

**HIGHLIGHT in Green when covered**



HUMANITIES	
Geography	
Ge.1. Human & Physical	Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.
Ge.2. United Kingdom	Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time.
Ge.3. The World	Make comparisons of the same geographical feature in different countries.
Ge.4. Environmental	Identify how people both damage and improve the environment.
Ge.5. Processes	Explain how the physical processes of erosion, transportation and deposition affect the environment.
Ge.6. Patterns	Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).
Ge.7. Weather & Climate	Sequence and explain the features of a physical weather process such as the water cycle.
Ge.8. Places	Compare and contrast areas of vegetation and biomes in two different locations.
Ge.9. Changes over time	Identify changes in the local and global environment.
Ge.10. Express views	Provide reasons for their observations, views and judgements regarding places and environments.
Ge.11. Mapping	Draw sketch maps and plans using agreed symbols for a key.
Ge.12. Using maps	Locate geographical features on a map or atlas using symbols shown in a key.
Ge.13. Field work	Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.
Ge.14. Vocabulary	Use technical and geological vocabulary to describe geographical processes.
Ge.15. Research	Locate appropriate information, needed for a task, from a source material.
Ge.16. Direction	Use the eight points of a compass to describe the location of a country or geographical feature.
Ge.17. Positioning	Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.
Ge.18. Data	Analyse data which they have collected from first hand observations and experiences, identifying any patterns.
Ge.19. Perspectives	Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.
History	
Hi.1. Similarities & Difference	Describe how their own lives are similar or different to children living in past times.
Hi.2. Vocabulary	Use appropriate historical vocabulary to describe key features of a time period.
Hi.3. Chronology	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.
Hi.4. Significant individuals	Explain how a significant figure of a period influenced change.
Hi.5. Local historical	Describe how national changes affected their locality.
Hi.6. Continuity & change	Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war).
Hi.7. Cause & consequence	Express an opinion on whether a person or event had a positive or negative impact on life in Britain.
Hi.8. Historical Questions	Suggest useful research questions.
Hi.9. Recording	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.
Hi.10. Historical Enquiry	Choose the most important source material for a task, showing awareness of a range of sources.

SCIENCE & TECHNOLOGY		
Science		
Working Scientifically	Sc.1. Asking & Answering Questions	Use ideas to pose questions, independently, about the world around them.
	Sc.2. Investigations	Discuss enquiry methods and describe a fair test.
	Sc.3. Observing	Make decisions about what to observe during an investigation.
	Sc.4. Equipment & Measuring	Take accurate measurements using standard units.
	Sc.5. Identifying & classifying	Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships.
	Sc.6. Recording & Reporting on findings	Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts.
	Sc.7. Analysing data	Gather, record and use data in a variety of ways to answer a simple question.
	Sc.8. Drawing conclusions	Draw, with help, a simple conclusion based on evidence from an enquiry or observation.
	Sc.9. Identifying & naming	Identify some of the most important bones in animals such as skull, ribs and spine, describing their primary functions.
	Sc.10. Classification	Classify and group animals into vertebrates or invertebrates.
Animals inc humans	Sc.11. Habitats, adaptation & Interdependence	Know that animals, including humans, cannot make their own food, by investigating food chains and recognise that all food begins with a plant.
	Sc.12. Growth, Health & Survival	Describe how each of the main food groups specifically benefit the human body for growth and health.
	Sc.13. Diet & Teeth	Identify the different food groups and design a healthy meal based on these food groups.
	Sc.14. The Body	Describe how the skeleton and muscles work together to support, protect and assist movement.
	Sc.16. Comparing	Compare the diets of a herbivore and carnivore with (typically) omnivorous humans.
	Sc.17. Identifying & Naming	Identify a range of fossilised animals and plants from pictures.
	Sc.21. Fossils	Define what a fossil is and how they are formed.
	Sc.22. The Future	Suggest what the fossils of the future may be.
	Sc.28. Identifying & Naming	Identify and describe the functions of common plant parts. Explain how their structure is suited to their function (e.g. roots are long and branched to provide good anchorage).
	Sc.29. Classification	Sort and classify a range of seeds into broad dispersal methods, such as wind (dandelion), water (coconut) or animal (yeow).
low & Inherent	Sc.30. Plants parts and their functions	Draw a simple diagram to show how water is transported through a plant.
	Sc.31. Habitats and Adaptation	Compare and describe how requirements for growth vary from plant to plant and how this relates to a plant's environment, such as with climbing and alpine plants.
	Sc.32. Growth & Survival	Recognise that plants make their own food necessary for growth and survival, storing it in their leaves.
	Sc.33. Life cycles	Order pictures showing the stages in the life cycle of a plant.
	Sc.34. Seasonal Changes	Allocate different stages of a plant's life cycle to different seasons, suggesting reasons why the stages occur when they do.
	Sc.35. Comparisons	Compare and explain the effect of different factors on plant growth, including light and nutrition.
	Sc.36. Identifying & Naming	Name a range of familiar daily activities which rely upon or are caused by forces and magnets.
	Sc.37. Physical Processes	Describe forces in action (pulling and pushing) and whether the force requires direct contact between objects or whether the force can act at distance (magnetic force).
	Sc.38. Phenomena	Explain the terms 'magnetic attraction' and 'repulsion' and 'magnetic poles', using a model for assistance.
	Sc.39. Testing	Make predictions, explaining thinking, then test a range of magnets for their strength and polarity.
Plants	Sc.40. Comparing	Compare how an object moves over surfaces made from different materials, making predictions and measuring the distance travelled.
	Sc.41. Classification	Sort and group materials into those that are magnetic and those that are not and identify patterns within the groups.
	Sc.55. Safety	Create rules that show an understanding of electrical safety requirements in the home.
	Sc.56. Identifying & Naming	Identify and name a range of rocks and soils, describing how fossils are formed (link to evolution).
	Sc.57. Classification	Classify and group rocks according to their appearance or physical properties, using a hand lens or digital microscope and identifying whether they are granular, crystalline or fossilised.
	Sc.58. Uses	Suggest reasons why certain rocks or stones are used for a specific purpose.
	Sc.59. Physical Processes	Explain the terms 'weathering' and 'erosion' and describe the effect they have on different types of rocks and soils.
	Sc.60. Physical Properties	Investigate the physical properties of one or a number of rock types and relate their properties to their appearance.
	Sc.61. Comparisons	Compare in detail a range of rock or soil samples from the locality, using simple tables and diagrams to present their findings.
	Forces	Co.1. Algorithms
Co.2. Computational Thinking		Use sequence, selection and repetition in programs.
Co.3. Problem solving		Analyse and tackle problems by decomposing into smaller parts.
Co.4. Networks: knowledge and understanding		Demonstrate a knowledge of computer systems and hardware by describing input and output devices used in everyday life.
Co.5. Networks: using & applying		Use software or search engines effectively.

Co.6. Digital Literacy: Knowledge & Understanding	Become discerning in evaluating digital content.
Co.7. Digital Literacy: Using & Applying	Identify and select appropriate information using straightforward lines of enquiry. Use different approaches to search and retrieve digital information, including the browser address bar and shortcuts.
Co.8. E-Safety: Personal knowledge & Understanding	Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting.
Co.9. E-safety: Responsibilities	Recognise online behaviours that would be unfair. Show respect for individuals and intellectual property.
Co.10. Data: Knowledge & Understanding	Understand how to select information to put into a data table. Recognise which information is suitable for their topic.
Co.11. Data: Using & Applying	Design a questionnaire to collect information.
Design & Technology	
DT.1. Tools	Select the appropriate tools and explain choices.
DT.2. Materials	Plan which materials will be needed for a task and explain why.
DT.3. Health & Safety	Follow health and safety rules for cooking and baking activities.
DT.4. Repair & Maintenance	Try an alternative way of fixing something, if their first attempt isn't successful.
DT.5. Textiles	Create a simple pattern for a design.
DT.6. Card making	Cut slots in card and create nets.
DT.7. Cutting	Measure and mark wood/dowel.
DT.8. Joining	Join fabrics using a running stitch.
DT.9. Structures	Create a shell or frame structure using diagonal struts to strengthen.
DT.10. Mechanisms	Create and use simple gears, pulleys, cams, levers and linkages.
DT.11. Electricity	Build models incorporating circuits with buzzers and bulbs.
DT.12. ICT	Evaluate their own programme, refine and improve it.
DT.13. Designing	are ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.
DT.14. Using ICT to aid design	Use ICT packages to create a labelled design or plan, in detail.
DT.15. Working from plans	Make realistic plans, identifying processes, equipment and materials needed.
DT.16. Opinion & Influence	Compare and contrast great bridge designs, explaining why a particular design is significant in engineering history.
DT.17. Existing product evaluation	Investigate the design features (including identifying components or ingredients) of familiar existing products.
DT.18. Evaluation	Suggest improvements to products made and describe how to implement them (taking the views of others into account).
DT.19. History & Culture	Explain the impact of a design or designer on design history and how this has helped to shape the world.
HEALTHY LIVING	
PSHCE	
PS.1. Confidence & Responsibility	Make positive comments about themselves and others. Listen actively and show empathy.
PS.2. Views & Opinions	Present their views and opinions with some explanation, beginning to formulate questions.
PS.3. Health & Hygiene	Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.
PS.4. Relationship and respect	Identify different types of relationship (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring). Judge what kind of contact is acceptable and how to respond.
PS.5. Personal safety	Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being. Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support.
PS.6. Emotional wellbeing	Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with others.
PS.7. Collaboration	Work collaboratively towards shared goals. Describe what bullying is and what to do if they are feeling bullied.
PS.8. Diversity	Demonstrate sensitivity and understanding of people with different values, customs and cultures.

PS.9. Citizenship	Explain the school rules and basic emergency procedures. Ask and answer questions, giving a view on a local (or world) issue.
PS.10. Financial Understanding	Describe different ways people earn and manage money and their personal finances, including how to budget.
PS.11. Relationships and Feeling	Describe how 'family' can mean different things to different people.
PS.12. Goals	Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others.
PE	
PE.1. Strategy	Choose tactics/a suitable strategy to cause problems for the opposition.
PE.2. Team Games	Create their own games, adapting rules and displaying knowledge of warm up and cool downs.
PE.3. Sending & Striking	Keep control of ball-based equipment (e.g. a hockey stick), working effectively as part of a team.
PE.4. Dance	Compare, develop and adapt movements and motifs to create movement patterns.
PE.5. Athletics	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.
PE.6. Gymnastics	Vary height and speed in a sequence of gymnastic movements.
PE.7. Outdoor Adventurous Activity	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.
PE.8. Swimming	Move in and around water confidently and competently, exploring ways of swimming above and below the water.
Cooking & Nutrition	
CN.1. Preparing & cooking Food	Combine a variety of ingredients using a range of cooking techniques.
CN.2. Nutrition	Describe what a balanced diet is.
CN.3. Origins of food	Identify food which comes from the UK and other countries in the world.
THE ARTS	
Art & Design	
Ar.1. Sketch book	Make/use a simple sewn sketch book, selecting a range of papers and fabrics for different purposes.
Ar.2. Developing ideas	
Ar.3. Selection	Explain the purpose of a given task and identify the ideal materials and tools for the job.
Ar.4. Drawing	Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.
Ar.5. Line and tone	Use line to add surface detail to a drawing, print or painting.
Ar.6. Colour	Create and use a palette of natural colours to paint from outdoor observation.
Ar.7. Print Making	Make repeat pattern prints for decorative purposes using various natural materials.
Ar.8. Collage	Use a variety of materials to create a collage on a theme.
Ar.9. Photography	Take photographs and explain their creative vision.
Ar.10. Pattern	
Ar.11. 3-D	Use a range of modelling materials and tools, choosing the one most appropriate to a given task.
Ar.12. Form	Create natural forms such as shells, leaves, flowers and animals
Ar.13. Evaluating	Make suggestions for ways to adapt/improve their
Ar.14. Appreciating	Use a range of artistic vocabulary to compare artworks of a particular genre or movement.
Music	
Mu.1. Listening	Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)
Mu.2. Composing	Use standard and invented symbols to represent sounds.
Mu.3. Vocabulary	Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.
Mu.4. Performing	Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.
Mu.5. Singing	Sing songs confidently both solo and in groups.
Mu.6. Pulse & Rhythm	Create and repeat extended rhythmic patterns, vocally or by using clapping.
Mu.7. Notation	Use written symbols both standard and invented to represent sounds.
Mu.8. Appreciation & Understanding	Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.
Drama	
Dr.1. Performance/Drama	Use understanding of characters or situations to adapt speech, gesture and movement to create believable roles and scenarios.