

2021/22	Autumn Term		Spring Term		Summer Term	
	KS 1 / EYFS Transport	KS 2 World War	KS 1 / EYFS Space	KS 2 Space	KS 1 / EYFS Mini-beasts & Animals	KS 2 Weather and Climate
Science	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> </li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways <ul style="list-style-type: none"> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> </li> </ul> </li> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants and animals.</li> </ul> </li> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals <ul style="list-style-type: none"> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul> </li> </ul>	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light <ul style="list-style-type: none"> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> </ul> </li> <li>find patterns in the way that the size of shadows change.</li> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye <ul style="list-style-type: none"> <li>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</li> </ul> </li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats <ul style="list-style-type: none"> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> </li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) <ul style="list-style-type: none"> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> </li> </ul> <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <ul style="list-style-type: none"> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes <ul style="list-style-type: none"> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> </li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>		
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use <b>drawing</b> to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use <b>drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use <b>sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including <b>painting</b> with a range of materials</li> <li>about great artists, architects and designers in history.</li> </ul>
<b>Computing</b> <small>(All areas taught throughout the year with particular emphasis on ATs in the boxes)</small>	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use technology safely,</li> </ul>	<ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>

		respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
<b>Design &amp; Technology</b>	Design, Make and Evaluate a product that will: <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [wheels and axles], in their products.</li> </ul>	Design, Make and Evaluate a product that will: <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	<ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	Design, Make and Evaluate a product that will: <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	Design, Make and Evaluate a product that will: <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	locate the world's countries, using maps to focus on Europe	<p>use aerial photographs</p> <p>use simple compass directions</p>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Volcanoes</li> </ul>	the key human and physical features of our surrounding environment	<ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>
<b>History</b>	events beyond living memory that are significant nationally or globally (first car/aeroplane etc)	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>changes within living memory</p> <p>the lives of significant individuals</p>	<b>Space Race</b>	<b>x</b>	early Islamic civilization
<b>Languages</b>  (Only compulsory for KS2)	<b>x</b>	<b>x</b>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes</li> <li>engage in conversations; ask</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes</li> <li>engage in conversations; ask and answer questions;</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes</li> <li>engage in conversations; ask</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>

			<p>and answer questions;</p> <ul style="list-style-type: none"> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<p>express opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases*</li> <li>▪ appreciate, songs, poems and rhymes in the language</li> <li>▪ describe people, places, things and actions orally</li> </ul>	<p>and answer questions;</p> <ul style="list-style-type: none"> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of</li> </ul>	<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of</li> </ul>	<ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of</li> </ul>	<ul style="list-style-type: none"> <li>▪ develop an understanding of the history of music.</li> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of</li> </ul>	<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of</li> </ul>

	<p>high-quality live and recorded music</p> <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>music</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>high-quality live and recorded music</p> <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>high-quality live and recorded music</p> <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>music</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>swim competently, confidently and proficiently over a distance</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> <li>master basic movements including, jumping, developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p> <p>develop flexibility, strength, technique, control and balance</p>	<ul style="list-style-type: none"> <li>perform dances using simple movement patterns</li> <li>swim competently, confidently and proficiently over a distance use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> <li>master basic movements including, jumping, developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>perform dances using simple movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>master basic movements including running, ,throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
<b>Religious Education</b>	<b>See separate document</b>					