

Key Stage 1

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Year 1

Plants <i>Pupils should be taught to:</i>	Animals Including Humans <i>Pupils should be taught to:</i>	Everyday Materials <i>Pupils should be taught to:</i>	Seasonal Changes <i>Pupils should be taught to:</i>
<ul style="list-style-type: none"> ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies.

Year 2

Plants <i>Pupils should be taught to:</i>	Animals Including Humans <i>Pupils should be taught to:</i>	Uses of Everyday materials <i>Pupils should be taught to:</i>	Living Things and their Habitat <i>Pupils should be taught to:</i>
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> ▪ explore and compare the differences between things that are living, dead, and things 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.

Science Statutory Requirements

Lower Key Stage 2

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Year 3

Plants <i>Pupils should be taught to:</i>	Animals Including Humans <i>Pupils should be taught to:</i>	Rocks <i>Pupils should be taught to:</i>	Light <i>Pupils should be taught to:</i>	Forces and Magnets <i>Pupils should be taught to:</i>
<ul style="list-style-type: none"> ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.

Year 4

Electricity <i>Pupils should be taught to:</i>	Animals Including Humans <i>Pupils should be taught to:</i>	States of Matter <i>Pupils should be taught to:</i>	Living Things and their Habitat <i>Pupils should be taught to:</i>	Sound <i>Pupils should be taught to:</i>
<ul style="list-style-type: none"> ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases.

Science Statutory Requirements

Upper Key Stage 2

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Year 5

Properties and Changes of Materials <i>Pupils should be taught to:</i>	Animals Including Humans <i>Pupils should be taught to:</i>	Earth and Space <i>Pupils should be taught to:</i>	Living Things and their Habitat <i>Pupils should be taught to:</i>	Forces <i>Pupils should be taught to:</i>
<ul style="list-style-type: none"> ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> ▪ describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 6

Electricity <i>Pupils should be taught to:</i>	Animals Including Humans <i>Pupils should be taught to:</i>	Light <i>Pupils should be taught to:</i>	Living Things and their Habitat <i>Pupils should be taught to:</i>	Evolution and Inheritance <i>Pupils should be taught to:</i>
<ul style="list-style-type: none"> ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. 	<ul style="list-style-type: none"> ▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.