

	History	Geography	Computing	Music	Art	Design Tech	PE	RE	PSHCE	French
<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 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>
<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>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>

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