

Science
Working Scientifically

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

Living things and their habitats
Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions.

States of matter
Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound
Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

Electricity
Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Art
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Design and technology
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].
When designing and making, pupils should be taught to:

Design
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
generate, develop, model and communicate their ideas through discussion, annotated sketches and diagrams

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

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

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Cooking and nutrition

- 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
- understand seasonality, and know where and how a variety of ingredients are grown and caught.

History
British History (taught chronologically)
Roman Empire & impact on Britain:
- Julius Caesar’s attempted invasion
- Roman Empire & successful invasion
- British resistance, e.g. Boudicca
- Romanisation of Britain
Broader History Study
Earliest ancient civilisations, i.e. - Ancient Egypt;

Physical education
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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.

Geography
See Nat Curric for further guidance

- Locate world’s countries, focussing on Americas key physical & human features
- Describe & understand climate, mountains, volcanoes,, water cycle, settlements, trade links, etc.
- use fieldwork to observe, measure, record and present 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
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Music
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy
- improvise and compose music for a range of purposes
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.

MFL
Listen & engage • Ask & answer questions

- Speak in sentences using familiar vocabulary
- Develop appropriate pronunciation
- Show understanding of words & phrases
- Show understanding of words & phrases Appreciate stories, songs, poems & rhymes
- Broaden vocabulary
- Appreciate stories, songs, poems & rhymes

Religious Education

- L2.2 What is it like for someone to follow God? [People of God]
- L2.4 What kind of world did Jesus want? [Gospel]
- L2.8 What does it mean to be Hindu in Britain today? [*Dharma*]
- L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]
- L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]
- L2.12 How and why do people try to make the world a better place?

Computing
Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- use sequence, selection, and repetition in programs
- use logical reasoning to explain how some simple algorithms work
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively and appreciate how results are selected and ranked
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.