

Foundation Subjects

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, (Years 3-4) cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (Years 5-6)

Make

- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (Years 3-4)
- Understand and use mechanical systems (Years 3-4 to reinforce & extend KS1 content) in their products, extending to gears, pulleys, (Year 5) cams, levers and linkages (Years 6)
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors. (Years 4 & 6 linked to learning in Science)
- Apply their understanding of computing to programme, monitor and control their products.

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (Years 3-4)
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. (Years 3-4)

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.

Art History

- Learn about the great artists, architects and designers in history.

- In the chosen modern language:
 - Speak
 - Read
 - Write
- Look at the culture of the countries where the language is spoken.
- If an ancient language is chosen, read, translate and explore the culture of the time.

Music

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.

Music History & Appreciation

- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Geography

Knowledge

(I) Location knowledge

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Locate the geographic zones of the world. (Years 3-4)
- Understand the significance of the geographic zones of the world. (Years 5-6)

(II) Place knowledge

- Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.

Human and physical geography – describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- human geography, including: settlements, land use, (Years 3-4) economic activity including trade links (Years 5-6) and the distribution of natural resources including, food, water supplies (Years 3-4) minerals and energy (Years 5-6)

Investigation

- Use a wide range of geographical sources in order to investigate places and patterns.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. (Years 3-4)
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. (Years 5)

Field Work skills

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the symbols and keys (including the use of Ordnance Survey maps) (Years 3-6) eight points of a compass, four-figure grid references (Years 5-6), to build knowledge of the United Kingdom and the world.

History

Britain, Europe and the World throughout time

- Changes in Britain from the Stone Age to the Iron Age. (Yr3)*
- Early Civilizations achievements: Ancient Egypt (Yr3)
- The Roman Empire and its Impact on Britain. (Yr4)*
- Ancient Greece. (Yr4)
- Britain's settlement by Anglo Saxons and Scots. (Yr5)*
- A non-European society that contrasts with British history (Yr5)
- The Viking and Anglo Saxon struggle for the Kingdom of England. (Yr6)*

Historical Studies

- A local history study. (All Year Groups)* *This could be a more in depth local study of an area of British History listed above*
- A study of a theme in British history beyond 1066 (Yr 6)

Physical Education

Games

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

Gym, Dance & Athletics

- Take part in gymnastics activities.
- Take part in athletics activities.
- Perform dances.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming

- Swimming and water safety: take swimming instruction (Yr4 & 6)

Computing

Programming

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

Using Software and Hardware

- Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Religious education

- Study the sense of belonging, beliefs, festivals, celebrations and places of worship of the six major world religions.