

# Our Curriculum



Year Group	Literacy	Literacy and Language links	Science	RE	History	Geography	Art	D&T	ICT	Music	PE	MFL	PSHE
	<b>(Typical Genres covered)</b>												
<b>EYFS (Year A)</b>	Traditional and fairy stories, stories with familiar settings, rhymes, simple poems and songs, play with rhyme and rhythm in phonics. <b>Lists. Write meaningful sentences.</b>	Follow EYFS Curriculum											→
<b>EYFS (Year B)</b>	Traditional and fairy stories, stories with familiar settings, rhymes, simple poems and songs, play with rhyme and rhythm in phonics. <b>Lists. Write meaningful sentences.</b>	Follow EYFS Curriculum											→
<b>1</b>	Traditional and fairy stories, stories with familiar settings, poems to perform, list poems. <b>Recount.</b>		Who am I? Celebrations Desert Island Holidays On Safari Adventurers	Follow Stockton's Agreed Syllabus (see individual year group sheets for termly detail)	<b>Me and My Toys</b> (Changes within living memory and beyond)  <b>How did George Stephenson change the world?</b>	<b>All about me</b> (Our local area)  <b>Where in the world is Kenya?</b>  <b>I do like to be beside the seaside...</b>  Learn to locate continents and oceans, name the four countries and capital cities of the UK and its surrounding seas. Compare and contrast UK (use local area) and Africa (Handa's Surprise)	Printing/collage Painting/collage Painting/clay	Moving Pictures Joining Materials Fruit Kebabs	We are treasure hunters We are TV chefs We are painters We are collectors We are storytellers We are celebrating	Sounds Interesting The Long and the Short of It Feel the Pulse	Activities covered: Games Gym Apparatus Dance Athletics		SEAL materials
<b>2</b>	Stories with familiar settings, stories from other cultures, narratives based on familiar stories with one or more elements changed, poems to perform, calligrams, poems based on simple structures. <b>Instructions and non-chronological reports.</b>	Unit 6 – links to Space Travel	Healthy Me Materials Monster Mini Worlds Move It Young Gardeners Young Masterchef	Follow Stockton's Agreed Syllabus (see individual year group sheets for termly detail)	<b>The Great Fire of London</b>  <b>Explorers! How brave were James Cook and Neil Armstrong?</b>	<b>Where in the World is Australia?</b> Learn to locate continents and oceans, name the four countries and capital cities of the UK and its surrounding seas. Compare and contrast UK (use local area) and Australia  <b>Could a meerkat live at the Pole?</b>  (Meerkat Mail, by Emily Gravett)  World weather and climate zones.	Painting Study the Work of an Artist Clay Printing	Textiles Moving Mechanisms Food	We are astronauts We are games testers We are photographers We are researchers We are detectives We are zoologists	Taking Off What's the Score? Rain, Rain, Go Away!	Activities covered: Games Gym Apparatus Dance Athletics		SEAL materials

<p><b>3</b></p>	<p>Quest and adventure stories, legends, stories with dilemmas, poems to perform, list poems with extended lines, similes, shape poetry. <b>Non-chronological reports.</b></p>		<p>Earth Rocks! Food and Our Bodies Mirror, Mirror How does your garden grow? Opposites attract We are astronauts!</p>	<p>Follow Stockton's Agreed Syllabus (see individual year group sheets for termly detail)</p>	<p><b>Early Civilizations</b> (start on overview of civilizations around the world, then focus on Ancient Egyptians).  <b>Changes in Britain from the Stone Age to the Iron Age.</b></p>	<p>(Locate world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key <b>physical</b> and human characteristics, <b>countries</b> and major cities)  <b>Record Breakers/ Top Trumps!</b> Identify and locate key physical and human features around the world, e.g. highest mountains, largest ocean, deepest lakes, longest rivers, largest cities etc.</p>	<p>Investigating Patterns Portraying Relationships Changing the Environment (Sculpture)</p>	<p>Healthy Eating (Sandwich Snacks) Hydraulic Systems (Moving Monsters) Structures (Photo Frames)</p>	<p>We are programmers We are bug fixers We are presenters We are network engineers We are communicators We are opinion pollsters</p>	<p>Animal Magic (pictures with sound) Play it Again, Sam (Rhythm) The Class Orchestra (arranging and performing)</p>	<p>Activities covered: Invasion Games Dance Gym Apparatus Striking &amp; Fielding Athletics Swimming</p>	<p>Numbers 0-10; greetings, asking and saying how you are; classroom instructions; ask for and give name; ask for and state age; colours; names of fruit; days of the week; months of the year; Christmas and Easter vocabulary and French culture.</p>	<p>SEAL materials</p>
<p><b>4</b></p>	<p>Historical stories, fantasy stories, science fiction, myths, poems to perform, similes and metaphors to create pictures with words, poems based on a model (e.g. Magic Box, Kit Wright). <b>Explanation, persuasion (advert or leaflet).</b></p>		<p>What's that sound? Living Things Looking at States Teeth and Eating Power it Up Bubbles</p>	<p>Follow Stockton's Agreed Syllabus (see individual year group sheets for termly detail)</p>	<p><b>What did the Romans do for Britain?</b> (Possible topic on which to base a local history study – statutory requirement at some point during KS2)  <b>Life after the Romans</b> (Settlement by Anglo-Saxons, Scots and Vikings; struggle for the Kingdom of England between Anglo-Saxons and Vikings up to 1066)</p>	<p>(Locate world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key <b>physical</b> and human characteristics, <b>countries</b> and <b>major cities</b>)  <b>Rivers</b> (focus on the Tees for our local study but extend to looking at other major rivers of the world).</p>	<p>Collage/Sculpture Printing Painting/Drawing</p>	<p>Bridges Roman Sandals Bread Making</p>	<p>We are software developers  We are toy makers  We are musicians  We are html editors  We are co-authors  We are meteorologists</p>	<p>Recorders with TVMS</p>	<p>Activities covered:  Activities covered:  Invasion Games Dance Gym Apparatus Striking &amp; Fielding Net/Wall Games Outdoor</p>	<p>Parts of the body; zoo animals; focus on verbs; members of the family; ask and answer questions about family members; retelling a French story; pet vocabulary; hobbies; giving an opinion; weather; Christmas and Easter vocabulary and French culture.</p>	<p>SEAL materials</p>

<p><b>5</b></p>	<p>Fables, myths and legends, play scripts, stories told from a different point of view or with different "voices", poems to perform, poems based on a model, narrative poems (e.g. Highwayman or Beowulf), word play (e.g. turning descriptive language into Kennings). <b>Recount (auto/ biography), non-chronological comparative report (compares and contrasts at least two subjects e.g. contrasting locations), persuasion (one point of view).</b></p>	<p>Unit 1 – links to Ancient Greeks</p>	<p>Out of this World Material World Circle of Life Let's get moving Growing Pains We are Super Scientists!</p>	<p>Follow Stockton's Agreed Syllabus (see individual year group sheets for termly detail)</p>	<p><b>What was it like to live in WW2?</b>  <b>What have the Ancient Greeks done for us?</b></p>	<p>(Locate world's countries, using maps to focus on Europe and North and South America and concentrating on their <b>environmental regions, key physical and human characteristics, countries and major cities</b>)  <b>Why should I visit Greece?</b> - comparison of local area and the UK to a region in a European Country.</p>	<p>Sketching/printing Painting Sculpture</p>	<p>Moving Toys (CAMs) Greek Food Greek Buildings</p>	<p>We are game developers  We are cryptographers  We are artists  We are web developers  We are bloggers  We are architects</p>	<p>Journey into Spaces (exploring sound sources)  Cyclic Patterns (exploring rhythm and pulse)  Roundabout (exploring rounds)</p>	<p>Activities covered: Invasion Games Dance Gym Apparatus Net/Wall Games Athletics Outdoor &amp; Adventurous</p>	<p>Buildings; directions; asking where places are; food vocabulary; saying where you live; revision/recap of Year 3 and 4 topics and vocabulary.</p>	<p>SEAL materials</p>
<p><b>6</b></p>	<p>Horror/mystery stories, classic stories, poems to perform, personification, use of imagery, different poetic forms including Shakespearean blank verse. <b>Persuasion/Recount Journalistic writing, discussion (balanced argument).</b></p>		<p>Classifying Critters Staying Alive We're Evolving Let it Shine Electrifying! We are dinosaur hunters!</p>	<p>Follow Stockton's Agreed Syllabus (see individual year group sheets for termly detail)</p>	<p><b>Who were the Mayans?</b>  <b>A social history study that extends children's knowledge of British history beyond 1066:</b>  <b>Crime and punishment through the ages.</b></p>	<p>(Locate world's countries, using maps to focus on Europe and North and South America and concentrating on their <b>environmental regions, key physical and human characteristics, countries and major cities</b>)  <b>Who are you?</b>  In-depth comparison of local area and the UK to a region in North or South America (possibility to link work to Central American countries, e.g. Mexico, to build upon History topic of the Mayans)</p>	<p>Sketching (portraits) Painting Skills Art linked to Topic Work</p>	<p>Structures (Mayan Temples) Electrical Models Constructing with textiles (slippers)</p>	<p>We are app planners  We are project managers  We are market researchers  We are interface designers  We are mobile app developers  We are marketeers</p>	<p>Exploring Lyrics and Melody  Performing Together  Exploring Musical Processes</p>	<p>Activities covered: Invasion Games Dance Gym Apparatus Striking &amp; Fielding Athletics Outdoor &amp; Adventurous</p>	<p>Classroom routines; clothes vocabulary; adjectives; building on vocabulary and skills previously acquired in Years 3, 4 and 5.</p>	<p>SEAL materials SRE Healthy lifestyles</p>

Subject Co-ordinator Overview						
History and Geography						
Subjects:	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
1	<b>All About Me</b> (The local area)	<b>How did George Stephenson change the world?</b>	<b>Me and My Toys</b> (Changes within living memory and beyond)  <b>Where do I live....?</b> (Investigate local area and begin to learn locational knowledge of countries and capital cities of the UK and the continents and oceans of the world)		<b>Where in the world is Kenya?</b> (Work linked to Handa's Surprise – investigate the area of Africa related to the story to compare and contrast to our local area. Reinforce locational knowledge of countries and capital cities of the UK and the continents and oceans of the world) <b>I do like to be beside the seaside...</b> learning about the UK with a focus on seaside resorts in the UK.	
2	<b>Around the world in 80 days...</b> Reinforce locational knowledge of countries and capital cities of the UK and the continents and oceans of the world)	<b>The Great Fire of London</b>	<b>Explorers! (How brave was James Cook?) &amp; Where in the world is.....? (Australia)</b>  (Investigating the location and geography of Australia to compare and contrast to our local area. Reinforce locational knowledge of countries and capital cities of the UK and the continents and oceans of the world)		<b>Could a Meerkat live at the Pole?</b> (World weather and climate zones)	<b>Space! (Neil Armstrong and Space Travel)</b>
3	<b>Where on Earth is...?</b> (World record breakers/top trumps. Identify and locate key physical and human features around the world e.g. highest mountains, largest ocean, deepest lakes, longest rivers, largest cities etc)  <b>Locational knowledge:</b> By end of KS2 children should be able to: locate world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key <u>physical</u> and human characteristics, <u>countries</u> and major cities <b>(In Year 3, focus on the underlined parts)</b>		<b>Early Civilizations</b> (start on overview of early civilizations around the world, then focus on the <b>Ancient Egyptians</b> )		<b>How did Britain change from the Stone Age to the Iron Age?</b>	
4	<b>Rivers</b> (Local study and fieldwork based on the River Tees; extend to looking at world rivers)  <b>Locational knowledge:</b> By end of KS2 children should be able to: locate world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key <u>physical</u> and human characteristics, <u>countries</u> and <u>major cities</u> <b>(In Year 4, focus on the underlined parts - builds on previously studied Year 3 topics)</b>		<b>What did the Romans do for Britain?</b> (need to complete a local history study – statutory at some point in KS2)		<b>Life after the Romans –</b> Settlement by Anglo-Saxons, Scots and Vikings	<b>Life after the Romans –</b> the struggle for the kingdom of England between the Anglo-Saxons and Vikings. Anglo-Saxon history up to the Norman conquest.
5		<b>What was it like to live in WW2?</b>	<b>Why should I visit Greece...?</b> (In depth study of a European country)  <b>Locational knowledge:</b> By end of KS2 children should be able to: locate world's countries, using maps to focus on Europe and North and South America and concentrating on their <u>environmental regions</u> , key <u>physical</u> and human characteristics, <u>countries</u> and <u>major cities</u> <b>(In Year 5, focus on the underlined parts - builds on previously studied Year 3&amp;4 topics)</b>		<b>Was Ancient Greece really the centre of the world...?</b> (Children should already be aware from work in Y3 that other ancient civilizations have existed. Children need to know what impact the Ancient Greeks have had on our modern lives.)	
6		<b>Who were the Mayans?</b> Link to next term's Geography topic on Mexico	<b>Magnificent Mexico</b> (in depth comparison of regions within Mexico, e.g. compare rural with urban, desert with rainforest)  <b>Locational knowledge:</b> By end of KS2 children should be able to: locate world's countries, using maps to focus on Europe and North and South America and concentrating on their <u>environmental regions</u> , key <u>physical</u> and <u>human</u> characteristics, <u>countries</u> and <u>major cities</u> <b>(In Year 6, focus on the underlined parts - builds on previously studied KS2 topics)</b>		<b>Does the punishment fit the crime?</b> - Crime and Punishment from Anglo-Saxon times to today.	

<b>Subject Co-ordinator Overview</b>						
Subjects:	<b>Science</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>
<b>1</b>	Who am I?	Celebrations	Desert Island	Holidays	On Safari	Adventurers
<b>2</b>	Healthy Me	Materials Monster	Mini Worlds	Move it	Young Gardeners	Young Masterchef
<b>3</b>	Earth Rocks	Food and Our Bodies	Mirror, Mirror	How does your garden grow?	Opposites Attract	We are Astronauts
<b>4</b>	What's that Sound?	Living Things	Looking at States	Teeth and Eating	Power it Up!	Bubbles
<b>5</b>	Out of this World	Material World	Circle of Life	Let's Get Moving	Growing Pains	We are Super Scientists
<b>6</b>	Classifying Critters	Staying Alive	We're Evolving	Let it Shine	Electrifying!	We are Dinosaur Hunters

<b>Subject Co-ordinator Overview</b>						
Subjects:	<b>Art</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>
<b>1</b>	Portraits and painting		Painting/collage/crafts		Painting/Clay	
<b>2</b>	Painting/work of an artist		Clay		Printing	
<b>3</b>	Investigating Patterns		Portraying Relationships		Changing the Environment (Sculpture)	
<b>4</b>	Collage/Sculpture		Printing		Painting/Drawing	
<b>5</b>	Sketching/Printing		Painting		Sculpture	
<b>6</b>	Sketching (portraits)		Painting		Art linked to topic work	

<b>Subject Co-ordinator Overview</b>						
Subjects:	<b>DT</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>
<b>1</b>		Moving Pictures		Joining Materials		Fruit Kebabs
<b>2</b>		Textiles (puppets)		Moving Mechanisms (Endeavour)		Food (Healthy Pizzas)
<b>3</b>		Healthy Eating (Sandwich Snacks)		Hydraulic Systems (Moving Monsters)		Structures (Photo Frames)
<b>4</b>		Bridges		Roman Sandals		Bread making
<b>5</b>		Moving Toys (CAM Mechanisms)		Greek Food		Greek Buildings
<b>6</b>		Structures (Link to work on Mexico/Mayans?)		Electrical Toys		Constructing with textiles

<b>Subject Co-ordinator Overview</b>						
Subjects:	<b>Music</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>
<b>1</b>	Sounds Interesting		The Long and the Short of It		Feel the Pulse	
<b>2</b>	Taking Off		What's the Score?		Rain, Rain, Go Away?	
<b>3</b>	Animal Magic (pictures with sounds)		Play it Again, Sam (rhythm)		The Class Orchestra (arranging and performing)	
<b>4</b>	Recorders		Recorders		Recorders	
<b>5</b>	Journey into Spaces (exploring sound sources)		Cyclic Patterns (exploring rhythm and pulse)		Roundabout (exploring rounds)	
<b>6</b>	Exploring Lyrics and Melody		Performing Together		Exploring Musical Processes	

<b>Subject Co-ordinator Overview</b>						
Subjects:	<b>ICT</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>
<b>1</b>	We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
<b>2</b>	We are astronauts (could move to later in year if looking at Neil Armstrong)	We are games testers	We are photographers	We are researchers	We are detectives	We are zoologists
<b>3</b>	We are programmers	We are bug fixers	We are presenters	We are network engineers	We are communicators	We are opinion pollsters
<b>4</b>	We are software developers	We are toy makers	We are musicians	We are html editors	We are co-authors	We are meteorologists
<b>5</b>	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
<b>6</b>	We are app planners	We are project managers	We are market researchers	We are interface designers	We are mobile app developers	We are marketeers

<b>Subject Co-ordinator Overview</b>						
Subjects:	<b>PE</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>	<b>1<sup>st</sup> Half</b>	<b>2<sup>nd</sup> Half</b>
<b>1</b>	Games	Gym/Dance	Gym/Apparatus	Dance	Games/ Dance	Athletics
<b>2</b>	Games	Gym/Dance	Gym/Apparatus	Dance	Games/ Dance	Athletics
<b>3</b>	Invasion Games	Dance/Gym	Dance	Gym/Apparatus	Invasion Games/Striking & Fielding	Athletics
<b>4</b>	Invasion Games	Dance	Gym	Dance	Net/Wall	Athletics/Outdoor
<b>5</b>	Invasion Games	Dance	Dance	Gym/Apparatus	Net/Wall Games	Athletics/ Outdoor & Adventurous
<b>6</b>	Invasion Games	Dance/Gym	Gym/Apparatus	Dance	Striking & Fielding	Athletics/ Outdoor & Adventurous

Subject Co-ordinator Overview						
Subjects:	RE					
	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
1	<b>Belonging:</b> What does it mean to belong?	<b>Festivals/Beliefs and Practices:</b> Why do Christians give gifts at Christmas?	<b>Belonging:</b> What does it mean to belong?	<b>Festivals/Beliefs and Practices:</b> What is Easter and why is Palm Sunday important?	<b>Founders and Leaders:</b> Who is Mohammed and why is he important?	<b>Belonging:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism
2	<b>Sacred Texts:</b> What is the Quran and why is it important?	<b>Festivals/Beliefs and Practices:</b> How and why do Christians celebrate Christmas?	<b>Sacred Texts</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> What are the key events associated with the Easter story?	<b>Founders and Leaders:</b> Who was Jesus and who were his friends (disciples)?	<b>Founders and Leaders</b> Choose from Buddhism, Hinduism, Judaism or Sikhism
3	<b>Sacred Texts:</b> What is the Bible and why is it important?	<b>Festivals/Beliefs and Practices:</b> What are the symbols associated with Christmas?	<b>Places of Worship:</b> What is a mosque and why is it important?	<b>Festivals/Beliefs and Practices:</b> How is Easter celebrated in Church?	<b>Beliefs and Practices</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals:</b> What is EID and why is it important?
4	<b>Festivals:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> What are the journeys that take place within the Christmas story?	<b>Places of Worship:</b> What is a church and why is it important?	<b>Festivals/Beliefs and Practices:</b> Why is Easter important to Christians?	<b>Beliefs and Practices:</b> What are the five pillars and why are they important?	
5	<b>Places of Worship:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> How do we know about the Christmas story?	<b>Beliefs and Practices:</b> What food, drink and leisure are important in Islam and why?	<b>Festivals/Beliefs and Practices:</b> How do betrayal and loyalty feature in the Easter story?	<b>Worship in Practice:</b> Thematic compare and contrast Christianity, Islam and one other	
6	<b>Rites of Passage:</b> Thematic compare and contrast Christianity, Islam and one other	<b>Festivals/Beliefs and Practices:</b> What do the Gospel stories tell us about the birth of Jesus?	<b>Expressions of faith through Art:</b> Thematic compare and contrast Christianity, Islam and one other	<b>Festivals/Beliefs and Practices:</b> How far can the death of Jesus be seen as a victory in Christianity?	Left blank deliberately to allow for SATS, transition days and end of year activities; any of the above units not yet covered or completed could be undertaken in this time.	

Subject Co-ordinator Overview						
Subjects:	MFL					
	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
1						
2						
3	<p align="center"><b>Follow La Jolie Ronde Schemes of Work for Year 3 &amp; 4 and Year 5 &amp; 6</b></p> <p><b>Year 3:</b> Numbers 0-10; greetings, asking and saying how you are; classroom instructions; ask for and give name; ask for and state age; colours; names of fruit; days of the week; months of the year; Christmas and Easter vocabulary and French culture.</p> <p><b>Year 4:</b> Parts of the body; zoo animals; focus on verbs; members of the family; ask and answer questions about family members; retelling a French story; pet vocabulary; hobbies; giving an opinion; weather; Christmas and Easter vocabulary and French culture.</p> <p><b>Year 5:</b> Buildings; directions; asking where places are; food vocabulary; saying where you live; revision/recap of Year 3 and 4 topics and vocabulary.</p> <p><b>Year 6:</b> Classroom routines; clothes vocabulary; adjectives; building on vocabulary and skills previously acquired in Years 3, 4 and 5.</p>					
4						
5						
6						

Subject Co-ordinator Overview						
Subjects:	PSHE					
	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
1	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes
2	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes
3	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes
4	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes
5	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes
6	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes

Year 1 Overview						
Year group: 1	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
Science	Who am I?	Celebrations	Desert Island	Holidays	On Safari	Adventurers
RE	<b>Belonging:</b> What does it mean to belong?	<b>Festivals/Beliefs and Practices:</b> Why do Christians give gifts at Christmas?	<b>Belonging:</b> What does it mean to belong?	<b>Festivals/Beliefs and Practices:</b> What is Easter and why is Palm Sunday important?	<b>Founders and Leaders:</b> Who is Mohammed and why is he important?	<b>Belonging:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism
History		How did George Stephenson change the world?	Me and my toys			
Geography	All About Me				Where in the world is Kenya? I do like to be beside the seaside... (UK focus)	
Art	Portraits/collage/painting		Painting/collage/crafts		Painting/Clay	
D&T		Moving Pictures		Joining Materials		Fruit Kebabs
ICT	We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
Music	Sounds Interesting		The Long and the Short of It		Feel the Pulse	
PE	Games	Gym/Dance	Gym/Apparatus	Dance	Games/ Dance	Athletics
PSHE	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes

Year 2 Overview						
Year group: 2	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
Science	Healthy Me	Materials Monster	Mini Worlds	Move it	Young Gardeners	Young Masterchef
RE	<b>Sacred Texts:</b> What is the Quran and why is it important?	<b>Festivals/Beliefs and Practices:</b> How and why do Christians celebrate Christmas?	<b>Sacred Texts</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> What are the key events associated with the Easter story?	<b>Founders and Leaders:</b> Who was Jesus and who were his friends (disciples)?	<b>Founders and Leaders</b> Choose from Buddhism, Hinduism, Judaism or Sikhism
History		The Great Fire of London	Where in the world is Australia? & How brave was James Cook? (History and Geography combined)			Neil Armstrong – the history of space travel
Geography	The world around us				Could a Meerkat live at the North Pole?	
Art	Painting/work of an artist		Clay – aboriginal art plate		Printing	
D&T		Puppets		Endeavour with moving mechanism		Healthy Pizza
ICT	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
Music	Taking Off		What's the Score?		Rain, Rain, Go Away?	
PE	Games	Gym/Dance	Gym/Apparatus	Dance	Games/ Dance	Athletics
PSHE	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes

Year 3 Overview						
Year group: 3	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>Science</b>	Earth Rocks	Food and Our Bodies	Mirror, Mirror	How does your garden grow?	Opposites Attract	We are Astronauts
<b>RE</b>	<b>Sacred Texts:</b> What is the Bible and why is it important?	<b>Festivals/Beliefs and Practices:</b> What are the symbols associated with Christmas?	<b>Places of Worship:</b> What is a mosque and why is it important?	<b>Festivals/Beliefs and Practices:</b> How is Easter celebrated in Church?	<b>Beliefs and Practices</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals:</b> What is EID and why is it important?
<b>History</b>			Early civilizations (focus on Ancient Egyptians)		How did Britain change from the Stone Age to the Iron Age?	
<b>Geography</b>	Where on Earth is...?					
<b>Art</b>	Investigating Patterns		Portraying Relationships		Changing the Environment (Sculpture)	
<b>D&amp;T</b>		Healthy Eating (Sandwich Snacks)		Hydraulic Systems (Moving Monsters)		Structures (Photo Frames)
<b>ICT</b>	We are programmers	We are bug fixers	We are presenters	We are network engineers	We are communicators	We are opinion pollsters
<b>Music</b>	Animal Magic (pictures with sound)		Play It Again, Sam (rhythms)		The Class Orchestra (arranging and performing)	
<b>PE</b>	Invasion Games	Dance/Gym	Dance	Gym/Apparatus	Invasion Games/Striking & Fielding	Athletics
<b>MFL</b>	Follow La Jolie Ronde Scheme of work					
<b>PSHE</b>	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes

Year 4 Overview						
Year group: 4	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>Science</b>	What's that Sound?	Living Things	Looking at States	Teeth and Eating	Power it Up!	Bubbles
<b>RE</b>	<b>Festivals:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> What are the journeys that take place within the Christmas story?	<b>Places of Worship:</b> What is a church and why is it important?	<b>Festivals/Beliefs and Practices:</b> Why is Easter important to Christians?	<b>Beliefs and Practices:</b> What are the five pillars and why are they important?	
<b>History</b>			What did the Romans do for Britain? (complete a local study)		Life after the Romans (Anglo-Saxons, Scots and Vikings)	Life after the Romans (the struggle for the kingdom of England up to the Norman Conquest)
<b>Geography</b>	Rivers					
<b>Art</b>	Collage/Sculpture		Printing		Painting/Drawing	
<b>D&amp;T</b>		Bridges		Roman Sandals		Breadmaking
<b>ICT</b>	We are software developers	We are toy makers	We are musicians	We are html editors	We are co-authors	We are meteorologists
<b>Music</b>	Recorders – Tees Valley Music					
<b>PE</b>	Invasion Games	Dance	Gym	Dance	Net/Wall	Athletics/Outdoor
<b>MFL</b>	Follow La Jolie Ronde Scheme of work					
<b>PSHE</b>	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes

Year 5 Overview						
Year group: 5	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>Science</b>	Out of this World	Material World	Circle of Life	Let's Get Moving	Growing Pains	We are Super Scientists
<b>RE</b>	<b>Places of Worship:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> How do we know about the Christmas story?	<b>Beliefs and Practices:</b> What food, drink and leisure are important in Islam and why?	<b>Festivals/Beliefs and Practices:</b> How do betrayal and loyalty feature in the Easter story?	<b>Worship in Practice:</b> Thematic compare and contrast Christianity, Islam and one other	
<b>History</b>	What was it like to live in WW2?				What have the Ancient Greeks done for us...?	
<b>Geography</b>			Why should I visit Greece?			
<b>Art</b>	Sketching/Printing		Painting		Sculpture	
<b>D&amp;T</b>		Moving Toys (CAM mechanisms). Link to Christmas.		Greek Food		Greek Buildings
<b>ICT</b>	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
<b>Music</b>	Journey into Spaces (exploring sound sources)		Cyclic Patterns (exploring rhythm and pulse)		Roundabout (exploring rounds)	
<b>PE</b>	Invasion Games	Dance/PE	Dance	Gym/Apparatus	Net/Wall Games	Athletics/ Outdoor & Adventurous
<b>MFL</b>	Follow La Jolie Ronde Scheme of work					
<b>PSHE</b>	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes

Year 6 Overview						
Year group: 6	Autumn		Spring		Summer	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
Science	Classifying Critters	Staying Alive	We're Evolving	Let it Shine	Electrifying!	We are Dinosaur Hunters
RE	<b>Rites of Passage:</b> Thematic compare and contrast Christianity, Islam and one other	<b>Festivals/Beliefs and Practices:</b> What do the Gospel stories tell us about the birth of Jesus?	<b>Expressions of faith through Art:</b> Thematic compare and contrast Christianity, Islam and one other	<b>Festivals/Beliefs and Practices:</b> How far can the death of Jesus be seen as a victory in Christianity?	Left blank deliberately to allow for SATS, transition days and end of year activities; any of the above units not yet covered or completed could be undertaken in this time.	
History	Who were the Mayans?				Does the punishment fit the crime? (Crime and punishment from Anglo-Saxon times to today)	
Geography			Magnificent Mexico (compare two or more contrasting regions within Mexico)			
Art	Sketching (portraits)		Painting		Art linked to topic work	
D&T		Structures (Mayan Temples)		Electrical Toys		Constructing with textiles
ICT	We are app planners	We are project managers	We are market researchers	We are interface designers	We are mobile app developers	We are marketeers
Music	Exploring Lyrics and Melody		Performing Together		Exploring Musical Processes	
PE	Invasion Games	Dance/Gym	Gym/Apparatus	Dance	Striking & Fielding	Athletics/ Outdoor & Adventurous
MFL	Follow La Jolie Ronde Scheme of work					
PSHE	New Beginnings	Getting on and Falling Out (inc Anti-Bullying Week)	Going for Goals	Good To Be Me	Relationships	Changes

<b>List of Key Objectives</b>	
Year 1	Science
<b>Key skills/Assessment</b>	
	<b>Working scientifically:</b> Can they ask simple questions and recognise that they can be answered in different ways?
	Can they observe carefully, using simple equipment?
	Can they identify and classify a number of plants and animals?
	Can they use their observations and ideas to suggest answers to their questions?
	Can they gather and record data to help in answering questions?
	<b>Plants:</b> Can they identify and name a variety of common, wild and green plants?
	Can they identify and name a variety of deciduous and evergreen trees?
	Can they identify and describe the basic structure of a variety of common flowering plants, including trees?
	<b>Animals, including humans:</b> Can they identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;?
	Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?
	Can they describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?
	Can they identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense?
	<b>Everyday materials:</b> Can they distinguish between an object and the materials from which it is made?
	Can they identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock?
	Can they describe the simple physical properties of a variety of everyday materials?
	Can they compare and group together a variety of everyday materials on the basis of their simple physical properties?
	<b>Seasonal change:</b> Can they observe changes across the four seasons?
	Can they observe and describe weather associated with the seasons and how day length varies?

<b>List of Key Objectives</b>	
<b>Year 1</b>	<b>History</b>
	<b>Key skills/Assessment</b>
	Can they use words and phrases like: old, new and a long time ago?
	Can they recognise that some objects belonged to the past?
	Can they explain how they have changed since they were born?
	Do they appreciate that some famous people have helped our lives be better today?
	Can they ask and answer questions about old and new objects?
	Can they spot old and new things in a picture?
	Can they answer questions using an artefact / photograph provided?
	Can they give a plausible explanation about what an object was used for in the past?
	Can they use words and phrases like: very old, when mummy and daddy were little?
	Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
	Can they find out more about a famous person from the past and carry out some research on him or her?
	Can they explain the differences between past and present in their life and that of other children from a different time in history?

<b>List of Key Objectives</b>	
Year 1	Geography
Key skills/Assessment	
	Can they keep a weather chart and answer questions about the weather?
	Can they tell someone their address?
	Can they explain the main features of a hot and cold place?
	Can they explain how the weather changes with each season?
	Can they explain what they might wear if they lived in a very hot or a very cold country?
	Can they identify the four countries making up the United Kingdom?
	Can they name some of the main towns and cities in the United Kingdom?
	<b>Challenging:</b> Can they answer questions using a weather chart?
	Can they make plausible predictions about what the weather may be like later in the day or tomorrow?
	Can they name a few towns in the south and north of the UK?
	Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house?

## List of Key Objectives

Year 1	Art
Key skills/Assessment	
	Can they communicate something about themselves in their drawing and paintings?
	Can they create moods in their drawings and paintings?
	Can they draw lines of different shapes and thickness, using 2 different grades of pencil?
	Can they name the primary and secondary colours?
	Can they print to create a repeating pattern?
	Can they cut, roll and coil materials such as clay, dough or Plasticine?
	Can they use a simple painting IT program to create a picture?
	Can they describe what they can see and like in the work of another artist?
	Can they ask sensible questions about a piece of art?
	<b>Challenging:</b> Can they create a picture which puts emphasis on happiness or sadness?
	Can they explain which colours are needed to be mixed to make secondary colours?
	Can they talk with some authority about the work of certain artists?

**List of Key Objectives**

DT

Year 1	DT
	Key skills/Assessment
	Can they think of some ideas of their own?
	Can they describe how something works?
	Can they cut food safely?
	Can they make a product which moves?
	Can they make their model stronger if it needs to be?
	Can they talk with others about how they want to construct their product?
	Can they select appropriate resources and tools for their building projects?
	Can they make simple plans before making objects?

**List of Key Objectives**

Year 1	Music
	Key skills/Assessment
	Can they use their voice to sing?
	Can they play tuned and untuned instruments musically?
	Can they clap short rhythmic patterns?
	Can they make different sounds with their voice and instruments?
	Can they repeat (short rhythmic and melodic) patterns?
	Can they make a sequence of sound?
	Can they respond to different moods in music?
	Can they say whether they like or dislike a piece of music?
	Can they choose sounds to represent different things?
	Can they follow instructions about when to play or sing?

<b>List of Key Objectives</b>	
Year 2	Science
<b>Key skills/Assessment</b>	
	<b>Working scientifically:</b> Can they ask simple questions and recognise that they can be answered in different way?
	Can they observe carefully, using simple equipment?
	Can they identify and classify different aspects of plants and animals?
	Can they perform simple tests?
	Can they use their observations and ideas to suggest answers to their questions?
	Can they gather and record data to help in answering questions?
	<b>Living things and their habitats:</b> Can they explore and compare differences between things that are living, dead and things that have never been alive?
	Can they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other?
	Can they identify and name a variety of plants and animals in their habitats, including micro-habitats?
	Can they describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food?
	<b>Plants:</b> Can they observe and describe how seeds and bulbs grow into mature plants?
	Can they find out and describe how plants need water, light and suitable temperature to grow and stay healthy?
	<b>Animals, including humans:</b> Do they notice that animals, including humans, have offspring, which grow into adults?
	Can they find out about and describe the basic needs of animals, including humans for survival (water, food and air)?
	Can they describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene?
	<b>Uses of everyday materials:</b> Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses?
	Can they find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?

<b>List of Key Objectives</b>	
<b>Year 2</b>	<b>History</b>
	<b>Key skills/Assessment</b>
	Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
	Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
	Can they give examples of things that are different in their life from that of their grandparents when they were young?
	Can they find out something about the past by talking to an older person?
	Can they answer questions by using a specific source such as an informative book?
	Can they research the life of a famous person from the past using different resources to help them?
	<b>Challenging:</b> Can they sequence a set of events in chronological order and give reasons for their order?
	Can they sequence events about the life of a famous person?
	Can they explain how their local area was different in the past?
	Can they research the life of someone who used to live in the area using internet and other sources to find out about them?
	Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

## List of Key Objectives

Year 2	Geography
Key skills/Assessment	
	Can they say what they like and don't like about their locality and another locality like the seaside?
	Can they describe a place outside Europe using geographical words?
	Can they describe some of the features associated with an island?
	Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley?
	Can they explain how the jobs people do may be different in different parts of the world?
	Do they think that people ever spoil the area or make it better? How?
	Can they explain what facilities a town or village might need?
	Can they name the continents of the world and find them in an atlas?
	Can they name the world's oceans and find them in an atlas?
	Can they name the main cities of England, Wales, Scotland and Ireland?
	Can they find where they live on a map of the UK?
	<b>Challenging:</b> Can they make inferences by looking at the weather chart?
	Can they make plausible predictions about what the weather may be like in different parts of the world?
	Can they locate some of the world's major rivers and mountain ranges?
	Can they point out the North, South, East and West associated with maps and compass?

<b>List of Key Objectives</b>	
Year 2	Art
	<b>Key skills/Assessment</b>
	Can they use three different grades of pencil in their drawing? (4B, 8B HB)
	Can they use charcoal, pencil and pastels?
	Can they use a viewfinder to focus on a specific part of an artefact before drawing it?
	Can they mix paint to create all the secondary colours?
	Can they mix their own brown?
	Can they make tints by adding white?
	Can they make tones by adding black?
	Can they create a print using pressing, rolling, rubbing and stamping?
	Can they make a clay pot?
	Can they join two finger pots together?
	Can they use simple IT mark-making tools, e.g. Brush and pen tools?
	Can they say how other artists have used colour, pattern and shape?
	Can they create a piece of work in response to another artists work?
	<b>Challenging:</b> Can they explain which pencil they would use for different features of their drawing?
	Can they create a palette with at least four shades of colour ready to use?
	Can they show an example of their own work explaining how the work of an artist has influenced it?

<b>List of Key Objectives</b>	
<b>Year 2</b>	<b>DT</b>
	<b>Key skills/Assessment</b>
	Can they think of ideas and plan what to do next?
	Can they choose the best tools and materials?
	Can they join things (materials/ components) together in different ways?
	Can they explain what went well with their work?
	Can they describe the properties of the ingredients they are using?
	Can they explain why they chose a certain textile?
	Can they measure materials to use in a model or structure?
	Can they develop their own ideas from initial starting points?

<b>List of Key Objectives</b>	
<b>Year 2</b>	<b>Music</b>
	<b>Key skills/Assessment</b>
	Do they sing and follow the melody (tune)?
	Can they perform simple patterns and accompaniments keeping a steady pulse?
	Can they play simple rhythmic patterns on an instrument?
	Can they sing/clap, pulse increasing or decreasing in tempo?
	Can they order sounds to create a beginning, middle and end?
	Can they create music in response to different starting points?
	Can they choose sounds which create an effect?
	Can they use symbols to represent sounds?
	Can they make connections between notations and musical sounds?
	Can they improve their own work?
	Can they listen out for particular things when listening to music?

<b>List of Key Objectives</b>	
Year 3	Science
	Key skills/Assessment
	<b>Working Scientifically:</b> Can they make and record predictions before testing?
	Can they explain why they need to collect information to answer a scientific question?
	Can they make accurate measurements using standard units?
	Can they explain what they have found out and use their measurements to say whether it helps to answer their questions?
	<b>Plants:</b> Can they identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers)?
	Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant?
	Can they investigate the way in which water is transported within plants?
	Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
	Can they set up a simple test to explore the differences between materials?
	Can they describe what it means to reverse a change and describe which changes can and cannot be reversed?
	<b>Animals including humans:</b> Can they identify animals, including humans, need the right types of nutrition, and they cannot make their own food; they get nutrition from what they eat?
	Can they identify that humans and some other animals have skeletons and muscles for support, protection and movement?
	<b>Rocks:</b> Can they compare and group together different rocks on the basis of their appearance and simple physical properties?
	Can they describe in simple terms how fossils are formed when things that have lived are trapped in rock?
	Can they recognise that soils are made from rocks and organic matter?
	<b>Light:</b> Can they recognise that they need light in order to see things and that dark is the absence of light?
	Can they notice that light is reflected from surfaces?
	Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
	Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
	Can they find patterns in the way that the size of shadows change?
	<b>Forces and magnets:</b> Can they compare how things move on different surfaces?
	Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?
	Can they observe how magnets attract or repel each other and attract some materials and not others?
	Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials?
	Can they describe magnets as having two poles?
	Can they predict whether two magnets will attract or repel each other, depending on which poles are facing?
	<b>Challenging:</b> Can they suggest improvements and predictions for further test?
	Can they explain how the muscular and skeletal systems work together to create movement?
	Can they explain different ways that they can sort the same group of materials and explain their reasons?
	Can they explain why their shadow changes when the light source is moved closer or further from the object?

<b>List of Key Objectives</b>	
Year 3	History
<b>Key skills/Assessment</b>	
	Can they describe events from the past using dates when things happened?
	Can they use a timeline within a specific time in history to set out the order things may have happened?
	Can they use their mathematical knowledge to work out how long ago events would have happened?
	Do they know that Britain has been invaded by several different groups over time?
	Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
	Can they use their 'information finding' skills in writing to help them write about historical information?
	Can they through research identify similarities and differences between given periods in history?
	<b>Challenging:</b> Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?
	Do they have an appreciation that wars start for specific reasons and can last for a very long time?
	Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?
	Can they use specific search engines on the Internet to help them find information more rapidly?

<b>List of Key Objectives</b>	
Year 3	Geography
Key skills/Assessment	
	Do they use correct geographical words to describe a place and the things that happen there?
	Can they use some basic OS map symbols?
	Can they use maps and atlases appropriately by using contents and indexes?
	Can they describe how volcanoes are created?
	Can they describe how earthquakes are created?
	Can they locate the Mediterranean and explain why it is a popular holiday destination?
	Can they name a number of countries in the Northern Hemisphere?
	Can they locate and name some of the world's most famous volcanoes?
	Can they name and locate the capital cities of neighbouring European countries?
	<b>Challenging:</b> Can they work out how long it would take to get to a given destination taking account of the mode of transport?
	Can they explain why a locality has certain physical features?
	Can they explain how people's lives vary due to weather?
	Can they name the two largest seas around Europe?

<b>List of Key Objectives</b>	
Year 3	Art
<b>Key skills/Assessment</b>	
	Can they show facial expressions in their drawings?
	Can they use their sketches to produce a final piece of work?
	Can they use different grades of pencil shade, to show different tones and textures ?
	Can they create a background using a wash?
	Can they use a range of brushes to create different effects?
	Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
	Can their make notes on their sketch books about techniques used by artists?
	Can they suggest improvements to their work by keeping notes in their sketch books?
	Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
	Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?
	Can they compare the work of different artists?
	Can they explore work from other cultures?
	Can they explore work from other periods of time?
	<b>Challenging:</b> Can they distinguish between an old and young person in their drawings?
	Do they show evidence of perspective when using wash?
	Do their sketches consistently show that they have thought about the grades of pencils that they use?
	Do they effectively use IT to create ideas in their art work?

**List of Key Objectives**

DT

Year 3	Key skills/Assessment
	Can they show that their design meets a range of requirements?
	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
	Can they use equipment safely?
	Can they make sure that their product looks attractive?
	Can they describe how their combined ingredients come together?
	Can they choose a textile both for its appearance and qualities?
	Do they select the most appropriate tools and techniques to use for a given task?
	Can they make a product which uses both electrical and mechanical components?
	Can they work accurately to make cuts and holes?

<b>List of Key Objectives</b>	
<b>Year 3</b>	<b>Music</b>
	<b>Key skills/Assessment</b>
	Do they sing a tune with expression?
	Can they play clear notes on instruments?
	Can they use different elements in their composition?
	Can they create repeated patterns with different instruments?
	Can they compose melodies and songs?
	Can they create accompaniments for tunes?
	Can they combine different sounds to create a specific mood or feeling?
	Can they improve their work; explaining how it has improved?
	Can they use musical words (the elements of music) to describe a piece of music and compositions?
	Can they use musical words to describe what they like and dislike?
	Can they recognise the work of at least one famous composer?

<b>List of Key Objectives</b>	
<b>Year 3</b>	<b>MFL</b>
	<b>Key skills/Assessment</b>
	Do they understand short passages from a familiar language?
	Do they understand instructions, messages and dialogues within short passages?
	Can they identify and note the main points and give a personal response on a passage?
	Can they have a short conversation where they are saying 2-3 things?
	Can they use short phrases to give a personal response?
	Can they read and understand short texts using familiar language?
	Can they identify and note the main points and give a personal response?
	Can they read independently?
	Can they use a bilingual dictionary or glossary to look up new words?
	Can they write 2-3 short sentences about a familiar topic?
	Can they say what they like and dislike about a familiar topic?

<b>List of Key Objectives</b>	
Year 4	Science
	<b>Key skills/Assessment</b>
	<b>Working scientifically:</b> Can they ask relevant questions and use different types of scientific enquiries to answer them?
	Can they use straightforward scientific evidence to answer questions or to support their findings?
	Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers?
	Can they set up simple practical enquiries, comparative and fair tests?
	Can they identify differences, similarities or changes related to simple scientific ideas and processes?
	Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
	Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables?
	Can they gather, record, classify and present data in a variety of ways to help answer questions?
	Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?
	<b>Animals, including humans:</b> Can they construct and interpret a variety of food chains, identifying producers, predators and prey?
	Can they describe the simple functions of the basic parts of the digestive system in humans?
	Can they identify the different types of teeth in humans and their simple functions?
	<b>Living things and their habitats:</b> Can they recognise that living things can be grouped in a variety of ways?
	Can they explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment?
	Do they recognise that environments can change and that this can sometimes pose dangers to living things?
	<b>States of matter:</b> Can they compare and group materials together, according to whether they are solids, liquids or gases?
	Can they 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)?
	Can they identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?
	<b>Sound:</b> Can they identify how sounds are made, associating some of them with something vibrating?
	Can they recognise that vibrations from sounds travel through a medium to the ear?
	Can they find patterns between the pitch of a sound and features of the object that produced it?
	Can they find patterns between the volume of a sound and the strength of the vibrations that produced it?
	Can they recognise that sounds get fainter as the distance from the sound source increases?
	<b>Electricity:</b> Can they identify common appliances that run on electricity?
	Can they construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers?
	Can they 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?
	Can they recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit?
	Can they recognise some common conductors and insulators, and associate metals with being good conductors?

## List of Key Objectives

Year 4	History
Key skills/Assessment	
	Can they plot recent history on a timeline using centuries?
	Can they use their mathematical skills to round up time differences into centuries and decades?
	Do they recognise that the lives of wealthy people were very different from those of poor people?
	Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
	Can they explain how events from the past have helped shape our lives?
	Can they research two versions of an event and say how they differ?
	Can they research what it was like for children in a given period from the past and use photographs and illustrations to present their findings?
	<b>Challenging:</b> Can they recognise that people's way of life in the past was dictated by the work they did?
	Do they appreciate that the food people ate was different because of the availability of different sources of food?
	Do they appreciate that weapons will have changed by developments and inventions that would have occurred within a given time period?
	Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

<b>List of Key Objectives</b>	
<b>Year 4</b>	<b>Geography</b>
<b>Key skills/Assessment</b>	
	Can they carry out research to discover features of cities and villages? Can they plan a journey to a place in England?
	Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) ?
	Can they explain why people are attracted to living in cities?
	Can they explain why people may choose to live in a village rather than a city?
	Can they locate the Tropic of Cancer and the Tropic of Capricorn?
	Do they know the difference between the British Isles, Great Britain and UK?
	Do they know the countries that make up the European Union?
	Can they name up to six cities in the UK and locate them on a map?
	Can they locate and name some of the main islands that surround the UK
	Can they name the areas of origin of the main ethnic groups in the UK and in their school?
	<b>Challenging:</b> Can they give accurate measurements between two given places within the UK?
	Can they explain how a locality has changed over time with reference to physical features?
	Can they explain how people are trying to manage their environment?
	Can they name the countries that make up the home counties of London?
	Can they name some of the main towns and cities in Yorkshire and Lancashire?

## List of Key Objectives

Year 4	Art
Key skills/Assessment	
	Can they begin to show facial expressions and body language in their sketches and paintings?
	Can they identify and draw simple objects and use marks and lines to produce texture?
	Can they organise line, tone, shape and colour to represent figures and forms in movement?
	Can they show reflections in their paintings and drawings?
	Can they print onto different materials using at least four colours?
	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
	Do they use their sketch books to adapt and improve their original ideas?
	Do they keep notes about the purpose of their work in their sketch books?
	Can they begin to sculpt clay and other mouldable materials?
	Can they create a piece of art work which includes the integration of digital images they have taken?
	Can they experiment with different styles which artists have used?
	Can they explain art from other periods of history?
	<b>Challenging:</b> Can they successfully convey the relationship between people in their sketches and paintings?
	Do their still life examples give a good sense of depth created by use of line, shade and tone?
	Can they design a print requiring up to four colours and repeat this to create a fabric?
	Can they make reference to their sketchbooks to improve their original work?

**List of Key Objectives**

Year 4	
	Key skills/Assessment
	Do they take account of the ideas of others when designing?
	Can they produce a plan and explain it to others?
	Can they suggest some improvements and say what was good and not so good about their original design?
	Can they begin to explain how they can improve their original designs?
	Can they evaluate their product, thinking of both appearance and the way it works?
	Do they know what to do to be hygienic and safe?
	Have they thought what they can do to present their product in an interesting way?
	Can they measure carefully so as to make sure they have not made mistakes?
	Do they continue to work at their product even though their original idea might not have worked?

**List of Key Objectives**

<b>Year 4</b>	<b>Key skills/Assessment</b>
	Can they perform a simple part rhythmically?
	Can they sing songs from memory with accurate pitch?
	Can they improvise using repeated patterns?
	Can they use notations to record and interpret sequences of pitches?
	Can they use notations to record compositions in a small group or on their own?
	Can they explain the place of silence and say what effect it has?
	Can they start to identify the character of a piece of music?
	Can they describe and identify the different purposes of music?
	Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

<b>List of Key Objectives</b>	
<b>Year 4</b>	<b>MFL</b>
	<b>Key skills/Assessment</b>
	Do they understand short passages from a familiar language?
	Do they understand instructions, messages and dialogues within short passages?
	Can they identify and note the main points and give a personal response on a passage?
	Can they have a short conversation where they are saying 2-3 things?
	Can they use short phrases to give a personal response?
	Can they read and understand short texts using a familiar language?
	Can they identify and note the main points and give a personal response?
	Can they read independently?
	Can they use a bilingual dictionary or glossary to look up new words?
	Can they write 2-3 short sentences about a familiar topic?
	Can they say what they like or dislike about a familiar topic?

<b>List of Key Objectives</b>	
Year 5	Science
<b>Key skills/Assessment</b>	
	<b>Working scientifically:</b> Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?
	Can they identify scientific evidence that has been used to support or refute ideas or arguments?
	Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?
	Can they use test results to make predictions to set up further comparative and fair tests?
	Can they record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?
	Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations?
	<b>Animals, including humans:</b> Can they describe the changes as humans develop to old age?
	<b>Living things and their habitats:</b> Can they describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?
	Can they describe the life process of reproduction in some plants and animals?
	<b>Properties and changes of materials:</b> Can they compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?
	Do they know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?
	Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?
	Can they give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?
	Can they demonstrate that dissolving, mixing and changes of state are reversible changes?
	Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?
	<b>Light:</b> Can they recognise that light appears to travel in straight lines?
	Can they 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?
	Can they explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?
	Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?
	<b>Forces:</b> Can they explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?
	Can they identify the effects of air resistance, water resistance and friction, that act between moving surfaces?
	Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?
	<b>Earth and Space:</b> Can they describe the movement of the Earth, and other planets, relative to the Sun in the solar system?
	Can they describe the movement of the Moon relative to the Earth?
	Can they describe the Sun, Earth and Moon as approximately spherical bodies?
	Can they use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?

List of Key Objectives	
Year 5	History
Key skills/Assessment	
	Can they draw a timeline with different time periods outlined which shows different information, such as, periods of history, when famous people lived, etc?
	Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
	Can they begin to appreciate that how we make decisions has been through Parliament for some time?
	Can they explain how their locality has changed over time?
	Can they test out a hypothesis in order to answer a question?
	Do they have a good understanding as to how crime and punishment has changes over the years?
	<b>Challenging:</b> Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?
	Do they appreciate how plagues and other major events have created huge differences to the way medicine and health care were developed?
	Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

List of Key Objectives	
Year 5	Geography
Key skills/Assessment	
	Can they plan a journey to a place in another part of the world, taking account of distance and time?
	Can they explain why many cities of the world are situated by rivers?
	Can they explain why people are attracted to live by rivers?
	Can they explain how a location fits into its wider geographical location; reference to human and economical features?
	Can they name and locate many of the worlds major rivers on maps?
	Can they name and locate many of the worlds most famous mountain regions on maps?
	Can they locate the USA and Canada on a world map and atlas?
	Can they locate and name the main countries in South America on a world map and atlas?
	<b>Challenging:</b> Can they work out an accurate itinerary detailing a journey to another part of the world?
	Can they report on ways in which humans have both improved and damaged the environment?
	Can they begin to recognise the climate for a given country according to its location on the map?

## List of Key Objectives

Year 5	Art
Key skills/Assessment	
	Can they identify and draw simple objects, and use marks and lines to produce texture?
	Do they successfully use shading to create mood and feeling?
	Can they organise line, tone, shape and colour to represent figures and forms in movement?
	In their paintings do they successfully create mood and feeling?
	Can they express their emotions accurately through their painting and sketching?
	Can they create an accurate print design that meets given criteria?
	Do they keep notes in their sketch books as to how they might develop their work further?
	Do they use their sketch books to compare and discuss ideas with others?
	Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?
	Can they experiment with different styles which artists have used?
	Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?
	<b>Challenging:</b> Can they work with chalk and charcoal to produce work that conveys depth?
	Can they create perspective in their art?
	Can they convey what has inspired them when completing their own work and can they explain how they would improve on their original ideas?
	Do they have a clear understanding about how to join clay so that the model remains intact?

## List of Key Objectives

Year 5	DT
Key skills/Assessment	
	Can they come up with a range of ideas after they have collected information?
	Can they produce a detailed step-by-step plan?
	Can they suggest some alternative plans and say what the good points and drawbacks are about each?
	Can they explain how their product will appeal to the audience?
	Can they use a range of tools and equipment expertly?
	Can they evaluate appearance and function against original criteria?
	Can they describe what they do to be both hygienic and safe?
	Can they make up a prototype first?
	Are their measurements accurate enough to ensure that everything is precise?
	Are they motivated enough to refine and improve their products?

<b>List of Key Objectives</b>	
<b>Year 5</b>	<b>Music</b>
	<b>Key skills/Assessment</b>
	Do they breathe in the correct place when singing?
	Can they maintain their part whilst others are performing their part?
	Can they improvise within a group using melodic and rhythmic phrases?
	Can they change sounds or organise them differently to change the effect?
	Can they compose music which meets specific criteria?
	Can they use their notations to record groups of pitches (chords)?
	Can they use a music diary to record aspects of the composition process?
	Can they choose the most appropriate tempo for a piece of music?
	Can they describe, compare and evaluate music using musical vocabulary?
	Can they explain why they think their music is successful or unsuccessful?
	Can they suggest improvements to their own or others' work?
	Can they choose the most appropriate tempo for a piece of music?
	Can they contrast the work of famous composers and show preferences?

<b>List of Key Objectives</b>	
<b>Year 5</b>	<b>MFL</b>
	<b>Key skills/Assessment</b>
	Do they understand short passages made up of a familiar language?
	Do they understand instructions, messages and dialogues within short passages?
	Can they identify and note the main points and give a personal response on a passage?
	Can they have a short conversation where they are saying 2-3 things?
	Can they use short phrases to give a personal response?
	Can they read and understand short texts using a familiar language?
	Can they read independently?
	Can they use a bilingual dictionary or glossary to look up new words?
	Can they write 2-3 short sentences about a familiar topic?
	Can they say what they like and dislike about a familiar topic?

## List of Key Objectives

Year 6	Science
Key skills/Assessment	
	<b>Working Scientifically:</b> Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?
	Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?
	Can they record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?
	Can they use test results to make predictions to set up further comparative and fair tests?
	Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations?
	Can they identify scientific evidence that has been used to support or refute ideas or arguments?
	<b>Animals, including humans:</b> Can they describe the ways in which nutrients and water are transported within animals, including humans?
	Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?
	Do they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?
	<b>Living Things and their habitats:</b> Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals?
	Can they give reasons for classifying plants and animals based on specific characteristics?
	<b>Evolution and inheritance:</b> Do they recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?
	Do they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?
	Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?
	<b>Light:</b> Can they recognise that light appears to travel in straight lines?
	Can they 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?
	Can they explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?
	Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?
	<b>Electricity:</b> Can they associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?
	Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?
	Can they use recognised symbols when representing a simple circuit in a diagram?

<b>List of Key Objectives</b>	
<b>Year 6</b>	<b>History</b>
<b>Key skills/Assessment</b>	
	Can they place features of historical events and people from past societies and periods in a chronological framework?
	Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
	Can they summarise how Britain has had a major influence on world history?
	Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently?
	Can they describe features of historical events and people from past societies and periods they have studied?
	Can they recognise and describe differences and similarities / changes and continuity between different periods in history?
	Can they identify and explain their understanding of propaganda?
	Can they describe a key event from Britain's past using a range of evidence from different sources?
	<b>Challenging:</b> Can they suggest relationships between causes in history?
	Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
	Can they trace the main events that define Britain's journey from a mono to a multi cultural society?
	Can they suggest why certain events, people and changes might be seen as more significant than others?

<b>List of Key Objectives</b>	
Year 6	Geography
	<b>Key skills/Assessment</b>
	Can they use OS maps to answer questions?
	Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?
	Can they give an extended description of the human features of different places around the world?
	Can they describe how some places are similar and others are different in relation to their physical features?
	Can they recognise key symbols used on ordnance survey maps?
	Can they name the largest desert in the world?
	Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
	Can they explain how the time zones work?
	<b>Challenging:</b> Can they define geographical questions to guide their research?
	Can they plan a journey to another part of the world which takes account of time zones?
	Do they understand the term sustainable development?
	Can they name and locate the main canals that link different continents?
	Can they name the main lines of latitude and meridian of longitude?

## List of Key Objectives

Year 6	Art
Key skills/Assessment	
	Do their sketches communicate emotions and a sense of self with accuracy and imagination?
	Can they explain why they have combined different tools to create their drawings?
	Can they explain why they have chosen specific drawing techniques?
	Can they explain what their own painting style is?
	Can they use a wide range of techniques in their paintings?
	Can they overprint using different colours?
	Do their sketch books contain detailed notes, and quotes explaining about items?
	Do they compare their methods to those of others and keep notes in their sketch books?
	Do they combine graphic and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books?
	Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
	Do they use software packages to create pieces of digital art to design?
	Can they make a record about styles and qualities in their work?
	Can they say what their work is influenced by?
	Can they include technical aspects in their work, e.g. architectural design?

<b>List of Key Objectives</b>	
Year 6	DT
<b>Key skills/Assessment</b>	
	Can they use market research to inform plans?
	Can they follow and refine their plan if necessary?
	Can they convincingly justify their plan to someone else?
	Do they consider culture and society in their designs?
	How well do they test and evaluate their final product?
	Can they explain how their product should be stored with reasons?
	Have they thought about how their product could be sold?
	Can they justify why they selected specific materials?
	Can they work within a budget?
	Does their product meet all design criteria?

<b>List of Key Objectives</b>	
<b>Year 6</b>	<b>Music</b>
	<b>Key skills/Assessment</b>
	Can they sing a harmony part confidently and accurately?
	Can they perform parts from memory?
	Can they take the lead in a performance?
	Can they use a variety of different musical devices in their composition (including melody, rhythms and chords)?
	Can they combine groups of beats?
	Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
	Can they analyse features within different pieces of music?
	Can they compare and contrast the impact that different composers from different times will have had on the people of that time?

<b>List of Key Objectives</b>	
<b>Year 6</b>	<b>MFL</b>
<b>Key skills/Assessment</b>	
	Do they understand short passages from a familiar language?
	Do they understand instructions, messages and dialogues within short passages?
	Can they have a short conversation where they are saying 2-3 things?
	Can they use short phrases to give a personal response?
	Can they read and understand short texts using a familiar language?
	Can they identify and note the main points and give a personal response?
	Can they read independently?
	Can they use a bilingual dictionary or glossary to look up new words?
	Can they write 2-3 short sentences about a familiar topic?
	Can they say what they like and dislike about a familiar topic?

This is an example of how you might prepare your medium term planning. Objectives can be copied from the relevant List of Key Objectives for your year group/subject (these objectives match those on the Focus assessment spreadsheets).

Year group: 2	Subject area: Geography	
Topic name/Main Question: Could a Meerkat live at the North Pole?		
	<b>Possible Literacy links:</b> Use the book, Meerkat Mail, to link to postcards sent home from holiday destinations; writing descriptions/factfiles of animals; holiday brochures/information. New vocabulary: equator, poles, climate, seasonal, centigrade, Celsius, degrees.	<b>Possible Numeracy links:</b> Graphs of children's holiday destinations, temperatures taken each day over a period of time, reading scales.
Weeks	Key questions	Key skills/objectives covered
1	Why does Sunny live in the Kalahari Desert?	<b>Geography:</b> Can they describe a place outside Europe using geographical words? Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley? Challenging: Can they make inferences by looking at the weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? <b>Science:</b> Can they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other?
2	Which animals live in cold places like the North and South Pole?	<b>Geography:</b> Can they describe a place outside Europe using geographical words? Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley? Challenging: Can they make inferences by looking at the weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? <b>Science:</b> Can they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other?
3	How do Polar Bears keep warm?	<b>Science:</b> Can they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other?
4	Where are the hottest and coldest areas of the world?	<b>Geography:</b> Can they describe a place outside Europe using geographical words? Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley? Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Challenging: Can they make inferences by looking at the weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world?
5	Why do people in Britain usually like to go to hot countries for their holidays?	<b>Geography:</b> Can they say what they like and don't like about their locality and another locality like the seaside?

6	Why do we wear different clothes in summer and winter?	<b>Geography:</b> (Build on the following Year 1 Objectives: Can they explain the main features of a hot and cold place? Can they explain how the weather changes with each season? Can they explain what they might wear if they lived in a very hot or a very cold country?)
7	Would you rather be a meerkat or a penguin?	<b>Geography:</b> <b>Geography:</b> Can they describe a place outside Europe using geographical words? Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley? Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Challenging: Can they make inferences by looking at the weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? <b>Science:</b> Can they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other?
<b>Reflection/ Presentation/ Publication</b>	[What final outcome are the children aiming for? E.g. make a class book, film a presentation, assembly, performance to another class, post learning onto website etc)	