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| KS2 Programme A | | | | | | | | | | | | | | | | | | | |
|  | | ONE IN A MILLION  Science –Animals including humans  History – Local Northern Saints  Geography – Locational Knowledge | | | | LET THERE BE LIGHT  Science – Light  DT - Understand and use electrical systems | | | A PICTURE PAINTS A THOUSAND WORDS  Science – Sound  History – Local History  Geography – Locational Knowledge | | | THE FUTURE’S BRIGHT  Science – Forces and magnets  DT - Understand and use mechanical systems | | | | ROCKIN’ ROMANS  Science –Rocks | | FISHY TAILS  Science –States of matter | |
| Science  Our curriculum for science aims to ensure that all pupils:   * develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics * develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them * are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future. | | | | | | | | | | | | | | | | | | | |
| During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes   using straightforward scientific evidence to answer questions or to support their findings. | | | | | | | | | | | | | | | | | | | |
| Science | | Animals including humans   * 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   construct and interpret a variety of food chains, identifying producers, predators and prey. | | | | Light   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object   find patterns in the way that the size of shadows change. | | | Sound   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it   recognise that sounds get fainter as the distance from the sound source increases. | | | Forces and magnets   * compare how things move on different surfaces * notice that some forces need contact between two objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having two poles   predict whether two magnets will attract or repel each other, depending on which poles are facing. | | | | Rocks   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock   recognise that soils are made from rocks and organic matter. | | State of matter  identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | |
| History  Our curriculum for history aims to ensure that all pupils:   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | | | | | | | | | | | | | | | | | | | |
| Programme of Study | | A Local History Study   * a depth study linked to one of the British areas of study listed above * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)   a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | | | |  | | |  | | |  | | | | Roman Empire and its impact on Britain   * Julius Caesar’s attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army * successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, for example, Boudica * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | |  | |
| Geography Our curriculum for geography aims to ensure that all pupils:   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | | | | | | | | | | | | | | | | | | |
| Geographical skills and fieldwork  * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | | | | | | | | | | | | | | | |
| Programme of Study | |  | | | | Locational Knowledge  Maps, atlases and globes   * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | | |  | | |  | | | |  | | Physical Geography   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | |
| Design Technology  Our curriculum for design and technology aims to ensure that all pupils:   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. | | | | | | | | | | | | | | | | | | | |
| Design  * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * 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  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world | | | | | | | | | | | | | | | | | | | |
|  | | |  | | * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * apply their understanding of computing to program, monitor and control their products. | | | * apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | |  | | | | Cooking and nutrition   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | | |
| Art  Our curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | | | | | | | | | | | | | | | | |
| Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, **charcoal**, paint, clay] | | | |  | | | * about **great artists,** architectsand designers in history. | | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, **paint,** clay] | | | | * to create sketch books to record their observations and use them to review and revisit ideas | | * about great artists, architectsand **designers** in history. | |
| Computing  Our curriculum for computing aims to ensure that all pupils:   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology. | | | | | | | | | | | | | | | | | | | |
| Programme of Study | * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts   use sequence, selection, and repetition in programs; work with variables and various forms of input and output | | | * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | | * 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 | | | * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | | | | | | * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content |
| PE  Our curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | | | | * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best. * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. | | | * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best. * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. | | | | * take part in outdoor and adventurous activity challenges both individually and within a team * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | | * use running, jumping, throwing and catching in isolation and in combination * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Music  Our curriculum for music aims to ensure that all pupils:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.   RESOURCE – CHRARNAGA MUSIC-SEE SEPARATE MUSIC OVERVIEW | | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * improvise and compose music for a range of purposes using the inter-related dimensions of music | | | | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | | * listen with attention to detail and recall sounds with increasing aural memory | | | * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | | * develop an understanding of the history of music – classical music | | * use and understand staff and other musical notations | |
| Languages – French  Our curriculum for languages aims to ensure that all pupils:   * understand and respond to spoken and written language from a variety of authentic sources * speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation * can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt * discover and develop an appreciation of a range of writing in the language studied. | | | | | | | | | | | | | | | | | | | |
| Pupils should understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * 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 | | | | * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | | | * read carefully and show understanding of words, phrases and simple writing | | | * appreciate stories, songs, poems and rhymes in the language | | * present ideas and information orally to a range of audiences\* * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | | | | * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing |
| RE | | * Harvest/Rules for Living | | | | * Christmas/Festivals and Celebrations | | | * Called by God | | | * Easter | | * Jesus Changes lives | | | | | * Five Pillars of Islam |
| PSHCE | | Core theme 2: Relationships | | | | Core theme 1: Health and wellbeing | | | Core theme 1: Health and Wellbeing | | | Core theme 2: Relationships | | Living in the Wider World | | | | | Living in the Wider World |

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| KS2 Programme B | | | | | | | | | | | | | | | | | | |
| Cross-curricular links | | | Science – State of matter  DT – Cooking and nutrition | | Science – Electricity | | | Science – Rocks | | | Science – Living Things and their environment  Geography - Climate | | | Science – Plants | | History – Roman Empire  DT - apply their understanding of how to strengthen, stiffen and reinforce more complex structures  Art - Architects | | |
| Science  Our curriculum for science aims to ensure that all pupils:   * develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics * develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them * are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future. | | | | | | | | | | | | | | | | | | |
| During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes   using straightforward scientific evidence to answer questions or to support their findings. | | | | | | | | | | | | | | | | | | |
| Science | | | State of matter  Part 1   * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | | Electricity   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit   recognise some common conductors and insulators, and associate metals with being good conductors. | | | Rocks   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock   recognise that soils are made from rocks and organic matter. | | | Living Things and their Environments   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment   recognise that environments can change and that this can sometimes pose dangers to living things. | | | Plants  Part 1  identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers   * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant | | Plants  Part 2  investigate the way in which water is transported within plants  explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | |
| History  Our curriculum for history aims to ensure that all pupils:   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | |  | |  | | | Changes I Britain from the Stone Age to Iron Age   * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae * Bronze Age religion, technology and travel, for example, Stonehenge   Iron Age hill forts: tribal kingdoms, farming, art and culture | | |  | | |  | |  | | |
| Geography Our curriculum for geography aims to ensure that all pupils:   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | | | | | | | | | | | | | | | | | |
| Geographical skills and fieldwork  * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | | | | | | | | | | | | | | |
| Programme of study | | |  | | Place Knowledge  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | | |  | | | Human Geography   * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | | |  | |  | | |
| Design Technology  Our curriculum for design and technology aims to ensure that all pupils:   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. | | | | | | | | | | | | | | | | | | |
| Design  * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * 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  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world | | | | | | | | | | | | | | | | | | |
|  | | | Cooking and nutrition   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * apply their understanding of computing to program, monitor and control their products. | | |  | | | * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | | |  | | * apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | |
| Art  Our curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | | | | | | | | | | | | | | | |
| Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, **clay**] | |  | | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, **pencil,** charcoal, paint, clay] | | |  | | | * to create sketch books to record their observations and use them to review and revisit ideas | | * about great artists, **architects** and designers in history. | | |
| Computing  Our curriculum for computing aims to ensure that all pupils:   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | | * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output | | | * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | | * 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 | | | * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | | * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | | |
| PE  Our curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | | | | | | | | | | | | | | | | | | |
| Programme of Study | * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | * take part in outdoor and adventurous activity challenges both individually and within a team | | | | | * use running, jumping, throwing and catching in isolation and in combination * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Music  Our curriculum for music aims to ensure that all pupils:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.   RESOURCE – CHRARNAGA MUSIC-SEE SEPARATE MUSIC OVERVIEW | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * improvise and compose music for a range of purposes using the inter-related dimensions of music | | | | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | | * listen with attention to detail and recall sounds with increasing aural memory | | | * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | * develop an understanding of the history of music – folk and popular music | | * use and understand staff and other musical notations | |
| Languages – French  Our curriculum for languages aims to ensure that all pupils:   * understand and respond to spoken and written language from a variety of authentic sources * speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation * can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt * discover and develop an appreciation of a range of writing in the language studied. | | | | | | | | | | | | | | | | | | |
| Pupils should understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | | * 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 | | * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | | | * read carefully and show understanding of words, phrases and simple writing | | | * appreciate stories, songs, poems and rhymes in the language | | | * present ideas and information orally to a range of audiences\* * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing | | |
| RE | | | * Hindusim | | * Christmas | | | * Special Places-Judaism | | | * Easter | | | * Jesus, Son of God | | * The Church | | |
| PSHCE | | | Core theme 2: Relationships | | Core theme 1: Health and wellbeing | | | Core theme 1: Health and Wellbeing | | | Core theme 2: Relationships | | | Living in the Wider World | | Living in the Wider World | | |