

Subject: HISTORY	2022-23	2023-24	2024-25	2021-22 And 2025-26
<p>Threshold concepts:</p> <ul style="list-style-type: none"> • To investigate and interpret the past • To build an overview of world history • To understand chronology • To communicate historically <p>Essential characteristics:</p> <ul style="list-style-type: none"> • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes. • The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. • The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. • The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments. • A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. <p>*See Milestones for progression model in each Milestone.</p>				
<p>History KS2 UJ Breadth of study</p>	<ul style="list-style-type: none"> • A local history study, e.g. the role of Newark in the Civil War, The growth of Newark-on-Trent (settlement) • The Viking and Anglo Saxon struggle for the Kingdom of England. 	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. employment locally (farming to mines), medicine, crime and punishment</p>	<ul style="list-style-type: none"> • A local history study, e.g. the role of Newark in the Civil War, The growth of Newark-on-Trent (settlement) • The Viking and Anglo Saxon struggle for the Kingdom of England. 	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. employment locally (farming to mines), medicine, crime and punishment</p>

	<ul style="list-style-type: none"> • A non- European society that contrasts with British history chosen from: <ul style="list-style-type: none"> • Early Islamic Civilization • Mayan Civilization • Benin. 	<p>History of interest to pupils* non-statutory</p> <ul style="list-style-type: none"> • Britain’s settlement by Anglo Saxons and Scots. • Ancient Greece. 	<ul style="list-style-type: none"> • A non- European society that contrasts with British history chosen from: <ul style="list-style-type: none"> • Early Islamic Civilization • Mayan Civilization • Benin. 	<p>History of interest to pupils* non-statutory</p> <ul style="list-style-type: none"> • Britain’s settlement by Anglo Saxons and Scots. • Ancient Greece.
<p>History KS2 LJ Breadth of study</p>	<ul style="list-style-type: none"> • A local history study, e.g. local area, including Southwell Workhouse (Victorian era), the role of Duke’s Wood in WW2 • The Roman Empire and its Impact on Britain. • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. 	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. leisure and entertainment, fashion, transport, toys</p> <p>History of interest to pupils* non-statutory</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age and local knowledge of Cresswell Crags 	<ul style="list-style-type: none"> • A local history study, e.g. local area, including Southwell Workhouse (Victorian era), the role of Duke’s Wood in WW2 • The Roman Empire and its Impact on Britain. • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. 	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. leisure and entertainment, fashion, transport, toys</p> <p>History of interest to pupils* non-statutory</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age and local knowledge of Cresswell Crags
<p>History KS1 Breadth of study</p>	<p>Significant historical events, people and places in the locality</p> <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p>	<p>Aspects of change in living memory (thematic)</p> <p>The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p>	<p>Significant historical events, people and places in the locality</p> <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p>	<p>Aspects of change in living memory (thematic)</p> <p>The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p>

Subject: GEOGRAPHY	2022-23	2023-24	2024-25	2021-22 And 2025-26
<p>Threshold concepts:</p> <ul style="list-style-type: none"> • To investigate places • To investigate patterns • To communicate geographically <p>Essential characteristics:</p> <ul style="list-style-type: none"> • An excellent knowledge of where places are and what they are like. • An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. • An extensive base of geographical knowledge and vocabulary. • Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques. • The ability to reach clear conclusions and develop a reasoned argument to explain findings. • Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter. • Highly developed and frequently utilised fieldwork and other geographical skills and techniques. • A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. • The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment. 				
<p>Geography KS2 UJ Breadth of study</p>	<ul style="list-style-type: none"> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> • <i>Use the sixteen points of a compass, six-figure grid references, symbols and keys (including the use</i> 	<ul style="list-style-type: none"> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> • <i>Use the sixteen points of a compass, six-figure grid references, symbols and keys</i> 	<ul style="list-style-type: none"> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> • <i>Use the sixteen points of a compass, six-figure grid references, symbols and keys</i> 	<ul style="list-style-type: none"> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> • <i>Use the sixteen points of a compass, six-figure grid references, symbols and keys</i>

of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- *Use a wide range of geographical sources in order to investigate places and patterns.*

- Describe and understand key aspects of physical geography such as: **mountains and weather,**

- Understand the significance of the geographic zones of the world.

- Use fieldwork to observe, measure and record the human and physical features in the **local area** using a range of methods, including sketch maps, plans and graphs and digital technologies.

- *Describe and understand key aspects of:*

- *human geography including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.*

(including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- *Use a wide range of geographical sources in order to investigate places and patterns.*

- Locate the world's countries, with focus on **North and South America** and countries of particular interest to pupils.

- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within **North or South America.**

- *Describe and understand key aspects of:*

- *human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.*

- *physical geography, including: climate zones, biomes and vegetation belts,*

- Describe and understand key aspects of: **earthquakes and tsunamis**

(including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

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- Describe and understand key aspects of: **earthquakes and tsunamis**

<p>Geography KS2 L1 Breadth of study</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Describe and understand key aspects of: rivers and the water cycle • Locate the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). <p>Human geography should include settlement and land use.</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. <p>Name and locate counties and cities of UK, regions, characteristics and features and understand how these have changed over time</p> <ul style="list-style-type: none"> • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. <p>Human geography should include economic activity and trade</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Describe and understand key aspects of: rivers and the water cycle • Locate the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). <p>Human geography should include settlement and land use.</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. <p>Name and locate counties and cities of UK, regions, characteristics and features and understand how these have changed over time</p> <ul style="list-style-type: none"> • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. <p>Human geography should include economic activity and trade</p>
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		<ul style="list-style-type: none"> Describe and understand key aspects of: volcanoes 		<ul style="list-style-type: none"> Describe and understand key aspects of: volcanoes
<p>Geography KS1 Breadth of study</p>	<p><i>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</i></p> <p><i>Use world maps, atlases and globes.</i></p> <p><i>Use simple compass directions.</i></p> <p><i>Use aerial photographs.</i></p> <p><i>Use fieldwork and observational skills.</i></p> <p>Investigate the world's continents and oceans</p> <p>Investigate the countries and capitals of the UK</p>	<p><i>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</i></p> <p><i>Use world maps, atlases and globes.</i></p> <p><i>Use simple compass directions.</i></p> <p><i>Use aerial photographs.</i></p> <p><i>Use fieldwork and observational skills.</i></p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country.</p> <p>Explore weather and climate in the United Kingdom and around the world.</p>	<p><i>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</i></p> <p><i>Use world maps, atlases and globes.</i></p> <p><i>Use simple compass directions.</i></p> <p><i>Use aerial photographs.</i></p> <p><i>Use fieldwork and observational skills.</i></p> <p>Investigate the world's continents and oceans</p> <p>Investigate the countries and capitals of the UK</p>	<p><i>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</i></p> <p><i>Use world maps, atlases and globes.</i></p> <p><i>Use simple compass directions.</i></p> <p><i>Use aerial photographs.</i></p> <p><i>Use fieldwork and observational skills.</i></p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country.</p> <p>Explore weather and climate in the United Kingdom and around the world.</p>

Subject: SCIENCE	2022-23	2023-24	2024-25	2021-22 And 2025-26
<p>Threshold concepts:</p> <ul style="list-style-type: none"> • To work scientifically • To understand plants • To understand humans and animals • To investigate living things • To understand evolution and inheritance • To investigate materials • To understand movement, forces and magnets • To understand the Earth’s movement in space • To investigate light and seeing • To investigate sound and hearing • To understand electrical circuits <p>Essential characteristics:</p> <ul style="list-style-type: none"> • The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings. • Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations. • Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings. • High levels of originality, imagination or innovation in the application of skills. • The ability to undertake practical work in a variety of contexts, including fieldwork. • A passion for science and its application in past, present and future technologies. 				
Science KS2 UJ Breadth of study	<i>Working scientifically:</i>	<i>Working scientifically:</i>	<i>Working scientifically:</i>	<i>Working scientifically:</i>

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

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- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Understanding animals including humans:

Describe changes as humans develop to old age
Identify and name parts of circulatory system and describe function of heart, blood vessels and blood
Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function
Describe the ways in which nutrients and water are transported within animals, including humans

Investigate properties and changes of materials:

Compare and group together materials according to properties
Know some materials dissolve and describe how to recover a solid from a solution
Decide how mixtures might be separated through filtering, sieving and evaporating
Give reasons from evidence of fair tests, for uses of everyday materials
Demonstrate dissolving, mixing and changes of state can be reversible
Explain some changes form new materials and these changes are not reversible

Understand light and seeing:

Recognise light appears to travel in straight lines
Explain objects are seen because they give out or reflect light into the eye
Use the idea that light travels in straight lines to explain why shadows have the same shape

Investigate living things and their habitats:

Describe how living things are classified according to features and based on similarities and differences, including micro-organisms, plants and animals
Give reasons for classifying plants and animals
Describe differences in life cycles of mammals, amphibians, insects and birds
Describe life process of reproduction in some plants and animals
Relate knowledge of plants to studies of all living things.

Understand evolution and inheritance:

Recognise living things have changed over time and fossils provide information
Recognise living things produce offspring of the same kind, but these vary and are not identical to parents
Identify how animals and plants adapted to suit their environment and adaptation may lead to evolution
Relate knowledge of plants to studies of evolution and inheritance.

Understand movement, forces and magnets:

Magnets
Describe magnets as having two poles.
Predict whether two magnets will attract or repel each

Understanding animals including humans:

Describe changes as humans develop to old age
Identify and name parts of circulatory system and describe function of heart, blood vessels and blood
Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function
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Describe life process of reproduction in some plants and animals
Relate knowledge of plants to studies of all living things.

Understand evolution and inheritance:

Recognise living things have changed over time and fossils provide information
Recognise living things produce offspring of the same kind, but these vary and are not identical to parents
Identify how animals and plants adapted to suit their environment and adaptation may lead to evolution
Relate knowledge of plants to studies of evolution and inheritance.

Understand movement, forces and magnets:

Magnets
Describe magnets as having two poles.
Predict whether two magnets will attract or repel each

	<p>as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p>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.</p> <p>Investigate sound and hearing: Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Understand the Earth's movement in space: Describe the movement of the Earth and planets relative to the Sun and solar system Describe the movement of the moon Describe the sun, earth and moon as spherical bodies Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>other, depending on which poles are facing.</p> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Understand electrical circuits: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and position of switches Use recognised symbols when representing a simple circuit.</p>	<p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p>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.</p> <p>Investigate sound and hearing: Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Understand the Earth's movement in space: Describe the movement of the Earth and planets relative to the Sun and solar system Describe the movement of the moon Describe the sun, earth and moon as spherical bodies Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>other, depending on which poles are facing.</p> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Understand electrical circuits: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and position of switches Use recognised symbols when representing a simple circuit.</p>
<p>Science KS2 LJ Breadth of study</p>	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> •Ask relevant questions. 	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> •Ask relevant questions. 	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> •Ask relevant questions. 	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> •Ask relevant questions.

- *Set up simple, practical enquiries and comparative and fair tests.*
- *Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.*
- *Gather, record, classify and present data in a variety of ways to help in answering questions.*
- *Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.*
- *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.*
- *Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.*
- *Identify differences, similarities or changes related to simple, scientific ideas and processes.*
- *Use straightforward, scientific evidence to answer questions or to support their findings.*

Understand animals and humans:
Identify that animals, including humans, need the right types and

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Investigate living things and their habitats:

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- *Use straightforward, scientific evidence to answer questions or to support their findings.*

Investigate living things and their habitats:

	<p>amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p>Investigate materials - Rocks and soils: Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter.</p> <p>Investigating materials - States of matter: Compare and group materials together as solids, liquids and gases Observe that some materials change state when heated or cooled and measure or research the temp at which this happens in Celsius</p>	<p>Recognise living things can be grouped Explore and use classification keys to group, identify and name living things in the local and wider environment Recognise environments can change and sometimes pose danger to living things</p> <p>Understand evolution and inheritance: <i>Identify how plants and animals, including humans, resemble their parents in many features. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are suited to and adapt to their environment in different ways.</i></p> <p>Understand plants: Identify and describe functions of different parts of flowering plants – roots, stem/trunk, leaves, flowers Explore requirements of plants for life and growth, and how they vary between plants Investigate how water is transported in plants Explore the part flowers play in the life cycle of plants, including pollination, seed formation and dispersal</p> <p>Understand electrical circuits: Identify appliances that run on electricity</p>	<p>amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p>Investigate materials - Rocks and soils: Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter.</p> <p>Investigating materials - States of matter: Compare and group materials together as solids, liquids and gases Observe that some materials change state when heated or</p>	<p>Recognise living things can be grouped Explore and use classification keys to group, identify and name living things in the local and wider environment Recognise environments can change and sometimes pose danger to living things</p> <p>Understand evolution and inheritance: <i>Identify how plants and animals, including humans, resemble their parents in many features. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are suited to and adapt to their environment in different ways.</i></p> <p>Understand plants: Identify and describe functions of different parts of flowering plants – roots, stem/trunk, leaves, flowers Explore requirements of plants for life and growth, and how they vary between plants Investigate how water is transported in plants Explore the part flowers play in the life cycle of plants, including pollination, seed formation and dispersal</p> <p>Understand electrical circuits: Identify appliances that run on electricity</p>
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	<p>Identify evaporation and condensation in the water cycle and associate rate of evaporation with temperature.</p> <p>Understand light and seeing: Recognise light is needed to see and dark is the absence of light Notice light is reflected from surfaces Recognise light from the sun can be dangerous and eyes can be protected Recognise shadows are formed when light from a source is blocked by a solid object Find patterns in the way shadows change</p> <p>Investigate sound and hearing: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Understand the Earth's movement in space: <i>Describe the movement of the Earth relative to the Sun in the solar system.</i> <i>Describe the movement of the Moon relative to the Earth.</i></p>	<p>Construct simple series circuits, identifying and naming basic parts Identify whether a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit and link this with whether a lamp will light Recognise common conductors and insulators and associate metals with good conduction</p> <p>Understand movement, forces and magnets: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetism can act at a distance Observe how magnets attract or repel and attract some materials but not others Compare and group materials according to attraction to a magnet and identify magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel, depending which way poles are facing.</p>	<p>cooled and measure or research the temp at which this happens in Celsius Identify evaporation and condensation in the water cycle and associate rate of evaporation with temperature.</p> <p>Understand light and seeing: Recognise light is needed to see and dark is the absence of light Notice light is reflected from surfaces Recognise light from the sun can be dangerous and eyes can be protected Recognise shadows are formed when light from a source is blocked by a solid object Find patterns in the way shadows change</p> <p>Investigate sound and hearing: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Understand the Earth's movement in space: <i>Describe the movement of the Earth relative to the Sun in the solar system.</i> <i>Describe the movement of the Moon relative to the Earth.</i></p>	<p>Construct simple series circuits, identifying and naming basic parts Identify whether a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit and link this with whether a lamp will light Recognise common conductors and insulators and associate metals with good conduction</p> <p>Understand movement, forces and magnets: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetism can act at a distance Observe how magnets attract or repel and attract some materials but not others Compare and group materials according to attraction to a magnet and identify magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel, depending which way poles are facing.</p>
<p>Science KS1 Breadth of study</p>	<p><i>Working scientifically</i></p>	<p><i>Working scientifically</i></p>	<p><i>Working scientifically</i></p>	<p><i>Working scientifically</i></p>

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Understand animals and humans:
 Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
 Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
 Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
 Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 Notice that animals, including humans, have offspring which grow into adults.
 Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Understand plants:
 Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
 Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
 Observe and describe how seeds and bulbs grow into mature plants.
 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Investigate living things and their habitats:
 Explore and compare differences between living, dead and never been alive
 Identify that living things live in habitats to which they are suited and describe how habitats provide

- Ask simple questions.
- Observe closely, using simple equipment.
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Investigate living things and their habitats:
 Explore and compare differences between living, dead and never been alive
 Identify that living things live in habitats to which they are suited

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Investigate materials:

Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Investigate sound and hearing:

Observe and name a variety of sources of sound, noticing that we hear with our ears.

Understand light and seeing:

Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.

basic needs for animals and plants, and how they depend on each other

Identify and name a variety of plants and animals in their habitats including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify food sources

Understand evolution and inheritance:

Identify how humans resemble their parents in many features.

Understand movement, forces and magnets:

Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move.

Understand electrical circuits:

Identify common appliances that run on electricity. Construct a simple series electrical circuit.

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Investigate materials:

Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

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Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move.

Understand electrical circuits:

Identify common appliances that run on electricity. Construct a simple series electrical circuit.

Understand the Earth's movement in space:

Observe the apparent movement of the Sun during the day.

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Understand the Earth's movement in space:

Observe the apparent movement of the Sun during the day.

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Subject: Design Technology	2022-23	2023-24	2024-25	2021-22 and 2025-26
<p>Threshold concepts:</p> <ul style="list-style-type: none"> • To master practical skills • To design make, evaluate and improve • To take inspiration from design through history <p>Essential characteristics:</p> <ul style="list-style-type: none"> • Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes. • An excellent attitude to learning and independent working. • The ability to use time efficiently and work constructively and productively with others. • The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs. • The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely. • A thorough knowledge of which tools, equipment and materials to use to make their products. • The ability to apply mathematical knowledge. • The ability to manage risks exceptionally well to manufacture products safely and hygienically. • A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems. 				
<p>Design technology KS2 UJ Breadth of study</p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</i></p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</i></p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</i></p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</i></p>

	<p><i>purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Textiles:</p>	<p><i>purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world.</i></p>	<p><i>purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world</i></p>	<p><i>purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world.</i></p>
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	<p>Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>Materials: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>Mechanics: Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>	<p>Construction: Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>Food: Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Electricals and electronics: Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>	<p>Textiles: Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>Materials: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>Mechanics: Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>	<p>Construction: Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>Food: Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Electricals and electronics: Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>
<p>Design technology KS2 LJ Breadth of study</p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional,</i></p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional,</i></p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional,</i></p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional,</i></p>

	<p><i>appealing products that are fit for purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world</i></p>	<p><i>appealing products that are fit for purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and</i></p>	<p><i>appealing products that are fit for purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and</i></p>	<p><i>appealing products that are fit for purpose, aimed at particular individuals or groups.</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p>Make</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p>Evaluate</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>Understand how key events and individuals in design and</i></p>
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	<p>Textiles: Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p> <p>Materials Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques.</p> <p>Mechanics: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p>	<p><i>technology have helped shape the world</i></p> <p>Construction: Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques</p> <p>Food: Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Electricals and electronics: Create series and parallel circuits</p>	<p><i>technology have helped shape the world</i></p> <p>Textiles: Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p> <p>Materials Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques.</p> <p>Mechanics: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p>	<p><i>technology have helped shape the world</i></p> <p>Construction: Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques</p> <p>Food: Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Electricals and electronics: Create series and parallel circuits</p>
<p>Design technology KS1 Breadth of study</p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none"> • <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> 	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none"> • <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> 	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none"> • <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> 	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none"> • <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i>

• generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

• explore and evaluate a range of existing products.

• evaluate their ideas and products against design criteria.

Textiles:

Shape textiles using templates.
Join textiles using running stitch.
Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Materials:

Cut materials safely using tools provided.
Measure and mark out to the nearest centimetre.

• generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

• explore and evaluate a range of existing products.

• evaluate their ideas and products against design criteria.

Food:

Cut, peel or grate ingredients safely and hygienically.
Measure or weigh using measuring cups or electronic scales.
Assemble or cook ingredients.

Construction:

Use materials to practise drilling, screwing, gluing and nailing

• generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

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Assemble or cook ingredients.

Construction:

Use materials to practise drilling, screwing, gluing and nailing

Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Mechanics:

Create products using levers, wheels and winding mechanisms.

materials to make and strengthen products.

Electricals and electronics:

Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).

Measure and mark out to the nearest centimetre.

Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).

Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Mechanics:

Create products using levers, wheels and winding mechanisms.

materials to make and strengthen products.

Electricals and electronics:

Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).

Subject: Art & design	2022-23	2023-24	2024-25	2021-22 And 2025-26
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Threshold concepts:

- To develop ideas
- To master techniques
- To take inspiration from the greats

Essential characteristics:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Art & design KS2 UJ Breadth of study	<i>Develop ideas:</i> <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas</i>	<i>Develop ideas:</i> <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas</i>	<i>Develop ideas:</i> <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas</i>	<i>Develop ideas:</i> <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas</i>
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imaginatively in a sketch book.
Use the qualities of materials to enhance ideas.
Spot the potential in unexpected results as work progresses.
Comment on artworks with a fluent grasp of visual language.

Painting:

Sketch (lightly) before painting to combine line and colour.
Create a colour palette based upon colours observed in the natural or built world.
Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
Combine colours, tones and tints to enhance the mood of a piece.
Use brush techniques and the qualities of paint to create texture.
Develop a personal style of painting, drawing upon ideas from other artists.

Print:

Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.

Textiles:

Show precision in techniques.
Choose from a range of stitching techniques.
Combine previously learned techniques to create pieces

imaginatively in a sketch book.
Use the qualities of materials to enhance ideas.
Spot the potential in unexpected results as work progresses.
Comment on artworks with a fluent grasp of visual language.

Drawing:

Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
Use a choice of techniques to depict movement, perspective, shadows and reflection.
Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
Use lines to represent movement.

Collage:

Mix textures (rough and smooth, plain and patterned).
Combine visual and tactile qualities.
Use ceramic mosaic materials and techniques.

Sculpture:

Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
Use tools to carve and add shapes, texture and pattern.
Combine visual and tactile qualities.
Use frameworks (such as wire or moulds) to provide stability and form.

imaginatively in a sketch book.
Use the qualities of materials to enhance ideas.
Spot the potential in unexpected results as work progresses.
Comment on artworks with a fluent grasp of visual language.

Painting:

Sketch (lightly) before painting to combine line and colour.
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Use ceramic mosaic materials and techniques.

Sculpture:

Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
Use tools to carve and add shapes, texture and pattern.
Combine visual and tactile qualities.
Use frameworks (such as wire or moulds) to provide stability and form.

<p>Art & design KS2 LJ Breadth of study</p>	<p>Develop ideas: <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</i></p> <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p>Painting: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p> <p>Textiles: Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.</p>	<p>Develop ideas: <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</i></p> <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p>Drawing: Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p>Collage:</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<p>Develop ideas: <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</i></p> <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p>Painting: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p> <p>Textiles: Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.</p>	<p>Develop ideas: <i>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resource and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</i></p> <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p>Drawing: Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p>Collage:</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping,

	<p>Print: Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.</p>	<p>Sculpture: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</p>	<p>Print: Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.</p>	<p>tessellation, mosaic and montage.</p> <p>Sculpture: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</p>
<p>Art & design KS1 Breadth of study</p>	<p>Develop ideas:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p>Painting: Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p> <p>Textiles:</p>	<p>Develop ideas:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p>Drawing: Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>	<p>Develop ideas:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p>Painting: Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p> <p>Textiles:</p>	<p>Develop ideas:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Take inspiration from the Greats:</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p>Drawing: Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>

Use weaving to create a pattern.
Join materials using glue and/or a stitch.
Use plaiting.
Use dip dye techniques.

Print:

Use repeating or overlapping shapes.
Mimic print from the environment (e.g. wallpapers).
Use objects to create prints (e.g. fruit, vegetables or sponges).
Press, roll, rub and stamp to make prints.

Collage:
Use a combination of materials that are cut, torn and glued.
Sort and arrange materials.
Mix materials to create texture.

Sculpture:

Use a combination of shapes.
Include lines and texture.
Use rolled up paper, straws, paper, card and clay as materials.
Use techniques such as rolling, cutting, moulding and carving.

Use weaving to create a pattern.
Join materials using glue and/or a stitch.
Use plaiting.
Use dip dye techniques.

Print:

Use repeating or overlapping shapes.
Mimic print from the environment (e.g. wallpapers).
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Use rolled up paper, straws, paper, card and clay as materials.
Use techniques such as rolling, cutting, moulding and carving.

Subject: Music	2022-23	2023-24	2024-25	2021-22 and 2025-26
<p>Threshold concepts:</p> <ul style="list-style-type: none"> • To perform • To compose • To transcribe • To describe music <p>Essential characteristics:</p> <ul style="list-style-type: none"> • A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. • A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. • Very good awareness and appreciation of different musical traditions and genres. • An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. • The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. • A passion for and commitment to a diverse range of musical activities. 				
<p>Music KS2 UJ Breadth of study</p>	<p>Perform: <i>Sing or play from memory with confidence.</i> <i>Perform solos or as part of an ensemble.</i> <i>Sing or play expressively and in tune.</i> <i>Hold a part within a round.</i> <i>Sing a harmony part confidently and accurately.</i> <i>Sustain a drone or a melodic ostinato to accompany singing.</i> <i>Perform with controlled breathing (voice) and skilful playing (instrument).</i></p>	<p>Perform: <i>Sing or play from memory with confidence.</i> <i>Perform solos or as part of an ensemble.</i> <i>Sing or play expressively and in tune.</i> <i>Hold a part within a round.</i> <i>Sing a harmony part confidently and accurately.</i> <i>Sustain a drone or a melodic ostinato to accompany singing.</i></p>	<p>Perform: <i>Sing or play from memory with confidence.</i> <i>Perform solos or as part of an ensemble.</i> <i>Sing or play expressively and in tune.</i> <i>Hold a part within a round.</i> <i>Sing a harmony part confidently and accurately.</i> <i>Sustain a drone or a melodic ostinato to accompany singing.</i></p>	<p>Perform: <i>Sing or play from memory with confidence.</i> <i>Perform solos or as part of an ensemble.</i> <i>Sing or play expressively and in tune.</i> <i>Hold a part within a round.</i> <i>Sing a harmony part confidently and accurately.</i> <i>Sustain a drone or a melodic ostinato to accompany singing.</i></p>

	<p>Compose: Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p>	<p><i>Perform with controlled breathing (voice) and skilful playing (instrument).</i></p> <p>Describe music: Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p><i>Perform with controlled breathing (voice) and skilful playing (instrument).</i></p> <p>Compose: Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p>	<p><i>Perform with controlled breathing (voice) and skilful playing (instrument).</i></p> <p>Describe music: Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
Music KS2 LJ	Perform:	Perform:	Perform:	Perform:

<p>Breadth of study</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p>Compose: Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p> <p>Transcribe: Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p>Describe: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p>Compose: Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p> <p>Transcribe: Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p>Describe: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>
<p>Music KS1 Breadth of study</p>	<p>Perform:</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. 	<p>Perform:</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. 	<p>Perform:</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. 	<p>Perform:</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody.

- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

Compose:

Create a sequence of long and short sounds.
 Clap rhythms.
 Create a mixture of different sounds (long and short, loud and quiet, high and low).
 Choose sounds to create an effect.
 Sequence sounds to create an overall effect.
 Create short, musical patterns.
 Create short, rhythmic phrases.

Transcribe:

Use symbols to represent a composition and use them to help with a performance.

- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

Describe:

Identify the beat of a tune.
 Recognise changes in timbre, dynamics and pitch.

- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
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Compose:

Create a sequence of long and short sounds.
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- Follow instructions on how and when to sing or play an instrument.
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- Imitate changes in pitch.

Describe:

Identify the beat of a tune.
 Recognise changes in timbre, dynamics and pitch.

Subject: PE	2022-23	2023-24	2024-25	2021-22 and 2025-26
<p>Threshold concepts:</p> <ul style="list-style-type: none"> To develop practical skills in order to participate, compete and lead a healthy lifestyle <p>Essential characteristics:</p> <ul style="list-style-type: none"> The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE. The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance. High levels of physical fitness. A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly. The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being. The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others. Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support. A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water. 				
PE KS2 UJ Breadth of study	Play competitive games , modified where appropriate Develop flexibility, strength, technique, control and balance through gymnastic activities Perform dances using a range of movement patterns	Play competitive games , modified where appropriate Develop flexibility, strength, technique, control and balance through gymnastic activities Perform dances using a range of movement patterns	Play competitive games , modified where appropriate Develop flexibility, strength, technique, control and balance through gymnastic activities Perform dances using a range of movement patterns	Play competitive games , modified where appropriate Develop flexibility, strength, technique, control and balance through gymnastic activities Perform dances using a range of movement patterns

	Take part in outdoor and adventurous activities Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue	Take part in outdoor and adventurous activities Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue	Take part in outdoor and adventurous activities Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue	Take part in outdoor and adventurous activities Take part in swimming instruction to swim competently, confidently and proficiently and learn water safety techniques, including safe self-rescue
PE KS2 LJ Breadth of study				
PE KS1 Breadth of study	Master basic motor movements, develop balance, agility and co-ordination through gymnastics , and apply these in various activities Participate in team games , developing simple tactics for attacking and defending Perform dances using simple movement patterns	Master basic motor movements, develop balance, agility and co-ordination through gymnastics , and apply these in various activities Participate in team games , developing simple tactics for attacking and defending Perform dances using simple movement patterns	Master basic motor movements, develop balance, agility and co-ordination through gymnastics , and apply these in various activities Participate in team games , developing simple tactics for attacking and defending Perform dances using simple movement patterns	Master basic motor movements, develop balance, agility and co-ordination through gymnastics , and apply these in various activities Participate in team games , developing simple tactics for attacking and defending Perform dances using simple movement patterns
Subject: Computing	2022-23	2023-24	2024-25	2021-22 and 2025-26
Threshold concepts:				
<ul style="list-style-type: none"> • To code • To connect 				

- To communicate
- To collect

Essential characteristics:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

<p>Computing KS2 UJ Breadth of study</p>	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators Connecting: Collaborate with others online Understand risks of online communication Understand copyright</p>	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators Connecting: Collaborate with others online Understand risks of online communication Understand copyright</p>	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators Connecting: Collaborate with others online Understand risks of online communication Understand copyright</p>	<p>Coding: Set IF conditions for movement Change position of objects Upload sounds and edit Add effects such as fade in/out Use pens and movements to create effects Set events to control other events use IF THEN ELSE to control events or objects Use a range of sensing tools Use lists to create variables Use Boolean operators Connecting: Collaborate with others online Understand risks of online communication Understand copyright</p>
<p>Computing KS2 LJ Breadth of study</p>	<p>Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up Communicating:</p>	<p>Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up Communicating:</p>	<p>Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up Communicating:</p>	<p>Understand effects of online comments, showing responsibility and sensitivity Understand how simple networks are set up Communicating:</p>

	<p>Choose most appropriate devices and applications for communication Use advanced features to create high quality or efficient communications</p> <p>Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>	<p>Choose most appropriate devices and applications for communication Use advanced features to create high quality or efficient communications</p> <p>Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>	<p>Choose most appropriate devices and applications for communication Use advanced features to create high quality or efficient communications</p> <p>Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>	<p>Choose most appropriate devices and applications for communication Use advanced features to create high quality or efficient communications</p> <p>Collecting: Select appropriate applications to devise, construct and manipulate data and present in an effective way</p>
<p>Computing KS1 Breadth of study</p>	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events</p> <p>Connecting: Participate in class social media Understand online risks and age rules for sites</p> <p>Communicating: Use applications and devices to communicate ideas, work and messages</p> <p>Collecting: Use simple databases to record information in areas across curriculum</p>	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events</p> <p>Connecting: Participate in class social media Understand online risks and age rules for sites</p> <p>Communicating: Use applications and devices to communicate ideas, work and messages</p> <p>Collecting: Use simple databases to record information in areas across curriculum</p>	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events</p> <p>Connecting: Participate in class social media Understand online risks and age rules for sites</p> <p>Communicating: Use applications and devices to communicate ideas, work and messages</p> <p>Collecting: Use simple databases to record information in areas across curriculum</p>	<p>Coding: Control motion by specifying number of steps Add text strings Select sounds and control them Control drawings by setting pen size, colour and shape Specify user inputs to control events</p> <p>Connecting: Participate in class social media Understand online risks and age rules for sites</p> <p>Communicating: Use applications and devices to communicate ideas, work and messages</p> <p>Collecting: Use simple databases to record information in areas across curriculum</p>

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Subject: Languages	2022-23	2023-24	2024-25	2021-22 and 2025-26
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Threshold concepts:

- To read fluently
- To write imaginatively
- To speak confidently
- To understand the culture of countries in which the language is spoken

Essential characteristics:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Spanish KS2 UJ	Listen attentively:	Listen attentively:	Listen attentively:	Listen attentively:
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<p>Breadth of study</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read carefully show understanding of words, phrases and simple writing. Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a language dictionary. Show confidence in reading aloud, and in using reference materials.</p> <p>Write imaginatively: Write phrases from memory, and adapt to create new sentences. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Convey meaning (although there may be some mistakes). Describe people, places, things and actions in writing.</p> <p>Speak confidently: Speak in sentences, using familiar vocabulary, phrases and sentence structures. Develop accurate pronunciation and intonation when reading aloud or using familiar words or phrases.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read carefully show understanding of words, phrases and simple writing. Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a language dictionary. Show confidence in reading aloud, and in using reference materials.</p> <p>Write imaginatively: Write phrases from memory, and adapt to create new sentences. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Convey meaning (although there may be some mistakes). Describe people, places, things and actions in writing.</p> <p>Speak confidently: Speak in sentences, using familiar vocabulary, phrases and sentence structures. Develop accurate pronunciation and intonation when reading</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read carefully show understanding of words, phrases and simple writing. Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a language dictionary. Show confidence in reading aloud, and in using reference materials.</p> <p>Write imaginatively: Write phrases from memory, and adapt to create new sentences. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Convey meaning (although there may be some mistakes). Describe people, places, things and actions in writing.</p> <p>Speak confidently: Speak in sentences, using familiar vocabulary, phrases and sentence structures. Develop accurate pronunciation and intonation when reading</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read carefully show understanding of words, phrases and simple writing. Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a language dictionary. Show confidence in reading aloud, and in using reference materials.</p> <p>Write imaginatively: Write phrases from memory, and adapt to create new sentences. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Convey meaning (although there may be some mistakes). Describe people, places, things and actions in writing.</p> <p>Speak confidently: Speak in sentences, using familiar vocabulary, phrases and sentence structures. Develop accurate pronunciation and intonation when reading</p>
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	<p>Engage in conversations, ask and answer questions, express opinions and respond to those of others. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture:</p> <p>Give accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p>aloud or using familiar words or phrases. Engage in conversations, ask and answer questions, express opinions and respond to those of others. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture:</p> <p>Give accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p>aloud or using familiar words or phrases. Engage in conversations, ask and answer questions, express opinions and respond to those of others. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture:</p> <p>Give accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p>aloud or using familiar words or phrases. Engage in conversations, ask and answer questions, express opinions and respond to those of others. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture:</p> <p>Give accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe some similarities and differences between countries and communities where the language is spoken and this country.</p>
<p>Spanish KS2 LJ Breadth of study</p>	<p>Listen attentively: Listen attentively to spoken language, joining in and responding. Explore the patterns and sounds of language through songs and rhymes. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read words, phrases and simple writing. Broaden their vocabulary and learn new words that are introduced, including the use of a language dictionary.</p>	<p>Listen attentively: Listen attentively to spoken language, joining in and responding. Explore the patterns and sounds of language through songs and rhymes. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read words, phrases and simple writing. Broaden their vocabulary and learn new words that are</p>	<p>Listen attentively: Listen attentively to spoken language, joining in and responding. Explore the patterns and sounds of language through songs and rhymes. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read words, phrases and simple writing. Broaden their vocabulary and learn new words that are</p>	<p>Listen attentively: Listen attentively to spoken language, joining in and responding. Explore the patterns and sounds of language through songs and rhymes. Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read words, phrases and simple writing. Broaden their vocabulary and learn new words that are</p>

	<p>Show confidence in reading words, phrases and short sentences aloud.</p> <p>Write imaginatively: Write short phrases from memory. Use dictionaries to check words. Refer to everyday activities. Describe people, places, things and actions in labels and phrases.</p> <p>Speak confidently: Speak in short sentences, using familiar vocabulary and phrases. Develop accurate pronunciation when reading words and phrases aloud. Engage in short, everyday conversations, greetings and simple questions and answers. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture: Describe some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>introduced, including the use of a language dictionary. Show confidence in reading words, phrases and short sentences aloud.</p> <p>Write imaginatively: Write short phrases from memory. Use dictionaries to check words. Refer to everyday activities. Describe people, places, things and actions in labels and phrases.</p> <p>Speak confidently: Speak in short sentences, using familiar vocabulary and phrases. Develop accurate pronunciation when reading words and phrases aloud. Engage in short, everyday conversations, greetings and simple questions and answers. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture: Describe some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>introduced, including the use of a language dictionary. Show confidence in reading words, phrases and short sentences aloud.</p> <p>Write imaginatively: Write short phrases from memory. Use dictionaries to check words. Refer to everyday activities. Describe people, places, things and actions in labels and phrases.</p> <p>Speak confidently: Speak in short sentences, using familiar vocabulary and phrases. Develop accurate pronunciation when reading words and phrases aloud. Engage in short, everyday conversations, greetings and simple questions and answers. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture: Describe some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>introduced, including the use of a language dictionary. Show confidence in reading words, phrases and short sentences aloud.</p> <p>Write imaginatively: Write short phrases from memory. Use dictionaries to check words. Refer to everyday activities. Describe people, places, things and actions in labels and phrases.</p> <p>Speak confidently: Speak in short sentences, using familiar vocabulary and phrases. Develop accurate pronunciation when reading words and phrases aloud. Engage in short, everyday conversations, greetings and simple questions and answers. Describe people, places, things and actions orally. Be understood with little or no difficulty.</p> <p>Understand the culture: Describe some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>
<p>Languages KS1 (Optional breadth of study)</p>	<p>Listen attentively: Listen attentively to spoken language, and show an interest in unfamiliar words.</p>	<p>Listen attentively: Listen attentively to spoken language, and show an interest in unfamiliar words.</p>	<p>Listen attentively: Listen attentively to spoken language, and show an interest in unfamiliar words.</p>	<p>Listen attentively: Listen attentively to spoken language, and show an interest in unfamiliar words.</p>

	<p>Explore the patterns and sounds of language through simple, repeating songs and rhymes. Listen to stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read out loud everyday words and phrases. Use phonic knowledge to attempt to read words. Read out loud familiar words and phrases. Use pictures to find out the meanings of new words.</p> <p>Write imaginatively: Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences.</p> <p>Speak confidently: Understand some simple spoken phrases. Answer simple questions and give basic information. Pronounce words showing a knowledge of sound patterns.</p> <p>Understand the culture: Identify some countries and communities where the language is spoken. Demonstrate some knowledge of the customs and features of the countries or communities where the language is spoken.</p>	<p>Explore the patterns and sounds of language through simple, repeating songs and rhymes. Listen to stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read out loud everyday words and phrases. Use phonic knowledge to attempt to read words. Read out loud familiar words and phrases. Use pictures to find out the meanings of new words.</p> <p>Write imaginatively: Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences.</p> <p>Speak confidently: Understand some simple spoken phrases. Answer simple questions and give basic information. Pronounce words showing a knowledge of sound patterns.</p> <p>Understand the culture: Identify some countries and communities where the language is spoken. Demonstrate some knowledge of the customs and features of the countries or communities where the language is spoken.</p>	<p>Explore the patterns and sounds of language through simple, repeating songs and rhymes. Listen to stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read out loud everyday words and phrases. Use phonic knowledge to attempt to read words. Read out loud familiar words and phrases. Use pictures to find out the meanings of new words.</p> <p>Write imaginatively: Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences.</p> <p>Speak confidently: Understand some simple spoken phrases. Answer simple questions and give basic information. Pronounce words showing a knowledge of sound patterns.</p> <p>Understand the culture: Identify some countries and communities where the language is spoken. Demonstrate some knowledge of the customs and features of the countries or communities where the language is spoken.</p>	<p>Explore the patterns and sounds of language through simple, repeating songs and rhymes. Listen to stories, songs, poems and rhymes in the language.</p> <p>Read fluently: Read out loud everyday words and phrases. Use phonic knowledge to attempt to read words. Read out loud familiar words and phrases. Use pictures to find out the meanings of new words.</p> <p>Write imaginatively: Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences.</p> <p>Speak confidently: Understand some simple spoken phrases. Answer simple questions and give basic information. Pronounce words showing a knowledge of sound patterns.</p> <p>Understand the culture: Identify some countries and communities where the language is spoken. Demonstrate some knowledge of the customs and features of the countries or communities where the language is spoken.</p>
Subject:	2022-23	2023-24	2024-25	2021-22

RE				and 2025-26
<p>Threshold concepts:</p> <ul style="list-style-type: none"> • To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To understand values • To reflect <p>Essential characteristics:</p> <ul style="list-style-type: none"> • An outstanding level of religious understanding and knowledge. • A thorough engagement with a range of ultimate questions about the meaning and significance of existence. • The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. • A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together. • Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others. • Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE. • The ability to link the study of religion and belief to personal reflections on meaning and purpose. • A wide knowledge and deep understanding across a wide range of religions and beliefs. 				
RE KS2 UJ Breadth of study	Follow the requirements of Milestone 3 through: Study beliefs, festivals and celebrations of Christianity Study another religion in depth: Islam	Follow the requirements of Milestone 3 through: Study beliefs, festivals and celebrations of Christianity Study another religion in depth: Sikhism	Follow the requirements of Milestone 3 through: Study beliefs, festivals and celebrations of Christianity Study another religion in depth: Islam	Follow the requirements of Milestone 3 through: Study beliefs, festivals and celebrations of Christianity Study another religion in depth: Sikhism

	Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious artefacts	Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious practices and symbolism	Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious artefacts	Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious practices and symbolism
RE KS2 LJ Breadth of study	<p>Follow the requirements of Milestone 2 through:</p> <p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Buddhism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious buildings</p>	<p>Follow the requirements of Milestone 2 through:</p> <p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Hinduism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. holy books</p>	<p>Follow the requirements of Milestone 2 through:</p> <p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Buddhism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious buildings</p>	<p>Follow the requirements of Milestone 2 through:</p> <p>Study beliefs, festivals and celebrations of Christianity</p> <p>Study another religion in depth: Hinduism</p> <p>Study a theme across all six major religions in order to gain a brief outline and understand similarities and differences e.g. religious buildings</p>
RE KS1 Breadth of study	<p>Follow the requirements of Milestone 1 through:</p> <p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>	<p>Follow the requirements of Milestone 1 through:</p> <p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>	<p>Follow the requirements of Milestone 1 through:</p> <p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>	<p>Follow the requirements of Milestone 1 through:</p> <p>Study the main stories of Christianity</p> <p>Study at least one other religion, Judaism</p> <p>Study another religion linked to an area studied in history or geography</p>
Subject: Personal Development Incl. PSHCE & RSE	2022-23	2023-24	2024-25	2021-22 and 2025-26

Threshold concepts:

- Try new things
- Work hard
- Concentrate
- Push oneself
- Imagine
- Improve
- Understand others
- Not give up
- Prepare to play an active role as citizens
- Learn to live a healthy, safe lifestyle

UKS2 PD Breadth of study

- *Discuss and learn techniques to improve in the eight areas of 'success'.*
- *Study role models who have achieved success.*
- *Study those who have lost success and relate this to the eight areas of 'success'.*

Try new things:

- Enjoy new things and take opportunities wherever possible.
- Find things to do that give energy.
- Become fully involved in clubs or groups.
- Meet up with others who share interests in a safe environment.

Concentrate:

- Give full concentration.
- 'Tune out' most distractions.
- Understand techniques and methods that aid concentration.
- Develop expertise and deep interest in some things.

- *Discuss and learn techniques to improve in the eight areas of 'success'.*
- *Study role models who have achieved success.*
- *Study those who have lost success and relate this to the eight areas of 'success'.*

Work hard:

- Have fun working hard.
- Understand the benefits of effort and commitment.
- Continue to practise even when accomplished.
- Encourage others by pointing out how their efforts gain results.

Push oneself:

- Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.
- Push oneself in areas that are not so enjoyable.

- *Discuss and learn techniques to improve in the eight areas of 'success'.*
- *Study role models who have achieved success.*
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- Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.
- Push oneself in areas that are not so enjoyable.

	<p>Imagine:</p> <ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions. <p>Understand others:</p> <ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view. <p>In addition, pupils will study 'Life' RSE for Y5 and Y6</p>	<ul style="list-style-type: none"> • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook. <p>Improve:</p> <ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work. <p>Not give up:</p> <ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck <p>In addition, pupils will study 'Life' RSE for Y5 and Y6</p>	<p>Imagine:</p> <ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions. <p>Understand others:</p> <ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view. <p>In addition, pupils will study 'Life' RSE for Y5 and Y6</p>	<ul style="list-style-type: none"> • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook. <p>Improve:</p> <ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work. <p>Not give up:</p> <ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck <p>In addition, pupils will study 'Life' RSE for Y5 and Y6</p>
<p>LKS2 PD Breadth of study</p>	<p>• Discuss and learn techniques to improve in the eight areas of 'success'.</p>	<p>• Discuss and learn techniques to improve in the eight areas of 'success'.</p>	<p>• Discuss and learn techniques to improve in the eight areas of 'success'.</p>	<p>• Discuss and learn techniques to improve in the eight areas of 'success'.</p>

- Study role models who have achieved success.

- Study those who have lost success and relate this to the eight areas of 'success'.

Try new things:

- Try new things when encouraged.
- Enjoy new experiences.
- Join clubs or groups.
- Talk about new experiences with others.

Concentrate:

- Focus on activities.
- 'Tune out' some distractions.
- Search for methods to help with concentration.
- Develop areas of deep interest.

Imagine:

- Begin to enjoy having new ideas.
- Show some enthusiasm for the ideas of others.
- Ask some questions in order to develop ideas.
- Show enjoyment in trying out some ideas.

Understand others:

- Listen to others, showing attention.
- Think of the effect of behaviour on others before acting.
- Describe the points of view of others.

In addition, pupils will study 'Life' RSE for Y3 and Y4

- Study role models who have achieved success.

- Study those who have lost success and relate this to the eight areas of 'success'.

Work hard:

- Enjoy working hard in a range of activities.
- Reflect on how effort leads to success.
- Begin to encourage others to work hard.

Push oneself:

- Begin to understand why some activities feel uncomfortable.
- Show a willingness to overcome fears.
- Push past fears and reflect upon the emotions felt afterwards.
- Begin to take encouragement and advice from others.
- Keep trying after a first attempt.

Improve:

- Share with others a number of positive features of own efforts.
- Identify a few areas for improvement.
- Attempt to make improvements.

Not give up:

- Find alternative ways if the first attempt does not work.
- Bounce back after a disappointment or failure.
- Show the ability to stick at an activity (or a club or interest).
- See oneself as lucky.

- Study role models who have achieved success.

- Study those who have lost success and relate this to the eight areas of 'success'.

Try new things:

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- See oneself as lucky.

		In addition, pupils will study 'Life' RSE for Y3 and Y4		In addition, pupils will study 'Life' RSE for Y3 and Y4
<p>KS1 PD Breadth of study</p>	<ul style="list-style-type: none"> • Discuss and learn techniques to improve in the eight areas of success. • Study role models who have achieved success. <p>Try new things:</p> <ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. <p>Concentrate:</p> <ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. <p>Imagine:</p> <ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. <p>Understand others:</p> <ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view 	<ul style="list-style-type: none"> • Discuss and learn techniques to improve in the eight areas of success. • Study role models who have achieved success. <p>Work hard:</p> <ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. <p>Push oneself:</p> <ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. <p>Improve:</p> <ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). <p>Not give up:</p> <ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. 	<ul style="list-style-type: none"> • Discuss and learn techniques to improve in the eight areas of success. • Study role models who have achieved success. <p>Try new things:</p> <ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. <p>Concentrate:</p> <ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. <p>Imagine:</p> <ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. <p>Understand others:</p> <ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. 	<ul style="list-style-type: none"> • Discuss and learn techniques to improve in the eight areas of success. • Study role models who have achieved success. <p>Work hard:</p> <ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. <p>Push oneself:</p> <ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. <p>Improve:</p> <ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). <p>Not give up:</p> <ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset.

	In addition, pupils will study 'Life' RSE for Y1 and Y2	<ul style="list-style-type: none">• Keep going in activities of interest.• Try to think of oneself as lucky. In addition, pupils will study 'Life' RSE for Y1 and Y2	<ul style="list-style-type: none">• Listen to other people's point of view In addition, pupils will study 'Life' RSE for Y1 and Y2	<ul style="list-style-type: none">• Keep going in activities of interest.• Try to think of oneself as lucky. In addition, pupils will study 'Life' RSE for Y1 and Y2
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