Watery World

		Science	History	Geography	Art	Computing	Music
Herons	Y1	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 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 (fish, amphibians, reptiles, birds and mammals, and including pets) observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	Significant individuals the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)	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 name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	PRINTING to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.	SPREADSHEETS use technology purposefully to create, organise, store, manipulate and retrieve digital content	COMPOSITION experiment with, create, select and combine sounds using the interrelated dimension of music. Play tuned and untuned instruments musically
	Y2	notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)					
Bitterns	Y3	identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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 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.	THE MAYANS non-European a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	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) 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	PRINTING to improve their mastery of art and design techniques, including painting with a range of materials (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.	SPREADSHEETS select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	COMPOSITION improvise and compose music for a range of purposes including the interrelated dimension of music.
	Y4	construct and interpret a variety of food chains, identifying producers, predators and prey					PERFORMING-BRASS play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Harriers	Y5	Changes of materials know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes	ANCIENT EGYPTIANS the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China				
	Y6	Earth and Space describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night.					

The Great Outdoors

		Science	Geography	Art	DT	Computing	Music
Herons	Y1	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	SKETCHING to use drawing to develop and share their ideas, experiences and imagination COLLAGE to use a range of materials creatively to design and make products	FOOD use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	DATABASE use technology purposefully to create, organise, store, manipulate and retrieve digital content use logical reasoning to predict the behaviour of simple programs	PETER AND THE WOLF listen with concentration & understanding to a range of high quality live & recorded music PRODUCTION Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	Y2	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. explore and compare the differences between things that are living, dead, and things that have never been alive. 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 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 and name different sources of food.					
Bitterns	Y3	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 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. 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.	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. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	SKETCHING to create sketch books to record their observations and use them to review and revisit ideas COLLAGE to improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	FOOD 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.	DATABASE select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. EMAIL 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	CARNIVAL OF THE ANIMALS listen with attention to detail and recall sounds with increasing aural memory PRODUCTION play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
	Y4	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. construct and interpret a variety of food chains, identifying producers, predators and prey					
Harriers	Y5	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals				DATABASE select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. QUIZZING use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
	Y6	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 give reasons for classifying plants and animals based on specific characteristics. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.					

Time Travel

		Science	History	Art	DT	Computing	Music
Herons	Y1	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	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	3D ART to use sculpture to develop and share their ideas, experiences and imagination SKETCHING to use drawing to develop and share their ideas, experiences and imagination	MECHANISMS explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. STRUCTURES build structures, exploring how they can be made stronger, stiffer and more stable	ONLINE SAFETY use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet COMPUTATIONAL THINKING recognise common uses of information technology beyond school.	MUSIC THROUGH HISTORY Listen with concentration and understanding to a range of high quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	Y2						
Bitterns	Y3		THEMES THROUGHOUT HISTORY e.g. sport, food, clothes, art, transport, music, travel, homes, religion, rulers, women etc etc changes in Britain from the Stone Age to the Iron Age Ancient Greece – a study of Greek life and achievements and their influence on the western world the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	3D ART to improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ARTISTS about great artists, architects and designers in history. SKETCHING to create sketch books to record their observations and use them to review and revisit ideas	MECHANISMS (Gears, pulleys, cams, levels and linkages) understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages STRUCTURES apply their understanding of how to strengthen, stiffen and reinforce more complex structures	ONLINE SAFETY use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour COMPUTATIONAL THINKING 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	MUSIC THROUGH HISTORY Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop and understanding of the history of music
	Y4						
Harriers	Y5						
	Y6						

Here, There and Everywhere

		Geography	History	Art	DT	Computing	Music
Herons	Y1	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	significant historical events, people and places in their own locality.	SKETCHING to use drawing to develop and share their ideas, experiences and imagination TEXTILES to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	TEXTILES Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics	CODING understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs	MUSIC AROUND THE WORLD Listen with concentration and understanding to a range of high quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimension of music.
	Y2						
Bitterns	Y3	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 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 *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* 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	a local history study *For example:* *a depth study linked to one of the British areas of study listed above* *a study over time tracing how several aspects 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.*	SKETCHING to create sketch books to record their observations and use them to review and revisit ideas TEXTILES to improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. pencil, charcoal, paint, clay)	TEXTILES Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	CODING Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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	MUSIC AROUND THE WORLD Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Harriers	Y5						
	Y6						

Happy, Healthy Me

		Science	Art	DT	Computing	Music
Herons	Y1	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	PORTRAITS to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use painting to develop and share their ideas, experiences and imagination	FOOD use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	SEARCHING, COMMUNICATION, PRESENTING use technology purposefully to create, organise, store, manipulate and retrieve digital content	BODY PARTS SONGS experiment with, create, select and combine sounds using the interrelated dimension of music. Play tuned and untuned instruments musically Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	Y2	notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.				
Bitterns	Y3	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	PORTRAITS - PAINTING to improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. pencil, charcoal, paint, clay)	FOOD 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.	SEARCHING, COMMUNICATION, PRESENTING use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to 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	BODY PARTS SONGS play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes including the interrelated dimension of music.
	Y4	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				
Harriers	Y5	describe the changes as humans develop to old age				
	Y6	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.				

How does it work?

		Science	History	Art	DT	Computing	Music
Herons	Y1	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 observe and name a variety of sources of light, including electric lights, flames and the Sun associate shadows with a light source being blocked by something.	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *(e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)*	DIGITAL MEDIA to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.	MECHANISMS explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.	ONLINE SAFETY use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet ART AND DESIGN use technology purposefully to create, organise, store, manipulate and retrieve digital content	ELECTRIC SOUNDS Listen with concentration and understanding to a range of high quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimension of music.
	Y2	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching observe and name a variety of sources of sound, noticing that we hear with our ears recognise that sounds get fainter as the distance from the sound source increases.					
Bitterns	Y3	compare how some 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. 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 a solid object find patterns in the way that the size of shadows change.	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *For example:* *• the changing power of monarchs using case studies such as John, Anne and Victoria 208* *• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century* *• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day* *• a significant turning*	DIGITAL MEDIA to improve their mastery of art and design techniques, including painting with a range of materials (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.	MECHANISMS Electrical systems in products understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors Programme, monitor and control products apply their understanding of computing to programme, monitor and control their products. understand and use mechanical	ONLINE SAFETY use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour ART AND DESIGN select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	ELECTRIC SOUNDS Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	Y4	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. 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.					

Harriers	Y5	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Properties of materials 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic			systems in their products, such as gears, pulleys, cams, levers and linkages		
	Y6	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. recognise that light appears to travel in straight lines 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 explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.					