

Note – the 2021-22 year does include more NC content than usual to ensure no loss in learning as we switched to a new class structure.

For example, in science, KS1 objectives and LKS2 objectives are shown – year 2 are taught KS1 objectives and year 3 are taught LKS2 objectives.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>LIVING THINGS & THEIR HABITATS</p> <p>KS1</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p> <p>LKS2</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>MATERIALS</p> <p>KS1</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>STATES OF MATTER</p> <p>LKS2</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle</p>	<p>ANIMALS INCLUDING HUMANS</p> <p>KS1</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>LKS2</p> <p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>PLANTS</p> <p>KS1</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>LKS2</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>FORCES</p> <p>LKS2</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	

	<p style="text-align: center;">WORKING SCIENTIFICALLY</p> <p style="text-align: center;">KS1</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering question <p style="text-align: center;">LKS2</p> <ul style="list-style-type: none"> • 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. 		
<p>History</p>	<p style="text-align: center;">THE GREAT FIRE OF LONDON</p> <p>events beyond living memory that are significant nationally or globally. Compare aspects of life in different periods</p>	<p style="text-align: center;">WAR AND REMEMBRANCE/NURTURING NURSES</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. compare aspects of life in different periods</p>	<p style="text-align: center;">RAILWAYS</p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>
<p>Geography</p>	<p style="text-align: center;">OUR COUNTRY</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To 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</p>	<p style="text-align: center;">THE UK</p> <p>To 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. To 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. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>	<p style="text-align: center;">BESIDE THE SEASIDE</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. To name, locate and identify characteristics of the four countries and capital cities of the UK. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. 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</p>

			and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)			
RE	CHRISTIANITY God and Creation Does God want Christians to look after the world? (DRE)	CHRISTIANITY Incarnation Why does Christmas matter to Christians? (UC)	JUDAISM How important is it for Jewish people to do what God asks them to do? (DRE)	CHRISTIANITY Salvation Why does Easter Matter to Christians? (UC)	ISLAM Does going to the Mosque give Muslims a sense of belonging? (DRE)	ISLAM Does completing Hajj make a person a better Muslim? (DRE)
PSHE	VIPS explain who the special people in their lives are; talk about the importance of families; describe what makes someone a good friend; know how to resolve an argument in a positive way; know the skills involved in successful cooperation; identify a way to show others that they care.	SAFETY FIRST identify some everyday dangers. understand some basic rules that help keep people safe. know what to do if they feel in danger. identify some dangers in the home. identify some dangers outside. identify which information they should never share on the Internet. know that their private body parts are private. recall the number to call in an emergency. list some people who can help them stay safe.	DIGITAL WELLBEING identify ways we use the Internet; talk about different activities they like to do both online and offline; discuss some of the risks that are present when we go online; explain how to get help if anything online frightens them; give examples of personal information and understand that we keep it private; talk about ways people communicate online and explain what to do if something they see worries them; understand that not everything we see on the Internet is true.	THINK POSITIVE identify and discuss feelings and emotions, using simple terms. describe things that make them feel happy and unhappy. understand that they have a choice about how to react to things that happen. talk about personal achievements and goals. describe difficult feelings and what might cause these feelings. discuss things for which they are thankful. focus on an activity, remaining calm and still.	ONE WORLD identify and discuss feelings and emotions, using simple terms. describe things that make them feel happy and unhappy. understand that they have a choice about how to react to things that happen. talk about personal achievements and goals. describe difficult feelings and what might cause these feelings. discuss things for which they are thankful. focus on an activity, remaining calm and still.	GROWING UP use the scientific names introduced to name male and female body parts. identify some differences between males and females. identify the body parts that we keep private. understand the words ‘no’ and ‘stop’. understand that people’s bodies and feelings can be hurt. talk about their own likes and dislikes. understand that different people like different things. understand that girls and boys can like different things, or the same things. describe how they have changed since they were a baby. understand that peoples’ needs change as they grow older. talk about things they would like to do when they are older. discuss some changes that people might go through in life.

						talk about their family and ask others questions about their family.	
Computing	PRESENTATION SKILLS Use technology safely and respectfully Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		USING THE INTERNET To use technology purposefully to retrieve digital content To 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	PREPARING FOR TURTLE LOGO Understand what algorithms are, and that programs execute by following precise and ambiguous instructions. Create and debug simple programs	PROGRAMMING Understand what algorithms are; and that programs execute by following precise and ambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs		
	ONLINE SAFETY use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact						
Art	PORTRAITS To develop a wide range of art and design techniques, including using colour, patterns and line. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines		FABRICATE To use a range of materials creatively to design and make products To learn about the work of a range of artists and craftmakers, making links to their own work		ARTIST STUDY JOAN MIRO To use drawing to develop and share their ideas, experiences and imagination To know about the work of a range of artists, making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		
	Design & Technology	FABRIC FACES Explore and evaluate a range of existing products. Select from and use a range of textiles according to their characteristics Select from and use a range of tools and equipment to perform practical tasks for example joining and cutting. Design purposeful, functional, appealing products for themselves and other users based on design criteria				EDIBLE GARDEN Understand seasonality and know where and how a variety of ingredients are grown. 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 Select from and use a wider range of tools and equipment to perform practical tasks accurately	
Music	DEVELOPING NOTATION SKILLS		ENJOYING IMPROVISATION	COMPOSING USING YOUR IMAGINATION	SHOWING MUSICAL EXPERIENCES		
	CRICKET	YOGA	DANCE	GYMNASTICS	TAG RUGBY	ATHLETICS	

<p>PE * In some cases we may take advantage of sport specialists/coaches which may replace our second (bottom) unit</p>	<p>I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I work co-operatively with my group to self-manage games.</p>	<p>I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel. I can move from one pose to another in time with my breath. I can provide feedback using key words. I can work with others to create a flow including a number of poses. I show some stability when holding my yoga poses.</p>	<p>I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.</p>	<p>I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.</p>	<p>I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games.</p>	<p>I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.</p>
	<p>DODGEBALL I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games.</p>	<p>BASKETBALL I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.</p>	<p>FOOTBALL I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.</p>	<p>HOCKEY I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.</p>	<p>ORIENTEERING I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.</p>	<p>TENNIS I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.</p>
<p>MFL - French</p>					<p>ALL ABOUT ME Listen attentively to spoken language and show understanding by joining in and responding.</p>	

			<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>describe people, places, things and actions orally and in writing</p>
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