



## Key Skills

Objectives highlighted in blue refer to the primary National Curriculum expectations from the Department for Education. Also included, in black are 'non-negotiables' that we believe the pupils at Wilden VA Primary School should experience and achieve through the teaching of our curriculum.

### Prior to finalising learning journey:

As a year group, tick the objectives you plan to address during the term once Project Tuning has taken place. Please do not highlight at this stage.

Pass completed packs to Senior Teacher for KS1 and Senior Teacher for KS2 who will monitor coverage and progression across the key stage.

Senior Teachers will then pass packs, along with Medium Term Plans, to Head who will monitor whole school coverage and progression of skills.

### On completion of taught learning journey:

As a year group, highlight actual objectives taught. Please stick to these colours so that it is very clear which term skills were taught and any skills revisited will be evident through over-layering of highlighting.

Autumn Term

Spring Term

Summer Term

Packs should then be passed to the Head to monitor actual coverage

### Key Skills

Painting and use of materials  
Artistic Expression  
Effective art techniques  
Knowledge of Artists

# Wilden VA Primary School

*Art skills should be taught when linked to projects  
where possible to ensure real world application*



## Art

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media	Use a variety of media across the year- highlight off each term ensuring a mixture has been covered. Paint (ready mix, powder, block) chalk, charcoal, pastel, pencils (hard/soft) clay, mod roc, crayon, ink (printing) pencil crayon, photographs, fabric (thread, silks) oil, wood (natural leaves etc.) felt, collage (paper, card) wet/dry paper, dyes, paper mache, sponges.							
Expression and Imagination	Opportunities should be given for children to explore and experiment; <a href="#">share experiences</a> ; <a href="#">develop imagination and respond to experience</a> / stimulus.							
Artists	Know that artists create art (different media).	Look at a range of work by different artists.  Say whether they like or dislike a piece of art and begin to give reasons why.	<a href="#">Explore a range of work by artists, craft makers and designers.</a>  Be able to give their opinion and say why they like/dislike the work of other artists.	Continue to explore and be exposed to work by artists and designers.  <a href="#">Be able to describe the similarities and differences between different practices and disciplines and make links to their own work.</a>  Work alongside an artist in order to make links to their own work.	Begin to research great artists and designers through time.  Begin to include elements of other artists work in their own.  Be able to appraise the work of other artists and designers and say how their work links to their own.	Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.  Have an in-depth <a href="#">knowledge of a great artist in history</a> and be able to link their own work to them.  Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.	Use the work of a famous artist as a stimulus for their own work.  Use other artists work as a basis for critique.  Research and develop the techniques of other artists to use in own work.  Be introduced to <a href="#">the work of great architects in history.</a>	Have an in-depth knowledge of the work of an artist / architect and choose a style to emulate in constructing a scale model / piece of art.  Be able to identify and appraise <a href="#">the work of great designers in history.</a>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Experiment with texture, colour, line, pattern, shape, form and space.			Record observations and use them to review and revisit ideas.			
Drawing	Make marks, signs and symbols on a variety of types of paper.	Able to use marks, lines and curves.	Use line to represent objects seen, remembered or imagined.	Explore tone using different grades of pencil, pastel and chalk.	Name and select different grades of pencil for a purpose.  Use line and tone to represent things seen, remembered or observed.	Explore shading, using different media. Build up drawing techniques (intricate marks when drawing). Use media to create tone and shade.  Improve mastery of art and design techniques, including drawing.	Use line, tone and shade to represent things seen, remembered or imagined Use techniques to introduce perspective (Drawing from above and below, near/far).	Experiment with line, tone and shade.
Painting	Use a variety of tools to spread paint – straws, matchsticks, brushes.	Explore mark making using brushes, foam and sponges.	Name the primary colours.  Select brushes to create thin or thick lines.	Know how to mix secondary colours.  Know the effects of adding water, sand, sawdust to create texture in paint.	Mix primary and secondary colours with the addition of black and white and other hues.	Mixing tertiary colours (browns, neutrals, flesh). Build up painting techniques (resist work, layering and scraping).		‘Limited palette’ work. Working with one colour and developing work using tints and shades.
Collage		Handles different materials from the class ‘bit box’.	Selects and sorts, cuts, tears, stitches and discusses.	Sorts according to specific quantities, e.g. warm, cold, shiny, smooth.	Engages in more complex activities, e.g. cutting and sewing a variety of materials.		Develops skills of overlapping and overlaying.	Develops experience in embellishing, using more advanced stitching and applique techniques.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles		Able to say the colour, texture or shape of textiles.	Sort, collect and discusses and pulls apart cloths and threads. Use a range of textile equipment including beads and fabric/thread for sewing.	Stitch and cut threads and fibres. Simple weaving with strong wool through a stiff card loom.	Weave paper Able to use running stitch.  Dye fabric using tie-dye, batik etc.	Uses plaiting, pinning, stapling, stitching and sewing techniques.	Cuts and stitches patterns.	Experiments with soft sculpture; cuts and joins patterns, embellishing the components.
Printing	Use hands and feet to print.	Able to print using hands, feet, fingers, found materials.	Uses one colour of paint or ink on a block.	Repeating patterns, random or organised, with a range of blocks.	Extends repeating patterns – overlapping, using two contrasting colours etc.	Explores images and recreates texture using wallpaper, string, polystyrene etc.	Recreates images through relief printing using card.	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief.
Sculpture  Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire)				Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.	Simple dyeing techniques including tie dyeing and printing. Use a variety of the same media e.g. powder, ready mix paint.	Use a variety of materials (card, cardboard, wood) for creating 3D structures.	<b>Develop sculpture techniques</b> by manipulating natural materials to create a structure.	Construct scale models using joining and drawing techniques. <b>Improve mastery of art and design techniques, including sculpture.</b>

Blue text signifies statutory requirement.

### Key Skills

Technology being used effectively in the classroom

Awareness of e-safety

How technology is used

Basic programming skills

## Wilden VA Primary School

*Computing skills should be taught when linked to projects where possible to ensure real world application*



### Computing

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology in the real world	<p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology both within school and beyond.</p>	<p>Select appropriate images to add to work.</p> <p>Use different font sizes, colours and effects.</p> <p>Develop an awareness of appropriate language in an email.</p>	<p>Use different font sizes, colours and images to communicate meaning for a given audience.</p> <p>Use presentation software.</p> <p>Navigate email folders.</p> <p>Use appropriate language in a simple email.</p> <p>Save digital content to cloud based storage system.</p>	<p>Use different font sizes, colours and images purposefully.</p> <p>Open received emails and save attachments to appropriate place.</p> <p>Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.</p> <p>Understand computer networks including the internet.</p>	<p>Use search technologies and appreciate how results are selected and ranked.</p> <p>Know what validity is, understand anyone can contribute on the internet.</p> <p>Understand computer networks including the Internet and world wide web and the opportunities they offer for communication and collaboration.</p> <p>Search effectively and safely.</p>	<p>Use digital devices to combine software and present data and information.</p> <p>Evaluate validity of a range of digital sources.</p>	<p>Use search technologies and be discerning in evaluating digital content.</p> <p>Use technology to accomplish challenging goals.</p> <p>Collect, analyse and evaluate data.</p> <p>Use a range of digital devices to combine different software and present data and information.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programming	<p>Interact with age appropriate software.</p> <p>Complete a simple program on a digital device.</p>	<p>Begin to understand what algorithms are.</p> <p>Begin to use some logic to predict what will happen next in a program.</p>	<p>Know what algorithms are and how they are used.</p> <p>Understand how algorithms impact programming.</p> <p>Predict the behavior of simple programs.</p> <p>Control something using simple instructions.</p>	<p>Understand that programs are a sequence of simple instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behavior of simple programs.</p> <p>Use a program to control a physical hardware.</p>	<p>To plan simple sequences with algorithms.</p> <p>Use logical reasoning to predict errors.</p>	<p>Design a simple program with a specific focus using algorithms to write the sequence.</p> <p>Use sequence selection and repetition in programs.</p> <p>Detect and correct errors in algorithms and programs.</p>	<p>Design and write programs that control simulations and physical systems.</p> <p>Work with variables and various forms of input and output to test programs.</p>	<p>Understand several key algorithms that reflect computational thinking for sorting and searching.</p> <p>Apply programming skills in a real world context.</p>
Purposeful application	<p>Use technology for a purpose i.e. complete a game.</p>	<p>Use technology beyond school.</p> <p>Begin to use technology to create simple programs.</p>	<p>Recognise how ICT is used beyond school.</p> <p>Use technology to create digital content.</p>	<p>Use technology to create and store digital content.</p> <p>Create and implement simple programs on digital devices.</p> <p>Use technology to retrieve, organise and manipulate digital content.</p>	<p>Create and implement programs to accomplish given goals.</p> <p>Use technology to present data and digital content.</p>	<p>Design, write and debug programs that accomplish specific goals.</p> <p>Use technology to collect and present data and digital content.</p>	<p>Create and implement a range of programs and content to accomplish specific goals.</p> <p>Use technology to collect, analyse, evaluate and present data and digital content.</p>	<p>Use technology creatively to collect, analyse, evaluate and present data and digital content.</p> <p>Use a range of programs, systems and content to accomplish challenging goals.</p>

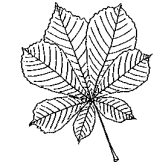
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E-Safety	Know they should exercise caution before selecting a game activity.	Know who to talk to if they are worried.  Use technology respectfully and safely.  Begin to know that they need to talk to adults when worried about something they see or hear online.	Know what to do if they see something inappropriate online (know what 'inappropriate' could be).  Begin to understand and adhere to school E-Safety policy and acceptable use policy.	Know what personal information is and why they need to keep it private.  Use technology safely and respectfully.	Recognise unacceptable behavior online.  Continue to use technology safely and respectfully.  Identify a range of ways to deal with inappropriate content.	Use technology safely, respectfully and responsibly.  Know what it means to be a responsible digital citizen.	Use technology securely.  Know how to protect your online identity.  Understand how to use social media safely and responsibly.	Know why you need to use technology securely.  Know why it is important to protect your online identity.  Recognise correct content and conduct.
			Know where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Identify a range of ways to report concerns about content and contact.				

### Key Skills

Develop creative, technical and practical expertise to problem solve  
 Design and make high quality prototypes and products for a range of users  
 Critique, evaluate and test ideas and products

## Wilden VA Primary School

*DT skills should be taught when linked to projects where possible to ensure real world application*



### DT

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>Begin to draw a design of their own.</p> <p>Use materials to create a picture of their design.</p> <p>Talk about what they are doing during each stage.</p>	<p>Make pictures of their design saying what they want to make.</p> <p>Use criteria to design and make purposeful, functional items.</p> <p>Create a prototype and critique and redraft product.</p>	<p>Design and make purposeful and functional products.</p> <p>Use pictures and words to convey what they want to design and make.</p> <p>Describe and explain what they are making, how it works and what they need to do next.</p>	<p>Design and make purposeful, functional and appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT.</p> <p>Discuss their work as it progresses.</p>	<p>Use research to develop the design of functional and appealing products.</p> <p>Record plan by drawing labelled sketches or writing and discuss this while working.</p>	<p>Use research and develop design criteria to inform the design of functional and appealing products that are fit for purpose.</p> <p>Consider different ways in which they can creatively record their planning to engage an audience.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations.</p>	<p>Use research and exploration to identify and understand user needs when designing a product.</p> <p>Generate, develop, model and communicate design ideas using discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes detailed plans, oral and digital presentations and computer based tools.</p>



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make	<p>Use and explore a variety of materials.</p> <p>Use a variety of tools and techniques.</p>	<p>Use equipment safely.</p> <p>Use the correct tools for the job.</p> <p>Know the tools they are using.</p>	<p>Name the tools you are using.</p> <p>Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, mouldable materials.</p> <p>Use given tools for a variety of tasks e.g. knife, grater, chopping board, scissors, needles, pins, templates, glue, tape.</p> <p>Join appropriately for different materials and situations.</p>	<p>Select from, name and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Think ahead about the order of their work and plan tools and materials needed e.g. weighing scales, glue gun, ruler.</p> <p>Consider working characteristics of materials.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Use tools and equipment, including those needed to weigh and measure ingredients with accuracy.</p> <p>Join and combine a range of materials, some with temporary, fixed or moving joints.</p>	<p>Select and use tools and equipment for a range of uses e.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work.</p> <p>Join and combine a range of materials, components and ingredients using appropriate methods e.g. beating, rubbing in, drilling, gluing, sewing, screwing.</p>	<p>Select from and use specialist tools and techniques for a range of uses e.g. whisk, craft knife, cutting mat, safety ruler.</p> <p>Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.</p>
Evaluate	<p>Represent their own ideas through their work.</p> <p>Talks about their</p>	<p>Say what they like and dislike about products that are already know.</p>	<p>Explore existing products.</p> <p>Say what they like and do not like about</p>	<p>Explore and evaluate existing products.</p> <p>Talk about their developing</p>	<p>Investigate and analyse a range of existing products.</p> <p>Identify</p>	<p>Use investigations of existing products to inform planning of their own</p>	<p>Show a clear understanding of the specification and use this to inform decisions.</p>	<p>Test, evaluate and refine ideas and products against a specification.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	creation and how they got to the finished product.	Begin to say how they could improve a product offering own ideas.	products they have made.  Consider and explain how the finished product could be improved.	designs and identify good points and areas to improve throughout the design process.  Evaluate their ideas and products against a design criteria.	strengths and areas to improve in their own design.  Identify what does and does not work in the product.	product.  Check their work as it develops and modify approach in light of progress.  Discuss how well their product meets the design criteria and the needs of the user.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Justify decisions about materials and methods of construction.  Evaluate products and use of information sources.	Justify decisions made during the design process.  Investigate and analyse a range of existing products.  Evaluate products and use of information sources throughout the process and use this to inform planning.
Cooking and nutrition	Name and identify everyday fruit and vegetables.	Understand the importance of breakfast and the need to have a mixture of different food types.	Use a range of basic cooking equipment e.g. knife, chopping board, spoon, fork, bowl.  Design, make and evaluate (discuss what they liked/didn't like) about a dish of their choice.	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Understand how different ingredients are produced.  Name and identify some seasonal ingredients.  Prepare a simple dish safely and hygienically.	Understand and apply the principles of a healthy and varied diet.  Understand food group proportions.  Understand seasonality and know where and how a variety of ingredients are	Develop food preparation skills (including bridge hold and claw grip).  Prepare a dish safely and hygienically.	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.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						grown, reared, caught and processed. Prepare a simple dish safely and hygienically.		
Technical knowledge	Build using a variety of materials.  Begin to say how they made their structure.	Build structures using different materials.  Begin to make suggestions to make structures stronger and more stable.  Begin to explore mechanisms such as levers, wheels and axels.	Build structures and investigate how they can be made more stable.  Insert paper fasteners for card linkages.  Create models with wheels and axels.	Build structures and investigate how they can be made stronger, stiffer and more stable.  Use a range of materials to create models with wheels, axels or hinges.  Explore and use mechanisms: temporary, fixed and moving joins (levers, sliders).	Join and combine materials with temporary, fixed or moving joins.  Create shell or frame structures and make structures more stable.  Understand and use mechanical systems in their products e.g. gears, pulleys, cams levers and linkages.	Create prototypes of shell or frame structures to inform design process.  Strengthen frames with diagonal struts.  Use lolly sticks/card to make levers and linkages.  Understand and use electrical systems in their products: a circuit with a bulb or buzzer in a model.	Use linkages to make movement larger or more varied.  Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms.  Understand and use electrical systems in their products: incorporate motor and a switch into a model.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Control a model using an ICT control program.  Build complex frameworks using a range of materials to support mechanisms.  Understand and use electrical systems in their products: use a CAM to make an up and down mechanism.
Throughout: understand how key events and individuals in design and technology have helped shape the world								

### Key Skills

UK and Locality, Europe,  
North and South America.  
Knowledge of the world  
Subject-specific vocabulary

# Wilden VA Primary School

*Geography skills should be taught when linked to projects  
where possible to ensure real world application*



## Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Talk about where they live / their home.	Name the country the live in.  Begin to name other countries.	Name and locate the world's seven continents and five oceans.  Know the 4 countries of the UK.	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Locate on a map, human characteristics of the UK.  Locate on a map the physical characteristics of the UK.  Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land-use patterns and understand how some of these aspects have changed over time.	Locate on a map, human characteristics of Europe (including the location of Russia).  Locate on a map the physical characteristics of Europe.  Understand geographical similarities and differences through the study of a region of the UK, a region in a European country and a region within North or South America, concentrating on their environmental regions, key physical and	Locate on a map, human and physical characteristics of countries around the world and major cities (including North and South America).	Know the meaning of the Tropics of Capricorn and Cancer.  Know Prime/Greenwich Meridian and time zones (including day and night).  Identify the position and significance of Arctic and Antarctic Circles.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>human characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere.</p>		
Place Knowledge	Talk about what they can see near their own home/near school.	Talk about what they can see near their own home/near school, local environment.	Know geographical features of the UK.	Compare the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Study environments and compare similarities and differences in a range of features stated above.
Human and Physical Geography	Talk about what they can see around them.	Talk about own environment. Talk about different environments.	Use some key vocabulary to describe features of the environment.	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Know hot and cold areas in relation to the equator and the North and South Poles. Use geographical vocabulary to refer</p>	Know different types of settlement and land use. Know economic activity including trade links and the distribution of natural resources including energy,	Study rivers and mountains.	<p>Understand the distribution of natural resources including energy.</p> <p>Know about the water cycle.</p>	<p>Know meaning of Biomes and vegetation belts.</p> <p>Know about climate change.</p> <p>Know about plate tectonics.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				to key human features: including city, town, village, factory, farm, house, office, port, harbor and shop.	food, minerals and water.  Study volcanoes and earthquakes.		Know about natural resources (where they come from).	
		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.						
Geographical Skills and Fieldwork			Use directional language (left or right, near or far).  Construct basic maps and include symbols.  Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use world maps, atlases and globes to identify the UK and its countries.  Use simple compass directions (North, south, East, West) to describe the location of features and routes on a map.  Use aerial photos and plan perspectives to recognize landmarks and basic human and physical features.  Devise a simple map and use and construct basic symbols in a key.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied to compare different characteristics.  Use eight points of a compass.  Use four-figure grid references.	Use the eight points of a compass, symbols and keys to build knowledge of the UK and the wider world.  Use ordnance survey maps.  Use satellite maps.  Use six-figure grid references.	Use four and six-figure grid references, symbols and keys to build knowledge of the UK and wider world.  Use Geographical information systems (GIS) to analyse data.	Use multiple sources of complex information to draw conclusions.

**Key Skills**

**Understanding of chronology  
British, local and world  
history  
Subject-specific vocabulary**

**Wilden VA Primary School**

*History skills should be taught when linked to projects  
where possible to ensure real world application*



**History**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events			Put things in order significant to themselves.	Put things in order within the topic.	Order events over a larger timescale.	Beginning to think about the impact of historical events/people.	Shows some understanding and talks with some clarity about the impact of historical events.	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.  Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Use of sources			People, photographs, personal opinions and facts.	Offers opinions and facts with some reasoning about an historical event.	Distinguishing between fact and opinions and given reasons.	Understanding the difference between primary and secondary sources.	Use a variety of reliable sources to gain a deeper understanding of subject.  Compare historical sources and suggest the validity of these.	Understand the methods of historical enquiry, including how it is used to make historical claims.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry			Children begin to ask Who? Where? When? Questions.	Children begin to ask why events happened.	Children pose own questions to gain an understanding of the topic.	Generate purposeful questions.	Begin to use questions to understand significant events.	Identify significant events, make connections, draw contrast & analyse trends.
Analyse and evaluate the impact of significant people/events in history			To talk simply about why something happened. Changes within living memory (21 <sup>st</sup> century).	Explore a particular event and how it affected people at the time. Events beyond living memory that are significant nationally or globally (past centuries).	Question why something happened and how it impacted on people.	Question why something happened and how it impacted on people long term.	A detailed study of a particular famous person and their historical legacy.	A detailed study of a particular famous person and their historical legacy from at least two different points of view.

Historical timeline:

KS1:

Changes within living memory (21<sup>st</sup> century).

Events beyond living memory that are significant nationally or globally (past centuries).

The lives of significant individuals in the past who have contributed to national and international achievements.

Compare aspects of life in different periods.

Significant historical events, people and places in their own locality.

KS2:

Changes in Britain from the stone age to the iron age.

Roman empire and its impact on Britain.

Britain's settlement by Anglo-Saxons and Scots.

The Viking and Anglo-Saxon struggle for the Kingdom Of England to the time of Edward the Confessor.

Local history study

Study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.

The achievement of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer / the Indus Valley / Ancient Egypt / the Shang Dynasty of Ancient China.

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c AD900: Mayan civilization c AD900:

Benin (West Africa) c AD 900-1300.



### Key Skills

Expressing thought and ideas  
in other languages  
understand and respond to  
its speakers, in speech and in  
writing

# Wilden VA Primary School

*Where possible, language teaching should be used to promote  
awareness of other cultures and deepen understanding of the wider world*



## KS2 Modern Foreign Languages

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Explore the patterns and sounds of language through songs and rhymes. Link to spelling, sound and meaning of specific words.</p> <p>Join in with actions to accompany familiar songs, stories and rhymes.</p> <p>Repeat words modelled by teacher, show understanding with an action.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Say a simple rhyme from memory: join in with words of a song or storytelling.</p> <p>Pick out known words in an 'authentic' conversation.</p>	<p>Listen to and appreciate poems, songs and rhymes in the language. Follow text in the songs, identifying words.</p> <p>Listen to 'authentic' conversation, picking out familiar phrases and sentences.</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling.</p>
Speaking	<p>Learn specific vocabulary: develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Name objects and actions and link words with a simple connective.</p>	<p>Engage in conversations: ask and answer questions with a rehearsed response using appropriate intonation.</p> <p>Use common phrases.</p> <p>Use description words e.g. colours, size.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p>	<p>Begin to use action words.</p> <p>Ask and answer more complex familiar questions with a scaffold of responses.</p> <p>Engage in conversations: seek for clarification and help.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions orally.</p>	<p>Engage in short scripted conversations.</p> <p>Express opinions and respond to those of others in short conversations.</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p>

	Year 3	Year 4	Year 5	Year 6
Writing	<p>Copy simple vocabulary.</p> <p>Attempt to write taught vocabulary (single words) from memory.</p> <p>Attempt to write simple phrases from memory.</p>	<p>Attempt to write simple, short taught phrases from memory.</p> <p>Write simple, short taught sentences from memory.</p> <p>Describe people, places, things and actions in writing.</p>	<p>Write simple, short taught sentences from memory including questions and responses.</p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Begin to adapt taught phrases to create new sentences.</p>	<p>Present ideas and information in writing to an audience.</p> <p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p>
Reading	<p>Begin to recognise written vocabulary/single words.</p> <p>Recognise written vocabulary/single words.</p> <p>Begin to recognise written phrases.</p>	<p>Begin to recognise simple written phrases.</p> <p>Recognise simple written phrases.</p> <p>Begin to show understanding of more complex written phrases.</p>	<p>Read carefully and begin to show understanding of words, phrases and simple writing.</p> <p>Read and show understanding of simple writing.</p> <p>Practice using a dictionary to find the meaning of unknown words.</p>	<p>Use a dictionary to understand the definition of unknown words.</p> <p>Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Present ideas and information orally to an audience.</p>
Basic grammar	<p>Use un/une with nouns to identify gender.</p>	<p>Use I and you.</p> <p>Use adjectives with nouns.</p> <p>Be able to form positive and negative versions of phrases, e.g. j'aime / je n'aime pas.</p>	<p>Use adjectives with nouns.</p> <p>Begin to use verbs in the first person e.g. je cours (I run).</p>	<p>Consolidation of earlier grammar work.</p> <p>Begin to use verbs in the second and third person.</p>
	<p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>			
	<p>Appreciate stories, songs, poems and rhymes in the language.</p>			

**Key Skills**

**Singing techniques**  
**Songs for occasions**  
**Composing music confidently**  
**Listening carefully to live and recorded music and appraising effectively**

**Wilden VA Primary School**

*Music skills should be taught when linked to projects where possible to ensure real world application*



**Music**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing and Performing</b>	<p>Begins to build a repertoire of songs and dances.</p> <p>Sing songs and dance experimenting with changing them.</p>	<p>Use voices to sing songs, chants and rhymes.</p> <p>Explore and create sounds with a variety of instruments.</p>	<p>Sing songs, chants rhymes with some expression.</p> <p>Experiment to create accompaniments using instruments.</p> <p>Perform to an audience.</p>	<p>Sing songs creatively adding accompaniments changing the words and musical qualities.</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments.</p>	<p>Perform in a group using voices and instruments with expression.</p> <p>Sing in a round.</p>	<p>Perform in a group and alone using voices and instruments.</p> <p>Sing in a round and in canon.</p>	<p>Perform in a group and alone using voices and instruments creatively incorporating expression and control.</p> <p>Sing in two parts including two part harmonies.</p>	<p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing fluency, accuracy, control and expression.</p>
<b>Composing</b>	<p>Make music experimenting with changing.</p> <p>Explore different sounds of instruments.</p>	<p>Experiment with different sounds to create music.</p>	<p>Explore different instruments and ways of making a sound with them.</p> <p>Begin to use symbols to represent sounds. Begin to use technology to record sounds.</p>	<p>Adapt symbols representing music to show changes in dynamics.</p> <p>Choose and control sounds to create different moods. and effects.</p>	<p>Interpret notation of rhythm (not on a staff).</p>	<p>Improvise and compose music for a range of purposes controlling musical qualities.</p>	<p>Begin to use simple formal notation including beats in a bar.</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<p>Listen and begin to make comments on others work.</p> <p>Begin to say if music is loud/quiet fast/slow.</p>	Listen to and say dislikes/likes to a range of music.	<p>Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.</p> <p>Understand how different musical elements combined can create a mood.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Able to describe and compare moods in different pieces of music.	<p>Begin to appreciate and understand different works and composers.</p> <p>Listen to live music and evaluate impact.</p> <p>Identify features that typify the work of great composers through time.</p>	<p>Listen and appraise using appropriate musical vocabulary.</p> <p>Identify characteristics of a piece and repeat using voice or instrument.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

It should be used at every opportunity to compose, record and perform!

### Key Skills

Basic sports skills – kicking, throwing, catching etc

Team games rules

Experience of types of PE

In depth knowledge of specific sports

## Wilden VA Primary School

*PE skills should be taught when linked to projects where possible to ensure real world application*



### Physical Education

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics / Athletics	<p>Move confidently in a range of ways.</p> <p>Experiments with ways of moving.</p>	<p>Show control when travelling.</p> <p>Jumps and lands appropriately.</p> <p>Show coordination on both floor and apparatus.</p>	<p>Show control and coordination when travelling and balancing.</p> <p>Roll, jump, throw and balance with some control.</p>	<p>Master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination and begin to apply these to a range of activities. Balance on different points of the body.</p> <p>Travel at different speeds in a variety of ways.</p> <p>Jump with accuracy from a standing position.</p>	<p>Control a balance.</p> <p>Combine techniques for a fluid sequence.</p> <p>Show control and accuracy within throwing and jumping movements.</p>	<p>Use a range of throwing, jumping and running speeds with control, accuracy and coordination.</p> <p>Demonstrate strength and flexibility in movements.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Control a take-off and landing.</p> <p>Combine a range of running, jumping and throwing techniques.</p> <p>Create a fluid sequence applying learnt skills.</p>	<p>Show accuracy and control consistently within a range of movements.</p> <p>Show speed consistently within a range of movements.</p> <p>Show strength and stamina consistently within a range of movements.</p> <p>Develop and adapt techniques to improve performance.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Team games	Negotiates space successfully play racing and chasing games with each other, adjusting speed and direction.	Join in with team games.  Begin to understand what it means to defend/attack in a game.	Move or stop to catch or collect a ball.  Decide where to stand to make it difficult for the opposing team.	Participate in team games, developing simple tactics for attacking and defending.  Decide on the best position and move accordingly.  Understand basic tactics of a game.	Develop fielding and possession skills.  Begin to apply tactics and rules in a game.	Play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.  Keep and control the possession of a ball.  Apply and explain rules and tactics of a variety of games.  Field with control.	To work in a team or alone to gain possession of a ball.  Explain rules and tactics in detail.	Gain possession confidently and apply attacking and defending skills.  Apply understanding of rules and tactics e.g. officiating.
Dance and movement	Show control with large and small movements.	Begin to perform simple dance moves.  Show some rhythm and control when moving.	Perform some simple dance moves.  Demonstrate rhythm and control.	Perform dances using simple movement patterns.  Perform dance actions with control and coordination.  Link two or more actions together.	Refine movements to create a basic dance sequence to match a purpose.  Movements begin to show fluidity.	Refine movements to create a more complex sequence to match a purpose.  Movements are clear and fluid.	Movements show control.  When composing it is imaginative, creative and expressive.	Perform dances using a range of movement patterns.  Perform dances using advanced techniques with a range of dance styles and forms.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor Adventurous activities		Show control on large equipment outdoors.  Work with friends outdoors.	Follow a simple course using a basic map.  Willingness to work and communicate as part of a team.	Shows some awareness of safety.  Developing knowledge of maps and diagrams to travel around the course.	Works collaboratively to move from one place to another using a map.  Can identify potential risks .	Works collaboratively using a map to solve problems with confidence.  Identify risks and advise others.	Adapt actions to changing situations.  Orientate self to solve problems, locating particular places.	Develop skills to solve problems in intellectual and physical challenges.  Confidently orientate self and others to solve a problem in a more unfamiliar environment.
					Take part in outdoor and adventurous activity challenges both individually and within a team.			
					Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Swimming and Water Safety (Yr4)	N/A	N/A	N/A	N/A	N/A	N/A	Over the year: Immerse body in the water confidently.  Explore different strokes and use at least one basic stroke confidently, breathing properly.  If using floats, swim with a controlled leg kick.	Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  Perform safe self-rescue in different water-based situations.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<p>Co-ordination and control in arm and leg movements.</p> <p>Explore personal survival skills safely.</p> <p>Swim 25m by the end of Year 6.</p>	
Basic Skills	<p>Run in a straight line.</p> <p>Throw a ball in the direction intended.</p>	<p>Kick / roll a ball.</p> <p>Balance.</p> <p>Throw and catch with a partner.</p>	<p>Throw and kick a ball in different ways.</p> <p>Hit a ball with a bat.</p>	<p>Choose appropriate rolling, kicking and hitting skills within games.</p>	<p>Throw and catch a ball with control.</p> <p>Strike a ball with control.</p>	<p>Throw and strike a ball with control and accuracy.</p>	<p>Use a variety of techniques to pass a ball.</p> <p>Strike a ball using backhand and forehand skills.</p>	<p>Use a variety of strokes confidently and demonstrate to others.</p>



### Key Skills

Understanding of emotional/ physical and mental wellbeing

Understanding of social and cultural relationships

Understanding of responsible citizenship

## Wilden VA Primary School

*PSHE skills should be taught when linked to projects where possible to ensure real world application*



### PSHE

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health and Wellbeing	<p>Know the importance of physical exercise and a healthy diet for good health.</p> <p>Manage basic hygiene.</p>	<p>Know that we should eat a healthy diet.</p> <p>Be able to say what foods are healthy.</p> <p>Know why we exercise.</p> <p>Be able to dress and undress successfully e.g. buttons, zips etc.</p> <p>Beginning to understand dental hygiene and its effects.</p> <p>Understand how to keep themselves clean and why it is important.</p>	<p>Discuss ways to stay healthy and identify healthier foods and treats.</p> <p>Understand personal hygiene and know how diseases spread (hand washing).</p> <p>Identify how needs change through the life cycle – looking at growth/ageing only.</p> <p>Understand the basic differences between girls and boys (not sexual).</p>	<p>Make healthy choices and discuss reasons for choices.</p> <p>Know how diseases spread and how to control them (hand washing).</p> <p>Understand the differences between boys and girls (with the knowledge of naming sexual organs penis/vagina).</p>	<p>Identify what makes a healthy lifestyle and explain how to care for the body.</p> <p>Understands that things can have a positive and negative effect on the body.</p> <p>Understand how bacteria and viruses affect the body.</p> <p>Developing an awareness of different family make ups and that all are acceptable.</p>	<p>Begin to discuss changes which happen to the body.</p> <p>Understand how bacteria and viruses affect the body and how they can be prevented.</p> <p>Understands that things can have a positive and negative effect on the body and can make choices appropriately based on this.</p>	<p>Discuss how the body changes and how to maintain hygiene through puberty.</p> <p>Know how to prevent the spread of diseases and viruses.</p>	<p>Understand the effects of mental health problems.</p> <p>Understand the impact of disease in the wider world.</p> <p>Discuss how to manage change and transition.</p> <p>Discuss how to manage physical changes within puberty.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotional health and personal qualities	<p>Identify and name some feelings.</p> <p>Share their likes and dislikes.</p> <p>Set themselves simple, short term goals.</p> <p>Share views and opinions.</p>	<p>Express their feelings and identify causes.</p> <p>Understand their own feelings and how they can affect others.</p> <p>Identify their positive qualities and strengths.</p> <p>Share their views and opinions and reasons for them.</p>	<p>Recognise their own worth.</p> <p>Identify ways to face new challenges.</p> <p>Express their views and listen to those of others.</p> <p>Understand vocabulary to describe their feelings (good and bad).</p> <p>Beginning to understand how to manage their feelings.</p>	<p>Recognise their own worth and that of others.</p> <p>Express their views confidently, reflect on and respond to the views of others.</p> <p>Identify some factors that affect emotional health and well being (vocabulary of good/bad feelings).</p>	<p>Demonstrate more confidently that they recognise their own worth.</p> <p>Support others in recognising their own worth.</p> <p>Identify ways to overcome difficulties and set backs.</p>	<p>Express their views confidently with reasons and reflect upon them.</p> <p>Show how their views can develop in the light of listening to others.</p> <p>Identify strategies for dealing with factors that affect emotional health and well being.</p>	<p>Recognise ways in which an individual's circumstances and experiences can shape their views and perspectives.</p> <p>Understand how puberty can impact on emotional wellbeing and discuss how to manage these changes.</p> <p>Discuss how empathy can help us to understand the emotions and needs of others and can be a tool to support positive interactions and relationships.</p> <p>Understands the differences and similarities between people which arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).</p>	
Relationships	<p>Talk about feelings and their and others' behaviour.</p> <p>Know that some behavior is unacceptable.</p>	<p>Understands that people come different backgrounds.</p> <p>Know that in the class/school different pupils</p>	<p>Begin to identify and respect differences between people.</p> <p>Beginning to identify ways others can be</p>	<p>Understand that their behaviours and actions can impact on others.</p> <p>Identify and respect</p>	<p>Identify how their behavior impacts on others.</p> <p>Understand the different types of relationships.</p>	<p>Identify that behavior choices have consequences.</p> <p>Understand how to maintain a positive</p>	<p>Begin to see their actions from a different perspective.</p> <p>Know what stereotyping is.</p>	<p>Discuss behavior choices in society and their consequences.</p> <p>Recognise and challenge stereotypes.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Work as part of a group.	<p>believe in similar/different things.</p> <p>Know that some behaviours are unacceptable.</p> <p>Work as part of a group and class.</p>	teased or bullied and understand why this is wrong.	<p>differences between people.</p> <p>Understand ways others can be teased or bullied and why this is wrong.</p> <p>Identify strategies to resist bullying/what to do when witnessing bullying.</p>	<p>Understand different types of bullying and where to access support.</p> <p>Beginning to understand that differences and similarities arise from a number of factors e.g. family, culture, religion, age, sex etc.</p> <p>Developing an awareness of different family make ups and that all are acceptable.</p>	<p>relationship.</p> <p>Understand the nature and consequences of bullying and racism.</p> <p>Recognises from their own and others actions what is fair and unfair, kind and unkind and right and wrong.</p> <p>Developing an awareness of different family make ups and that all are acceptable.</p> <p>Understands that differences and similarities arise from a number of factors e.g. family, culture, religion, age, sex etc.</p>	<p>Understand different values, traditions and customs.</p> <p>Discuss differences between people such as religion, race, disability etc.</p> <p>Understand that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Begins to understand that some relationships can be positive or negative and who they can turn to for help.</p>	<p>Identify positive and negative relationships and where to access support.</p> <p>Respect equality and diversity between people.</p> <p>Begin to understand sexual relationships.</p> <p>Understands that some relationships can be negative or positive and who they can turn to for help.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wider World	<p>Understand and follow the rules.</p> <p>Adjust behavior to different situations and take changes of routine in their stride.</p> <p>Listen to others when they speak.</p>	<p>Know why we have rules including rules which keep us safe.</p> <p>Be able to follow rules.</p> <p>Start to say why and how things are right and wrong.</p> <p>Begin to understand the role of money – we use it to buy things.</p>	<p>Begin to understand the difference between right and wrong and discuss rules within society.</p> <p>Respond to simple questions.</p> <p>Explain own views and listen to the views of others.</p> <p>Understand the importance of money.</p>	<p>Understand the difference between right and wrong and discuss rules within society and the consequences of breaking these wider rules.</p> <p>Express own views with reasons.</p> <p>Listen and respond to others views.</p> <p>Know where money comes from and how it can be used.</p> <p>Understand how to look after the environment.</p>	<p>Show an understanding of values.</p> <p>Beginning to be aware on how the media impacts on our lives (positive and negative).</p> <p>Discuss moral and social issues.</p> <p>Discuss/debate topical issues affecting themselves and others.</p> <p>Understand the importance of saving.</p>	<p>Investigate topical issues and explore media sources.</p> <p>Ask and respond to questions and questions from others.</p> <p>Understand roles within society and meet people to discuss these roles.</p> <p>Know why it is important to manage money.</p> <p>Understand why it is important to care for the environment and know the impact of people’s actions.</p>	<p>Understand rights and responsibilities and how they impact on own lives and the wider world.</p> <p>Justify personal opinions linked to broad topical issues.</p> <p>Understand decision making and the impact this has on others.</p> <p>Show an understanding of enterprise.</p> <p>Discuss how to protect the environment and advise others.</p>	<p>Begin to explore democracy and government as well as justice and laws.</p> <p>Analyse different sources and understand media interpretation.</p> <p>Show a deeper understanding of enterprise and the economic/ business environment.</p> <p>Understand the term sustainable development.</p>
Safety*	<p>Talk about ways to keep healthy and safe.</p>	<p>Know how to keep themselves and others safe (including in the sun and road safety).</p>	<p>Understand which people can help us stay safe (Helping Hands and PANTS RULE).</p>	<p>Understand the purpose of medicines.</p> <p>Understand how people keep us</p>	<p>Identify safety risks and understand stranger danger and ways to stay safe.</p>	<p>Begin to identify legal substances that affect the body e.g. smoking/alcohol.</p>	<p>Know different legal and illegal harmful substances.</p> <p>Make informed</p>	<p>Know how legal and illegal substances affect the body and make informed</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
*E-safety is an element of the Computing non-negotiables		<p>Know that adults help to keep them safe.</p> <p>Understand stranger danger and ways to stay safe – NSPCC PANTS RULE.</p>	<p>Understand stranger danger and be able to discuss ways to stay safe.</p> <p>Beginning to understand what a secret is and why it may be important to share it.</p>	<p>safe out of school, particularly road safety.</p> <p>Understand what a secret is and why it may be important to share it and who to share it with.</p>	<p>Understands that secrets can have negative impacts.</p>	<p>Understand legal substances and how they affect the body.</p> <p>Understand peer pressure and know where to access help.</p> <p>Understands that secrets can have negative impacts and can identify numerous ways/people to help with sharing a secret.</p>	<p>choices about risks and develop strategies to deal with peer pressure.</p>	<p>choices.</p> <p>Know what physical contact is acceptable and how to access help and support.</p> <p>Know how to respond in an emergency.</p>

A holistic approach is taken to develop every child’s acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; opportunities are provided for children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Key Skills**

**Subject-specific vocabulary  
Knowledge and  
understanding  
Working scientifically**

**Wilden VA Primary School**

*Science skills should be taught when linked to projects  
where possible to ensure real world application*



**Science**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Know some names of plants.</p> <p>Begin to say how they are different from each other.</p> <p>Start to describe the features of plants.</p>	<p>Identify and name a variety of common wild and garden plants.</p> <p>Identify and describe the basic structure of a plant (root, stem, leaves and flower).</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Describe the basic structure of a variety of common flowering plants and trees (root, stem, leaves and flowers, roots, trunk, branches).</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Describe how plants need water, light and suitable temperature to grow and stay healthy.</p>	<p>Identify/describe the functions of different parts of flowering plants (including roots, stem/trunk, leaves and flower).</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants (include pollination, seed formation and seed dispersal).</p>	N/A	N/A	N/A

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans	<p>Observe and describe features of animals and plants.</p> <p>Know that animals and plants are living.</p> <p>Say how animals and plants are different.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe/compare the structure of common animals (include fish, reptiles, amphibians, birds, mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out and describe the basic needs of animals for survival (water, food, air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Identify and describe how animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food but that they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators, prey, herbivores, carnivores and omnivores.</p> <p>Explain how a feeding relationship occurs in a variety of habitats.</p>	<p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, drugs and lifestyle on the way bodies function.</p> <p>Describe the way in which nutrients and water are transported within animals including humans.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evolution and inheritance	<p>Year 6: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>							
Materials	<p>Begin to say similarities and differences between materials.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and compare the uses (suitability) of a variety of everyday materials (including wood, metal, plastic, glass, brick, rock, paper, cardboard) for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending,</p>	<p>Rocks</p> <p>Compare and group together different types of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Relate simple physical properties of some rocks to their formation (igneous/sedimentary).</p> <p>Recognise that soils are made from rocks and organic matter to form igneous, sedimentary and metamorphic rock.</p>	<p>States of matter</p> <p>Compare and group materials into solids, liquids and gases.</p> <p>Observe and explain that some materials change state when heated / cooled and measure or research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle</p>	<p>Properties and changes of materials.</p> <p>Compare/group everyday material based their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday</p>	N/A



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Compare and group together a variety of everyday materials on the basis of their simple physical properties.		twisting and stretching.		and associate the rate of evaporation with temperature.	<p>materials (including wood, metal and plastic).</p> <p>Explain how some materials will dissolve in liquid to form a solution Describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to describe how mixtures might be separated (including through filtering, sieving and evaporating).</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes</p>	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							result in the formation of new materials and that this kind of change is not usually reversible (include changes associated with burning and action of acid on bicarbonate of soda).	
Seasonal Changes			Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.					
Living things and their habitats	Talk about the features of their immediate environment.  Say how environments vary from one to another.	Observe changes across the four seasons.  Observe and describe weather associated with the seasons and	N/A	Explore and compare the differences between things that are living, dead and things that have never been alive.	N/A	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	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Describe the life processes of reproduction in some plants and animals.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		how day length varies.		<p>Identify that most living things live in habitats that they are suited to.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend of each other.</p> <p>Identify and name a variety of plants and animals in their habitats (including micro-habitats).</p> <p>Describe how animals obtain their food from</p>		<p>things in the local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>		<p>differences (include micro-organisms, plants and animals).</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>plants and other animals (simple food chain).</p> <p>Identify and name different sources of food.</p>				
Light and sound	N/A	N/A	<p>Light</p> <p>Identify/name sources of light Explain what darkness is.</p> <p>Compare a variety of sources of light.</p> <p>Describe the features of day and night.</p> <p>Describe the movement of the sun across the sky.</p>	N/A	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>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.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Investigate and find patterns in the way the size of shadows change.</p>	<p>Sound</p> <p>Identify and name how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p>	N/A	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>Explain that we see things because light travels from light sources to our eyes or</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>from light sources to objects and then our eyes.</p> <p>Using the idea that light travels in straight lines, explain why shadows have the same shape as the object that cast them.</p> <p>Explain that light can be broken into colours and different colours can be combined to appear as a new colour.</p>
Earth and Space	N/A	N/A	N/A	N/A	N/A	<p>Explain that the sun is the centre of our solar system.</p> <p>Discuss and understand the terms star, galaxy, milky way and</p>	<p>Describe the movement of earth and other planets relative to the sun in the solar system.</p> <p>Describe the movement of the moon</p>	N/A

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>universe.</p> <p>Identify the four seasons and link this to changes in sunlight and weather.</p> <p>Begin to understand the movement of the earth around the sun and the moons movement around the earth.</p>	<p>relative to the earth.</p> <p>Describe the sun, earth and moon as approximately spherical bodies.</p> <p>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	
Forces and Magnets	N/A	N/A	N/A	Describe how things move at different speeds, speed up and slow down.	<p>Compare how things move on different surfaces (friction).</p> <p>Understand that some forces need contact between two objects and that magnetic forces can act at a distance.</p> <p>Explain the force of gravity.</p> <p>Explore push and pulls as a force.</p> <p>Magnets</p>	N/A	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity (drag force).</p> <p>Identify the effect of gravity, air resistance and friction that act between moving surfaces.</p> <p>Know how to measure the size</p>	N/A

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Describe how magnets have two poles – one that attracts and one that repels.</p> <p>Predict and observe how magnets attract or repel each other and attract some materials and not others, depending on which poles are facing.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic material.</p>		<p>of a force using Newtons.</p> <p>Recognise that some mechanisms (include levers, pulleys and gears) allow a smaller force to have a greater effect.</p> <p>Explain how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p>	
Electricity	N/A	N/A	N/A	NA/		<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series circuit, identifying and naming its basic parts (include batteries, wires, bulbs, switches</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of batteries (cells) used in the circuit.</p> <p>Compare and give reasons for variations</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>and buzzers).</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p> <p>Recognise that some common conductors and insulators and associate metals with being good conductors.</p>		<p>in how components function (include the brightness of a bulb, loudness of buzzers and position of on/off switches).</p> <p>Use recognised symbols when representing a simple circuit diagram, knowing the names of all components.</p> <p>Identify what causes a short circuit or a circuit to fuse.</p>
Working Scientifically	N/A	Ask simple questions and recognising that they can be answered	Ask simple questions and recognising that they can be answered in	Observe closely using simple equipment.	Ask relevant questions using different types of scientific enquiries to answer.	Ask relevant questions using different types of scientific enquiries to	Plan different types of scientific enquiries to answer	Plan different types of scientific enquiries to answer



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(to be delivered through teaching of subject content and not to be taught separately)		<p>in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identifying and classifying.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>different ways.</p> <p>Observe closely using simple equipment.</p> <p>Perform simple tests and evaluate the findings.</p> <p>Identify and classify.</p> <p>Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts and displays.</p>	<p>Perform simple tests, make predictions, measure and evaluate findings.</p> <p>Identify and classify.</p> <p>Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts and displays.</p>	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Begin to make accurate measurements using standard units (include data loggers).</p> <p>Record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables.</p> <p>Report findings from investigations including written explanations of results and conclusions, displays or presentations.</p> <p>Use results to draw simple conclusions and suggest improvements and predictions for setting up further tests.</p> <p>Look for similarities and differences or changes in data in order to draw conclusions.</p> <p>Use straightforward scientific language to answer questions or to support findings.</p>	<p>answer.</p> <p>Set up simple practical enquiries, comparative and fair tests using a range of equipment.</p> <p>Begin to make accurate measurements using standard units (include data loggers and thermometers).</p> <p>Record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables.</p> <p>Report findings from investigations including oral and written explanations of results and</p>	<p>questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of equipment, with increasing accuracy, taking repeat readings when appropriate.</p> <p>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative tests.</p>	<p>questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of equipment, with complete accuracy, taking repeat readings when appropriate.</p> <p>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Continue to use test results to make predictions to set up further comparative</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>conclusions, displays or presentations.</p> <p>Use results to draw simple conclusions, make predictions for new values and suggest improvements.</p> <p>Use straightforward scientific evidence to answer questions or to support findings (using secondary sources).</p>	<p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in tests, in oral and written forms.</p>	<p>tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in tests, in oral and written forms.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>

# Wilden VA Primary School RE



## Identities, Meanings and Values

2018-2023

<b>Reception</b> 36 hours (equivalent to 50 minutes per week)	<b>Year 1</b> 36 hours (equivalent to 50 minutes per week)	<b>Year 2</b> 36 hours (equivalent to 50 minutes per week)	<b>Year 3</b> 45 hours (equivalent to 1 hour per week)	<b>Year 4</b> 45 hours (equivalent to 1 hour per week)	<b>Year 5</b> 45 hours (equivalent to 1 hour per week)	<b>Year 6</b> 45 hours (equivalent to 1 hour per week)
F1 Why is the word of God so important to Christians?	1.1 What do Christians believe God is like? <i>Christians</i>	1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? <i>Christians &amp; Muslims</i>	L2.1 Where, how and why do people worship? <i>Muslims, Jewish people &amp; Christians</i>	L2.8 How is faith expressed in Sikh communities and traditions? <i>Sikhs</i>	U2.1 What does it mean if Christians believe God is holy and loving? <i>Christians</i>	U2.2 Creation and science: conflicting or complementary? <i>Christians &amp; non-religious people</i>
F2 Why is Christmas special to Christians?	1.2 Why does Christmas matter to Christians? How and why do we celebrate special times? <i>Christians</i>	1.8 What can we learn from sacred books and stories? <i>Christians &amp; Muslims</i>	L2.2 Why do some people think life is like a journey? How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims &amp; non-religious people</i>	L2.9 How do festivals and worship show what matters to Muslims? <i>Muslims</i>	U2.3 Values: what matters most to Humanists and Christians? <i>Christians and non-religious people, with other opportunities to include other faith studied</i>	U2.6 What do Christians believe Jesus did to 'save' people? <i>Christians</i>
F3 Why is Easter special to Christians?	1.5 Why does Easter matter to Christians? <i>Christians</i>	1.9 How do we show we care for others? Why does it matter? <i>Christians &amp; Muslims</i>	L2.3 What is the 'Trinity' and why is it important for Christians? <i>Christians</i>	L2.5 Why do Christians call the day that Jesus died 'Good Friday'? <i>Christians</i>	U2.5 How do Christians decide how to live? 'What would Jesus do?' <i>Christians</i>	U2.7 What helps Hindu people as they try to be good? <i>Hindus</i>

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F4 Being special: where do we belong? Learn from at least two religions	1.6 What makes places significant? What makes some places sacred to believers? <i>Christians &amp; Muslims</i>	1.10 How do we show we care for the Earth? Why does it matter? <i>Christians &amp; Muslims</i>	L2.4 What kind of world did Jesus want? <i>Christians</i>	L2.10 For Christians, what was the impact of Pentecost? <i>Christians</i>	U2.4 How and why do some people inspire others? <i>Hindus, Sikhs, Jewish people and Muslims</i>	U2.9 Justice and poverty: why does faith make a difference? <i>Christians, Muslims and non-religious people</i>
F5 Which places are specially valued and why? Learn from at least two religions	1.4 Who is a Muslim? What do they believe and how do they live? <i>Muslims</i>	1.11 Who is an inspiring person? What stories inspire Christian and Muslim people? <i>Christians &amp; Muslims</i>	L2.6 How do festivals and family life show what matters to Jewish people? <i>Jewish people</i>	L2.11 What are the deeper meanings of the festivals? <i>Muslims, Jewish people, Hindus, Sikhs and non-religious celebrations</i>	U2.8 How is faith expressed in Islam? <i>Muslims</i>	U2.11 Why do some people believe in God and some people not? <i>Christians, Muslims and non-religious people</i>
F6 Which stories are specially valued and why? Learn from at least two religions	1.4 Who is a Muslim? What do they believe and how do they live? <i>Muslims</i>	1.12 What is the 'good news' Christians believe Jesus brings? <i>Christians</i>	L2.7 How is faith expressed in Hindu communities and traditions? <i>Hindus</i>	L2.12 How and why do people try and make the world a better place? <i>Christians, Muslims, Sikhs and non-religious people</i>	U2.10 What will make our community a more respectful place? <i>Religious and non-religious ideas</i>	U2.12 How does faith enable resilience? <i>Christians, Muslims, Jews, Hindus and non-religious people</i>
<i>Christians, Muslims, Jews, Hindus / any faith group within the intake.</i>						