



# St Giles C of E Primary School

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*Endpoint Overviews for Foundation Subjects*

# Curriculum Endpoints



Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## ART & DESIGN

National Curriculum

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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.

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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, architects and designers in history.

Progression and Assessment Criteria

- Know how to show how people feel in paintings and drawings.
- Know how to create moods in art work.
- Know how to use pencils to create lines of different thickness in drawings.
- Name the primary and secondary colours.
- Know how to create a repeating pattern in print.
- Know how to cut, roll and coil materials.
- Know how to use IT to create a picture.
- Describe what I can see and give an opinion about the work of an artist.
- Ask questions about a piece of art.

- Know how to use charcoal, pencil and pastel to create art.
- Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.
- Know how to mix paint to create all the secondary colours.
- Know how to create brown with paint.
- Know how to create tints with paint by adding white.
- Know how to create tones with paint by adding black.
- Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.
- Know how to make a clay pot.
- Know how to use different effects within an IT paint package.
- Suggest how artists have used colour, pattern and shape.
- Know how to create a piece of art in response to the work of another artist.

- Know how to show facial expressions in my art.
- Know how to use sketches to produce a final piece of art.
- Know how to use different grades of pencil to shade and to show different tones and textures.
- Know how to create a background using a wash.
- Know how to use a range of brushes to create different effects in painting.
- Know how to identify the techniques used by different artists.
- Know how to use IT to create art which includes my own work and that of others.
- Know how to compare the work of different artists.
- Recognise when art is from different cultures.
- Recognise when art is from different historical periods.

- Know how to show facial expressions and body language in sketches and paintings.
- Know how to use marks and lines to show texture in my art.
- Know how to use line, tone, shape and colour to represent figures and forms in movement.
- Know how to show reflections in my art.
- Know how to print onto different materials using at least four colours.
- Know how to sculpt clay and other mouldable materials.
- Know how to integrate my digital images into my art.
- Experiment with the styles used by other artists.
- Explain some of the features of art from historical periods.

- Identify and draw objects and use marks and lines, to produce texture.
- Know how to successfully use shading to create mood and feeling.
- Know how to organise line, tone, shape and colour to represent figures and forms in movement.
- Know how to use shading to create mood and feeling.
- Know how to express emotion in my art.
- Know how to create an accurate print design following criteria.
- Know how to use images which I have created, scanned and found; altering them where necessary to create art.
- Research the work of an artist and use their work to replicate a style.

- Explain why I have used different tools to create art.
- Explain why I have chosen specific techniques to create my art.
- Explain the style of my work and how it has been influenced by a famous artist.
- Know how to overprint to create different patterns.
- Know how to use feedback to make amendments and improvement to my art.
- Know how to use a range of e-resources to create art.

# Curriculum Endpoints



|        | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle   |   |   |   |
|--------|---|---|---|---|---|---|
| TOPICS | <b>YEAR 1 PROJECTS</b><br>Great Fire of London/Bright Lights,<br>Big City<br>Splendid Skies<br>Dinosaur Planet<br>Rio de Vida | <b>YEAR 2 PROJECTS</b><br>Muck, Mess and Mixtures<br>Moon Zoom<br>Towers, Turrets and Tunnels<br>Land Ahoy!<br>Scented Garden<br>Bounce<br>Wiggle and Crawl | <b>YEAR 3 PROJECTS</b><br>Flow<br>Scrumdiddlyumptious<br>Tribal Tales<br>Rocks, Relics Rumbles<br>Predator<br>Mighty Metals<br>Emperors and Empires | <b>YEAR 4 PROJECTS</b><br>Traders and Raiders<br>Burps, Bottoms and Bile<br>Road Trip USA<br>Potions<br>Misty Mountain, Winding River | <b>YEAR 5 PROJECTS</b><br>Sow Grow Farm<br>Alchemy Island<br>Beast Creator<br>Peasants, Princes, Pestilence<br>Pharaohs<br>Scream Machine | <b>YEAR 6 PROJECTS</b><br>Darwin's Delights<br>Blood Heart<br>Revolution/Local Study<br>The Shang Dynasty<br>Gallery Rebels<br>Frozen Kingdom |

# Curriculum Endpoints



Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## COMPUTING

National Curriculum

Pupils should be taught to:

- 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
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- 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.

Pupils should be taught to:

- 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
- 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
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

# Curriculum Endpoints



|                                     | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle  | Upper Key Stage 2: 2 Year Cycle   |   |  |  |
|-------------------------------------|---|--|---|---|--|--|
| Progression and Assessment Criteria | <p><b>Algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Create a series of instructions.</li> <li>• Plan a journey for a programmable toy.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Create digital content.</li> <li>• Store digital content.</li> <li>• Retrieve digital content.</li> <li>• Use a website.</li> <li>• Use a camera.</li> <li>• Record sound and play back.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Use technology safely.</li> <li>• Keep personal information private.</li> </ul> <p><b>(See below for further details)</b></p> | <p><b>Algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Use a range of instructions (e.g. direction, angles, turns).</li> <li>• Test and amend a set of instructions.</li> <li>• Find errors and amend. (debug)</li> <li>• Write a simple program and test it.</li> <li>• Predict what the outcome of a simple program will be (logical reasoning).</li> <li>• Understand that algorithms are used on digital devices.</li> <li>• Understand that programs require precise instructions.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Organise, retrieve and manipulate digital content.</li> <li>• Can navigate the web to complete simple searches.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Use technology respectfully.</li> <li>• Know where to go for help if I am concerned.</li> <li>• Know how technology is used in school and outside of school.</li> </ul> <p><b>(See below for further details)</b></p> | <p><b>Algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Design a sequence of instructions, including directional instructions.</li> <li>• Write programs that accomplish specific goals.</li> <li>• Work with various forms of input and output.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Use a range of software for similar purposes.</li> <li>• Collect and present information.</li> <li>• Design and create content.</li> <li>• Search for information on the web in different ways.</li> <li>• Manipulate and improve digital images.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Use technology respectfully and responsibly.</li> <li>• Know different ways I can get help if I am concerned.</li> <li>• Understand what computer networks do and how they provide multiple services.</li> <li>• Discern where it is best to use technology and where it adds little or no value.</li> </ul> <p><b>(See below for further details)</b></p> | <p><b>Algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Experiment with variables to control models.</li> <li>• Give an on-screen robot specific instructions that takes them from A to B.</li> <li>• Make an accurate prediction and explain why I believe something will happen (linked to programming).</li> <li>• De-bug a program.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Select and use software to accomplish given goals.</li> <li>• Collect and present data.</li> <li>• Produce and upload a podcast.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Recognise acceptable and unacceptable behaviour using technology.</li> </ul> <p><b>(See below for further details)</b></p> | <p><b>Algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Combine sequences of instructions and procedures to turn devices on and off.</li> <li>• Use technology to control an external device.</li> <li>• Design algorithms that use repetition and 2-way selection.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Analyse information.</li> <li>• Evaluate information.</li> <li>• Understand how search results are selected and ranked.</li> <li>• Edit a film.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Understand that you have to make choices when using technology and that not everything is true and/or safe.</li> </ul> <p><b>(See below for further details)</b></p> | <p><b>Algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Design a solution by breaking a problem up.</li> <li>• Recognise that different solutions can exist for the same problem.</li> <li>• Use logical reasoning to detect errors in algorithms.</li> <li>• Use selection in programs.</li> <li>• Work with variables.</li> <li>• Explain how an algorithm works.</li> <li>• Explore ‘what if’ questions by planning different scenarios for controlled devices.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• Select, use and combine software on a range of digital devices.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• Use a range of technology for a specific project.</li> <li>• Discuss the risks of online use of technology.</li> <li>• Identify how to minimise risks.</li> </ul> <p><b>(See below for further details)</b></p> |
|                                     | A safe computer user in Year 1 and Year 2   | A safe computer user in Year 3 and Year 4  | A safe computer user in Year 5 and Year 6   |   |  |  |



# Curriculum Endpoints

|  | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle   |
|--|---|---|---|
| <b>Progression and Compliance Criteria</b> | <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Understand the different methods of communication (e.g. email, online forums etc).</li> <li>• Know you should only open email from a known source.</li> <li>• Know the difference between email and communication systems such as blogs and wikis.</li> <li>• Know that websites sometimes include pop-ups that take me away from the main site.</li> <li>• Know that bookmarking is a way to find safe sites again quickly.</li> <li>• Have begun to evaluate websites and know that everything on the internet is not true.</li> <li>• Know that it is not always possible to copy some text and pictures from the internet.</li> <li>• Know that personal information should not be shared online.</li> <li>• Know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Follow the school's safer internet rules.</li> <li>• Use the search engines agreed by the school.</li> <li>• Know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc.).</li> <li>• Use the internet for learning and communicating with others, making choices when navigating through sites.</li> <li>• Send and receive email as a class.</li> <li>• Recognise advertising on websites and learn to ignore it.</li> <li>• Use a password to access the secure network.</li> </ul> | <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Understand the need for rules to keep me safe when exchanging learning and ideas online.</li> <li>• Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.</li> <li>• Understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</li> <li>• Use strategies to verify information, e.g. cross-checking.</li> <li>• Understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.</li> <li>• Understand that copyright exists on most digital images, video and recorded music.</li> <li>• Understand the need to keep personal information and passwords private.</li> <li>• Understand that if I make personal information available online it may be seen and used by others.</li> <li>• Know how to respond if asked for personal information or feel unsafe about content of a message.</li> <li>• Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.</li> <li>• Know how to report an incident of cyber bullying.</li> <li>• Know the difference between online communication tools used in school and those used at home.</li> <li>• Understand the need to develop an alias for some public online use.</li> <li>• Understand that the outcome of internet searches at home may be different than at school.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Follow the school's safer internet rules.</li> <li>• Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.</li> <li>• Identify when emails should not be opened and when an attachment may not be safe.</li> <li>• Explain and demonstrate how to use email safely.</li> <li>• Use different search engines.</li> </ul> | <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Discuss the positive and negative impact of the use of ICT in my own life, my friends and family.</li> <li>• Understand the potential risk of providing personal information online.</li> <li>• Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.</li> <li>• Understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.</li> <li>• Recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).</li> <li>• Understand that some material on the internet is copyrighted and may not be copied or downloaded.</li> <li>• Understand that some messages may be malicious and know how to deal with this.</li> <li>• Understand that online environments have security settings, which can be altered, to protect the user.</li> <li>• Understand the benefits of developing a 'nickname' for online use.</li> <li>• Understand that some malicious adults may use various techniques to make contact and elicit personal information.</li> <li>• Know that it is unsafe to arrange to meet unknown people online.</li> <li>• Know how to report any suspicions.</li> <li>• Understand I should not publish other people's pictures or tag them on the internet without permission.</li> <li>• Know that content put online is extremely difficult to remove.</li> <li>• Know what to do if I discover something malicious or inappropriate.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Follow the school's safer internet rules.</li> <li>• Make safe choices about the use of technology.</li> <li>• Use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.</li> <li>• Create strong passwords and manage them so that they remain strong.</li> <li>• Independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.</li> <li>• Competently use the internet as a search tool.</li> <li>• Reference information sources.</li> <li>• Use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.</li> <li>• Use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.</li> </ul> |

# Curriculum Endpoints



|        | Key Stage 1: 2 Year Cycle   |   | Lower Key Stage 2: 2 Year Cycle   |   | Upper Key Stage 2: 2 Year Cycle   |   |
|--------|---|---|---|---|---|---|
| TOPICS | <b>YEAR 1 PROJECTS</b><br>Great Fire of London/Bright Lights,<br>Big City<br>Splendid Skies<br>Dinosaur Planet<br>Rio de Vida | <b>YEAR 2 PROJECTS</b><br>Muck, Mess and Mixtures<br>Moon Zoom<br>Towers, Turrets and Tunnels<br>Land Ahoy!<br>Scented Garden<br>Bounce<br>Wiggle and Crawl | <b>YEAR 3 PROJECTS</b><br>Flow<br>Scrumdiddlyumptious<br>Tribal Tales<br>Rocks, Relics Rumbles<br>Predator<br>Mighty Metals<br>Emperors and Empires | <b>YEAR 4 PROJECTS</b><br>Traders and Raiders<br>Burps, Bottoms and Bile<br>Road Trip USA<br>Potions<br>Misty Mountain, Winding River | <b>YEAR 5 PROJECTS</b><br>Sow Grow Farm<br>Alchemy Island<br>Beast Creator<br>Peasants, Princes, Pestilence<br>Pharaohs<br>Scream Machine | <b>YEAR 6 PROJECTS</b><br>Darwin's Delights<br>Blood Heart<br>Revolution/Local Study<br>The Shang Dynasty<br>Gallery Rebels<br>Frozen Kingdom |



Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## DESIGN TECHNOLOGY

National Curriculum

When designing and making, pupils should be taught to:

### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

When designing and making, pupils should be taught to:

### 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

### Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- 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.

### 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.

# Curriculum Endpoints



|                                     | Key Stage 1: 2 Year Cycle  | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle   |  |   |   |
|-------------------------------------|--|---|---|--|---|---|
| Progression and Assessment Criteria | <ul style="list-style-type: none"> <li>• Use my own ideas to make something.</li> <li>• Describe how something works.</li> <li>• Make a product which moves.</li> <li>• Make my model stronger.</li> <li>• Explain to someone else how I want to make my product.</li> <li>• Choose appropriate resources and tools.</li> <li>• Make a simple plan before making.</li> <li>• Cut food safely.</li> </ul> | <ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next.</li> <li>• Choose tools and materials and explain why I have chosen them.</li> <li>• Join materials and components in different ways.</li> <li>• Explain what went well with my work.</li> <li>• Explain why I have chosen specific textiles.</li> <li>• Measure materials to use in a model or structure.</li> <li>• Describe the ingredients I am using.</li> </ul> | <ul style="list-style-type: none"> <li>• Prove that my design meets some set criteria.</li> <li>• Follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• Design a product and make sure that it looks attractive.</li> <li>• Choose a material for both its suitability and its appearance.</li> <li>• Select the most appropriate tools and techniques for a given task.</li> <li>• Make a product which uses both electrical and mechanical components.</li> <li>• Work accurately to measure, make cuts and make holes.</li> <li>• Describe how food ingredients come together.</li> </ul> | <ul style="list-style-type: none"> <li>• Use ideas from other people when I am designing.</li> <li>• Produce a plan and explain it.</li> <li>• Evaluate and suggest improvements for my designs.</li> <li>• Evaluate products for both their purpose and appearance.</li> <li>• Explain how I have improved my original design.</li> <li>• Present a product in an interesting way.</li> <li>• Measure accurately.</li> <li>• Persevere and adapt my work when my original ideas do not work.</li> <li>• Know how to be both hygienic and safe when using food.</li> </ul> | <ul style="list-style-type: none"> <li>• Come up with a range of ideas after collecting information from different sources.</li> <li>• Produce a detailed, step-by-step plan.</li> <li>• Suggest alternative plans; outlining the positive features and draw backs.</li> <li>• Explain how a product will appeal to a specific audience.</li> <li>• Evaluate appearance and function against original criteria.</li> <li>• Use a range of tools and equipment competently.</li> <li>• Make a prototype before make a final version.</li> <li>• Show that I can be both hygienic and safe in the kitchen.</li> </ul> | <ul style="list-style-type: none"> <li>• Use market research to inform my plans and ideas.</li> <li>• Follow and refine my plans.</li> <li>• Justify my plans in a convincing way.</li> <li>• Show that I consider culture and society in my plans and designs.</li> <li>• Show that I can test and evaluate my products.</li> <li>• Explain how products should be stored and give reasons.</li> <li>• Work within a budget.</li> <li>• Evaluate my product against clear criteria.</li> </ul> |
| TOPICS                              | <b>YEAR 1 PROJECTS</b><br>Great Fire of London/Bright Lights,<br>Big City<br>Splendid Skies<br>Dinosaur Planet<br>Rio de Vida  | <b>YEAR 2 PROJECTS</b><br>Muck, Mess and Mixtures<br>Moon Zoom<br>Towers, Turrets and Tunnels<br>Land Ahoy!<br>Scented Garden<br>Bounce<br>Wriggle and Crawl  | <b>YEAR 3 PROJECTS</b><br>Flow<br>Scrumdiddlyumptious<br>Tribal Tales<br>Rocks, Relics Rumbles<br>Predator<br>Mighty Metals<br>Emperors and Empires   | <b>YEAR 4 PROJECTS</b><br>Traders and Raiders<br>Burps, Bottoms and Bile<br>Road Trip USA<br>Potions<br>Misty Mountain, Winding River  | <b>YEAR 5 PROJECTS</b><br>Sow Grow Farm<br>Alchemy Island<br>Beast Creator<br>Peasants, Princes, Pestilence<br>Pharaohs<br>Scream Machine   | <b>YEAR 6 PROJECTS</b><br>Darwin's Delights<br>Blood Heart<br>Revolution/Local Study<br>Shang Dynasty<br>Gallery Rebels<br>Frozen Kingdom   |



Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## Geography

National Curriculum

Pupils should be taught to:

### Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- 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

### Human and physical 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
- Use basic geographical vocabulary to refer to:
- 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

### Geographical skills and fieldwork

- 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
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, 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
- 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.

Pupils should be taught to:

### Locational knowledge

- 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)

### 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 and physical geography

Describe and understand key aspects of:

- 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

### 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.

# Curriculum Endpoints



|                                     | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle  | Upper Key Stage 2: 2 Year Cycle  |   |  |  |
|-------------------------------------|---|--|--|---|--|--|
| Progression and Assessment Criteria | <ul style="list-style-type: none"> <li>• Know the names of the four countries in the United Kingdom and locate them on a map.</li> <li>• Keep a weather chart and answer questions about the weather.</li> <li>• Know about some of the main things that are in hot and cold places.</li> <li>• Know which clothes I would wear in hot and cold places.</li> <li>• Know how the weather changes throughout the year and name the seasons.</li> <li>• Point to the equator, North and South Pole on an atlas and globe.</li> <li>• Know about some of the features of an island.</li> <li>• Know where I live and tell someone my address.</li> <li>• Know the four main directions on a compass are North; East, South and West.</li> <li>• Know what I like and do not like about the place I live.</li> </ul> | <ul style="list-style-type: none"> <li>• Name the continents of the world and locate them on a map.</li> <li>• Name the world's oceans and locate them on a map.</li> <li>• Name the capital cities of England, Wales, Scotland and Northern Ireland.</li> <li>• Know what I like and do not like about a place that is different to the one I live in.</li> <li>• Describe a place outside Europe using geographical words.</li> <li>• Know how jobs may be different in other locations.</li> <li>• Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</li> <li>• Know about the facilities that a village, town and city may need and give reasons.</li> <li>• Use the directional vocabulary: near; far; left; right to explain where a location is.</li> </ul> | <ul style="list-style-type: none"> <li>• Know the capital city of at least six European countries.</li> <li>• Know the name of a number of countries in the northern hemisphere.</li> <li>• Know whether a country is located in the Southern or Northern hemisphere</li> <li>• Locate the Equator, Tropic of Cancer and the Tropic of Capricorn on a map.</li> <li>• Know why people may be attracted to live in cities.</li> <li>• Know why people may choose to live in one place rather than another.</li> <li>• Know about, locate and name some of the world's most famous volcanoes.</li> <li>• Know about and describe the key aspects of earthquakes.</li> <li>• Know about and describe the key aspects of volcanoes.</li> </ul> | <ul style="list-style-type: none"> <li>• Know, name and locate the main regions and at least six cities and counties in the UK.</li> <li>• Know how to plan a journey from my town/city to another place in England.</li> <li>• Research to discover features of villages, towns and cities and appreciate the differences.</li> <li>• Know about, name and locate some of the main islands that surround the United Kingdom.</li> <li>• Know the areas of origin of the main ethnic groups in the United Kingdom and in our school.</li> <li>• Know the difference between the British Isles, Great Britain and the United Kingdom.</li> </ul> | <ul style="list-style-type: none"> <li>• Know, name and locate the capital cities of neighbouring European countries.</li> <li>• Know the countries that make up the European Union.</li> <li>• Know about, name and locate many of the world's most famous mountainous regions.</li> <li>• Know why most cities are situated by rivers.</li> <li>• Know about the water cycle and the course of a river.</li> <li>• Name and locate many of the world's most famous rivers.</li> <li>• Know why ports are important and the role they play in distributing goods around the world.</li> </ul> | <ul style="list-style-type: none"> <li>• Know, name and locate at least six countries and cities in North and South America.</li> <li>• Locate the Arctic and Antarctic Circle on a map.</li> <li>• Know how to use an atlas by using the index to find places.</li> <li>• Know how to use some basic Ordnance Survey map symbols.</li> <li>• Know how to use Ordnance Survey symbols and six-figure grid references.</li> <li>• Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</li> <li>• Know why some places are similar and dissimilar in relation to their human and physical features.</li> <li>• Locate the Greenwich meridian and know how time zones work and calculate time differences around the world.</li> <li>• Name, locate and study a world biome e.g. deserts, rainforests, mountains etc.</li> </ul> |
| TOPICS                              | <b>YEAR 1 PROJECTS</b><br>Great Fire of London/Bright Lights, Big City<br>Splendid Skies<br>Dinosaur Planet<br>Rio de Vida  | <b>YEAR 2 PROJECTS</b><br>Muck, Mess and Mixtures<br>Moon Zoom<br>Towers, Turrets and Tunnels<br>Land Ahoy!<br>Scented Garden<br>Bounce<br>Wiggle and Crawl  | <b>YEAR 3 PROJECTS</b><br>Flow<br>Scrumdiddlyumptious<br>Tribal Tales<br>Rocks, Relics Rumbles<br>Predator<br>Mighty Metals<br>Emperors and Empires  | <b>YEAR 4 PROJECTS</b><br>Traders and Raiders<br>Burps, Bottoms and Bile<br>Road Trip USA<br>Potions<br>Misty Mountain, Winding River   | <b>YEAR 5 PROJECTS</b><br>Sow Grow Farm<br>Alchemy Island<br>Beast Creator<br>Peasants, Princes, Pestilence<br>Pharaohs<br>Scream Machine  | <b>YEAR 6 PROJECTS</b><br>Darwin's Delights<br>Blood Heart<br>Revolution/Local Study<br>Shang Dynasty<br>Gallery Rebels<br>Frozen Kingdom  |

# Curriculum Endpoints



|                     | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle  | Upper Key Stage 2: 2 Year Cycle |
|---------------------|---|--|---------------------------------|
| National Curriculum | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• 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 [for example, 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/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality.</li> </ul> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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.</li> </ul> |                                 |



# Curriculum Endpoints

|  | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle   |   |   |  |
|--|---|---|---|---|---|--|
| <b>Progression and Assessment Criteria</b> | <ul style="list-style-type: none"> <li>Know about many of the changed that have happened since I was born.</li> <li>Know how to ask and answer questions about old and new object,</li> <li>Use words and phrases like: old, new and a long time ago.</li> <li>Spot old and new things in a picture.</li> <li>Use words and phrases like: before, after, past, present, then and now.</li> <li>Give examples of things that were different when my grandparents were children.</li> <li>Know about someone famous who was born or lived near our town.</li> <li>Know why there is a monument to a famous person or event in the town centre.</li> </ul> | <ul style="list-style-type: none"> <li>Know how some people have helped us to have better lives.</li> <li>Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.</li> <li>Know about the life of a famous person from the past because I know how to research.</li> <li>Know how to use books and the internet to find out more information about the past.</li> <li>Know how to find out things about the past by talking to an older person.</li> <li>Know about how things were different when my grandparents were children.</li> <li>Know what certain objects from the past might have been used for.</li> </ul> | <ul style="list-style-type: none"> <li>Know about how Stone Age people hunted for their food and what they ate.</li> <li>Know about many of the differences between the stone, bronze and iron ages.</li> <li>Know what people learnt from stone aged paintings.</li> <li>Be able to describe what a typical day would have been like for a Stone Age man, woman or child.</li> <li>Know about at least three things that the Romans did for our country.</li> <li>Know why the Romans needed to build forts in this country.</li> <li>Know that Rome was a very important place and many decisions were made there.</li> <li>Know about the lives of at least two famous Romans.</li> <li>Describe events from the past using dates when things happened.</li> </ul> | <ul style="list-style-type: none"> <li>Know that Britain was invaded on more than one occasion.</li> <li>Know that the Anglo-Saxons and Vikings were often in conflict.</li> <li>Know how to use a timeline to show when the Vikings raids started.</li> <li>Know why the Vikings often overpowered the Anglo-Saxons.</li> <li>Show on a map where the Vikings came from and where they invaded our country.</li> <li>Know that many Vikings came to our country as peaceful farmers.</li> <li>Draw a timeline with different historical periods showing key historical events or lives of significant people</li> <li>Know how an event or events from the past has shaped our life today.</li> <li>Know how an element of life e.g. crime and punishment, health, education has changed over a period of time.</li> <li>Know how the lives of wealthy people were different from the lives of poorer people.</li> </ul> | <ul style="list-style-type: none"> <li>Know where the Anglo-Saxons came from.</li> <li>Know at least two famous Anglo-Saxons</li> <li>Use a time line to show when the Anglo-Saxons were in England</li> <li>Know the link between Anglo-Saxons and Christianity.</li> <li>Know that many Anglo-Saxons were farmers.</li> <li>Know that the Anglo-Saxons gave us many of the words that we use today.</li> <li>Know that many of the early civilizations gave much to the world.</li> <li>Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>Research what it was like in a given period of history and present my findings to an audience.</li> <li>Know about the impact that one of these periods of history had on the world.</li> <li>Know how historic items and artefacts have been used to help build up a picture of life in the past.</li> </ul> | <ul style="list-style-type: none"> <li>Know about and can talk about the struggle between the Athenians and the Spartans.</li> <li>Know about some of the things that the Greeks gave the world.</li> <li>I know that the Greeks were responsible for the birth of the Olympics.</li> <li>I know that the Shang Dynasty was an influential period of Chinese history.</li> <li>I know how to locate China on a map.</li> <li>Research to find answers to specific historical questions about our locality.</li> <li>Know how our locality today has been shaped by what happened in the past.</li> <li>Research in order to find similarities and differences between two or more periods of history.</li> <li>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>Know about the main events from a period of history, explaining the order of events and what happened.</li> <li>Know how Britain has had a major influence on the world.</li> </ul> |
| <b>TOPICS</b>                              | <b>YEAR 1 PROJECTS</b><br>Great Fire of London/Bright Lights, Big City<br>Splendid Skies<br>Dinosaur Planet<br>Rio de Vida  | <b>YEAR 2 PROJECTS</b><br>Muck, Mess and Mixtures<br>Moon Zoom<br>Towers, Turrets and Tunnels<br>Land Ahoy!<br>Scented Garden<br>Bounce<br>Wriggle and Crawl  | <b>YEAR 3 PROJECTS</b><br>Flow<br>Scrumdiddlyumptious<br>Tribal Tales<br>Rocks, Relics Rumbles<br>Predator<br>Mighty Metals<br>Emperors and Empires   | <b>YEAR 4 PROJECTS</b><br>Traders and Raiders<br>Burps, Bottoms and Bile<br>Road Trip USA<br>Potions<br>Misty Mountain, Winding River   | <b>YEAR 5 PROJECTS</b><br>Sow Grow Farm<br>Alchemy Island<br>Beast Creator<br>Peasants, Princes, Pestilence<br>Pharaohs<br>Scream Machine   | <b>YEAR 6 PROJECTS</b><br>Darwin's Delights<br>Blood Heart<br>Revolution/Local Study<br>Shang Dynasty<br>Gallery Rebels<br>Frozen Kingdom  |

# Curriculum Endpoints



Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## MODERN FOREIGN LANGUAGES

National Curriculum

Pupils should be taught to:

- 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\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- 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
- 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

The starred (\*) content above will not be applicable to ancient languages.

Progression and Assessment Criteria

Spoken language

- Celebrate and share community languages.
- Join in with songs and rhymes.
- Respond to a simple command.
- Answer with a single word.
- Answer with a short phrase.

Reading

- Read and understand single words.

Writing

- Write single words correctly.

Spoken language

- Join in with songs and rhymes.
- Respond to a simple command.
- Answer with a single word.
- Answer with a short phrase.
- Ask an appropriate question.
- Name people, places and objects.
- Use set phrases.
- Choose the right word to complete a phrase.
- Choose the right word to complete a short sentence.

Reading

- Read and understand single words and short phrases
- Use simple dictionaries to find the meaning of words.

Writing

- Write single words correctly.
- Label a picture.
- Copy a simple word or phrase.

Spoken language

- Name and describe people.
- Name and describe a place.
- Name and describe an object.
- Have a short conversation saying 2-3 things.
- Give a response using a short phrase.

Reading

- Read and understand a short passage using familiar language.
- Explain the main points in a short passage.
- Read a passage independently.
- Use a bilingual dictionary or glossary to look up new words.

Writing

- Write phrases from memory.
- Write 2-3 short sentences on a familiar topic.
- Say what I like/dislike about a familiar topic.

Spoken language

- Have a short conversation saying 3-4 things.
- Starting to speak in sentences.
- Start using my knowledge of grammar to correct my speech.

Reading

- Read and understand a short story or factual text.
- Use the context to work out unfamiliar words.
- Use a bilingual dictionary or glossary to look up new words.

Writing

- Write a paragraph of 3-4 sentences.
- Use a bilingual dictionary or glossary to look up new words to use in my writing.

Spoken language

- Hold a simple conversation with at least 4 exchanges.
- Use my knowledge of grammar to speak correctly.

Reading

- Read and understand a short story or factual text and note the main points.
- Use the context to work out unfamiliar words.

Writing

- Write a paragraph of at least 5 sentences.
- Substitute words and phrases.
- Use a bilingual dictionary or glossary to improve my writing.



# Curriculum Endpoints

Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## MUSIC

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- 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.

Progression and Assessment Criteria

- Know how to use my voice to speak, sing and chant.
- Know how to use instruments to perform.
- Know how to clap short rhythmic patterns.
- Know how to make different sounds with my voice and with instruments.
- Know how to repeat short rhythmic and melodic patterns.
- Know how to make a sequence of sounds.
- Know how to respond to different moods in music.
- Know how to choose sounds to represent different things.
- Know how to follow instructions about when to play and sing.
- Know how to say whether I like or dislike a piece of music.

- Know how to sing and follow a melody.
- Know how to perform simple patterns and accompaniments keeping a steady pulse.
- Know how to play simple rhythmic patterns on an instrument.
- Know how to sing or clap increasing and decreasing tempo.
- Know how to order sounds to create a beginning, middle and an end.
- Know how to create music in response to different starting points.
- Know how to choose sounds which create an effect.
- Know how to use symbols to represent sounds.
- Know how to make connections between notations and musical sounds.
- Know how to improve my own work.
- Know how to listen out for particular things when listening to music.

- Know how to sing a tune with expression.
- Know how to play clear notes on instruments.
- Know how to use different elements in my composition.
- Know how to create repeated patterns with different instruments.
- Know how to compose melodies and songs.
- Know how to create accompaniments for tunes.
- Know how to combine different sounds to create a specific mood or feeling.
- Know how to use musical words to describe a piece of music and compositions.
- Know how to use musical words to describe what I like and do not like about a piece of music.
- Know how to improve my work; explaining how it has been improved.
- Know how to recognise the work of at least one famous composer.

- Know how to sing songs from memory with accurate pitch.
- Know how to perform a simple part rhythmically.
- Know how to improvise using repeated patterns.
- Know how to use notation to record and interpret sequences of pitches.
- Know how to use notation to record compositions in a small group or on my own.
- Know how to explain why silence is often needed in music and explain what effect it has.
- Know how to identify the character in a piece of music.
- Know how to identify and describe the different purposes of music.
- Know how to begin to identify the style of work of different famous composers.

- Know how to breathe in the correct place when singing.
- Know how to maintain my part whilst others are performing their part.
- Know how to improvise within a group using melodic and rhythmic phrases.
- Know how to change sounds or organise them differently to change the effect.
- Know how to compose music which meets specific criteria.
- Know how to use notation to record groups of pitches (chords).
- Know how to choose the most appropriate tempo for a piece of music.
- Know how to describe, compare and evaluate music using musical vocabulary.
- Know how to explain why I think music is successful or unsuccessful.
- Know how to suggest improvement to my own work and that of others.
- Know how to contrast the work of a famous composer with another, and explain my preferences.

- Know how to sing in harmony confidently and accurately.
- Know how to perform parts from memory.
- Know how to take the lead in a performance.
- Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords).
- Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- Know how to analyse features within different pieces of music.
- Know how to compare and contrast the impact that different composers have had on people of that time.

# Curriculum Endpoints



|  | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle  | Upper Key Stage 2: 2 Year Cycle  |  |  |
|--|---|--|--|--|--|
|  | <p>Some Music taught discretely and some via the Projects</p> <p><b>YEAR 1 PROJECTS</b></p> <p>Great Fire of London/Bright Lights, Big City<br/>                     Splendid Skies<br/>                     Dinosaur Planet<br/>                     Rio de Vida</p> | <p>Some Music taught discretely and some via the Projects</p> <p><b>YEAR 2 PROJECTS</b></p> <p>Muck, Mess and Mixtures<br/>                     Moon Zoom<br/>                     Towers, Turrets and Tunnels<br/>                     Land Ahoy!<br/>                     Scented Garden<br/>                     Bounce<br/>                     Wiggle and Crawl</p> | <p><b>MUSIC PARTNERSHIP</b></p> <p>Alternating Years: Ukelele and Drumming</p> | <p>Some Music taught discretely and some via the Projects</p> <p><b>YEAR 5 PROJECTS</b></p> <p>Sow Grow Farm<br/>                     Alchemy Island<br/>                     Beast Creator<br/>                     Peasants, Princes, Pestilence<br/>                     Pharaohs<br/>                     Scream Machine</p> | <p>Some Music taught discretely and some via the Projects</p> <p><b>YEAR 6 PROJECTS</b></p> <p>Darwin's Delights<br/>                     Blood Heart<br/>                     Revolution/Local Study<br/>                     Shang dynasty<br/>                     Gallery Rebels<br/>                     Frozen Kingdom</p> |

# Curriculum Endpoints



Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## PHYSICAL EDUCATION

National Curriculum

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- 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]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- 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.

# Curriculum Endpoints



|                                     | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle   |  |   |  |
|-------------------------------------|---|---|---|--|---|--|
| Progression and Assessment Criteria | <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Throw underarm.</li> <li>• Hit a ball with a bat.</li> <li>• Move and stop safely.</li> <li>• Throw and catch with both hands.</li> <li>• Throw and kick in different ways.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Make my body curled, tense, stretched and relaxed.</li> <li>• Control my body when travelling and balancing.</li> <li>• Copy sequences and repeat them.</li> <li>• Roll, curl, travel and balance in different ways.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Move to music.</li> <li>• Copy dance moves.</li> <li>• Perform my own dance moves.</li> <li>• Make up a short dance.</li> <li>• Move safely in a space.</li> </ul> <p><u>General</u></p> <ul style="list-style-type: none"> <li>• Copy actions.</li> <li>• Repeat actions and skills.</li> <li>• Move with control and care.</li> <li>• Use equipment safely.</li> </ul> | <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Use hitting, kicking and/or rolling in a game.</li> <li>• Decide the best space to be in during a game.</li> <li>• Use a tactic in a game.</li> <li>• Follow rules.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Plan and perform a sequence of movements.</li> <li>• Improve my sequence based on feedback.</li> <li>• Think of more than one way to create a sequence which follows some 'rules'.</li> <li>• Work on my own and with a partner.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Change rhythm, speed, level and direction in my dance.</li> <li>• Dance with control and coordination.</li> <li>• Make a sequence by linking sections together.</li> <li>• Use dance to show a mood or feeling.</li> </ul> <p><u>General</u></p> <ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Talk about what is different from what I did and what someone else did.</li> </ul> | <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Throw and catch with control.</li> <li>• Aware of space and use it to support team-mates and to cause problems for the opposition.</li> <li>• Know and use rules fairly.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Adapt sequences to suit different types of apparatus and criteria.</li> <li>• Explain how strength and suppleness affect performance.</li> <li>• Compare and contrast gymnastic sequences.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Improvise freely and translate ideas from a stimulus into movement.</li> <li>• Share and create phrases with a partner and small group.</li> <li>• Repeat, remember and perform phrases.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds; changing speed and direction.</li> <li>• Take part in a relay, remembering when to run and what to do.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• Follow a map in a familiar context.</li> <li>• Use clues to follow a route.</li> <li>• Follow a route safely.</li> </ul> | <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Catch with one hand.</li> <li>• Throw and catch accurately.</li> <li>• Hit a ball accurately with control.</li> <li>• Keep possession of the ball.</li> <li>• Vary tactics and adapt skills depending on what is happening in a game.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Work in a controlled way.</li> <li>• Include change of speed and direction.</li> <li>• Include a range of shapes.</li> <li>• Work with a partner to create, repeat and improve a sequence with at least three phases.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Take the lead when working with a partner or group.</li> <li>• Use dance to communicate an idea.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Run over a long distance.</li> <li>• Sprint over a short distance.</li> <li>• Throw in different ways.</li> <li>• Hit a target.</li> <li>• Jump in different ways.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• Follow a map in a (more demanding) familiar context.</li> <li>• Follow a route within a time limit.</li> </ul> | <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Gain possession working as a team.</li> <li>• Pass in different ways.</li> <li>• Use forehand and backhand with a racket.</li> <li>• Can field .</li> <li>• Choose a tactic for defending and attacking.</li> <li>• Use a number of techniques to pass, dribble and shoot.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Make complex extended sequences.</li> <li>• Combine action, balance and shape.</li> <li>• Perform consistently to different audiences.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Compose creative dances.</li> <li>• Perform to an accompaniment.</li> <li>• Dance shows clarity, fluency, accuracy and consistency.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Controlled take off and landings.</li> <li>• Throw with accuracy.</li> <li>• Combine running and jumping.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• Follow a map into an unknown location.</li> <li>• Use clues and a compass to navigate a route.</li> <li>• Change my route to overcome a problem.</li> </ul> | <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Play to agreed rules.</li> <li>• Explain rules to others.</li> <li>• Can umpire.</li> <li>• Make a team and communicate a plan.</li> <li>• Lead others in a game situation.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Combine work with that of others.</li> <li>• Develop sequences to specific timings.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Develop sequences in a specific style.</li> <li>• Choose my own music and style.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Demonstrate stamina.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• Plan a route and a series of clues for someone else.</li> <li>• Plan with others, taking account of safety and danger.</li> </ul> <p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>• Swim 25m competently, confidently and proficiently.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul> |



Key Stage 1: 2 Year Cycle

Lower Key Stage 2: 2 Year Cycle

Upper Key Stage 2: 2 Year Cycle

## SCIENCE

National Curriculum

### Working scientifically (Y1 and Y2)

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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 questions.

### Working scientifically (Y3 and Y4)

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.

### Working scientifically (Y5 and 6)

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

# Curriculum Endpoints



|                                     | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle  |
|-------------------------------------|---|---|--|
| Progression and Assessment Criteria | <p><b>Working scientifically (Y1 and Y2)</b></p> <ul style="list-style-type: none"> <li>• Know how to ask simple scientific questions.</li> <li>• Know how to use simple equipment to make observations.</li> <li>• Know how to carry out simple tests.</li> <li>• Know how to identify and classify things.</li> <li>• Know how to explain to others what I have found out.</li> <li>• Know how to use simple data to answer questions.</li> </ul> | <p><b>Working scientifically (Y3 and Y4)</b></p> <ul style="list-style-type: none"> <li>• Know how to ask relevant scientific questions.</li> <li>• Know how to use observations and knowledge to answer scientific questions.</li> <li>• Know how to set up a simple enquiry to explore a scientific question.</li> <li>• Know how to set up a test to compare two things.</li> <li>• Know how to set up a fair test and explain why it is fair.</li> <li>• Make careful and accurate observations, including the use of standard units.</li> <li>• Know how to use equipment, including thermometers and data loggers to make measurements.</li> <li>• Gather, record, classify and present data in different ways to answer scientific questions.</li> <li>• Know how to use diagrams, keys, bar charts and tables; using scientific language.</li> <li>• Know how to use findings to report in different ways, including oral and written explanations, presentation.</li> <li>• Know how to draw conclusions and suggest improvements.</li> <li>• Know how to make a prediction with a reason.</li> <li>• Know how to identify differences, similarities and changes related to an enquiry.</li> </ul> | <p><b>Working scientifically (Y5 and Y6)</b></p> <ul style="list-style-type: none"> <li>• Know how to plan different types of scientific enquiry.</li> <li>• Know how to control variables in an enquiry.</li> <li>• Measure accurately and precisely using a range of equipment.</li> <li>• Know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use the outcome of test results to make predictions and set up a further comparative and fair tests.</li> <li>• Report findings from enquiries in a range of ways.</li> <li>• Know how to explain a conclusion from an enquiry.</li> <li>• Explain causal relationships in an enquiry.</li> <li>• Know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> <li>• Read, spell and pronounce scientific vocabulary accurately.</li> </ul> |



# Curriculum Endpoints

|                     | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle  |   |  |  |
|---------------------|---|---|--|---|--|--|
| National Curriculum | <p><b>Biology</b><br/>Pupils should be taught to:</p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> | <p><b>Biology</b><br/>Pupils should be taught to:</p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> | <p><b>Biology</b><br/>Pupils should be taught to:</p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to:</li> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to:</li> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> | <p><b>Biology</b><br/>Pupils should be taught to:</p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to:</li> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to:</li> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> | <p><b>Biology</b><br/>Pupils should be taught to:</p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to:</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to:</li> <li>Describe the changes as humans develop to old age.</li> </ul> | <p><b>Biology</b><br/>Pupils should be taught to:</p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> |

# Curriculum Endpoints



|                                     | Key Stage 1: 2 Year Cycle  | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle  |  |  |   |
|-------------------------------------|--|---|--|--|--|---|
| Progression and Assessment Criteria | <p><b>Biology</b><br/><u>Plants</u></p> <ul style="list-style-type: none"> <li>Know and name a variety of common wild and garden plants.</li> <li>Know and name the petals, stem, leaves and root of a plant.</li> <li>Know and name the roots, trunk, branches and leaves of a tree.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Classify and know animals by what they eat (carnivore, herbivore and omnivore).</li> <li>Know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</li> <li>Know how to sort living and non-living things.</li> <li>Know how to name the parts of the human body that I can see.</li> <li>Know how to link the correct part of the human body to each sense.</li> </ul> | <p><b>Biology</b><br/><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Identify things that are living, dead and never lived.</li> <li>Know how a specific habitat provides for the basic needs of things living there (plants and animals).</li> <li>Identify and name plants and animals in a range of habitats.</li> <li>Match living things to their habitat.</li> <li>Know how animals find their food.</li> <li>Name some different sources of food for animals.</li> <li>Know and can explain a simple food chain.</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Know how seeds and bulbs grow into plants.</li> <li>Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Know the basic stages in a life cycle for animals, including humans.</li> <li>Know what animals and humans need to survive.</li> <li>Know why exercise, a balanced diet and good hygiene are important for humans.</li> </ul> | <p><b>Biology</b><br/><u>Plants</u></p> <ul style="list-style-type: none"> <li>Know the function of different parts of flowering plants and trees.</li> <li>Know what different plants need to help them survive.</li> <li>Know how water is transported within plants.</li> <li>Know the plant life cycle, especially the importance of flowers.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Know about the importance of a nutritious, balanced diet.</li> <li>Know how nutrients, water and oxygen are transported within animals and humans.</li> <li>Know about the skeletal system of a human.</li> <li>Know about the muscular system of a human.</li> <li>Know about the purpose of the skeleton in humans and animals.</li> </ul> | <p><b>Biology</b><br/><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Group living things in different ways.</li> <li>Use classification keys to group, identify and name living things.</li> <li>Create classification keys to group, identify and name living things (for others to use).</li> <li>Know how changes to an environment could endanger living things.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Identify and name the parts of the human digestive system.</li> <li>Know the functions of the organs in the human digestive system.</li> <li>Identify and know the different types of teeth in humans.</li> <li>Know the functions of different human teeth.</li> <li>Use food chains to identify producers, predators and prey.</li> <li>Construct food chains to identify producers, predators and prey.</li> </ul> | <p><b>Biology</b><br/><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Know the life cycle of different living things, e.g. mammal, amphibian, insect bird.</li> <li>Know the differences between different life cycles.</li> <li>Know the process of reproduction in plants.</li> <li>Know the process of reproduction in animals.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Create a timeline to indicate stages of growth in humans.</li> </ul> | <p><b>Biology</b><br/><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Classify living things into broad groups according to observable characteristics and based on similarities and differences.</li> <li>Know how living things have been classified.</li> <li>Give reasons for classifying plants and animals in a specific way.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system.</li> <li>Know the function of the heart, blood vessels and blood.</li> <li>Know the impact of diet, exercise, drugs and life style on health.</li> <li>Know the ways in which nutrients and water are transported in animals, including humans.</li> </ul> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>Know how the Earth and living things have changed over time.</li> <li>Know how fossils can be used to find out about the past.</li> <li>Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).</li> <li>Know how animals and plants are adapted to suit their environment.</li> <li>Link adaptation over time to evolution.</li> <li>Know about evolution and can explain what it is.</li> </ul> |

# Curriculum Endpoints



|                     | Key Stage 1: 2 Year Cycle  | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle  |  |   |  |
|---------------------|--|---|--|--|---|--|
| National Curriculum | <p><b>Chemistry</b><br/>Pupils should be taught to:</p> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> | <p><b>Chemistry</b><br/>Pupils should be taught to:</p> <p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> | <p><b>Chemistry</b><br/>Pupils should be taught to:</p> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> | <p><b>Chemistry</b><br/>Pupils should be taught to:</p> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | <p><b>Chemistry</b><br/>Pupils should be taught to:</p> <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> | <p><b>Chemistry</b><br/>No content</p> |

# Curriculum Endpoints



|                                     | Key Stage 1: 2 Year Cycle  | Lower Key Stage 2: 2 Year Cycle   | Upper Key Stage 2: 2 Year Cycle  |   |  |  |
|-------------------------------------|--|---|--|---|--|--|
| Progression and Assessment Criteria | <p><b>Chemistry</b><br/><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material it is made from.</li> <li>• Know the materials that an object is made from.</li> <li>• Know the difference between wood, plastic, glass, metal, water and rock.</li> <li>• Know about the properties of everyday materials.</li> <li>• Group objects based on the materials they are made from.</li> </ul> | <p><b>Chemistry</b><br/><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>• Identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> <li>• Know why a material might or might not be used for a specific job.</li> <li>• Know how materials can be changed by squashing, bending, twisting and stretching.</li> </ul> | <p><b>Chemistry</b><br/><u>Rocks</u></p> <ul style="list-style-type: none"> <li>• Compare and group rocks based on their appearance and physical properties, giving a reason.</li> <li>• Know how fossils are formed.</li> <li>• Know how soil is made.</li> <li>• Know about and explain the difference between sedimentary, metamorphic and igneous rock.</li> </ul> | <p><b>Chemistry</b><br/><u>States of matter</u></p> <ul style="list-style-type: none"> <li>• Group materials based on their state of matter (solid, liquid, gas).</li> <li>• Know how some materials can change state.</li> <li>• Explore how materials change state.</li> <li>• Measure the temperature at which materials change state.</li> <li>• Know about the water cycle.</li> <li>• Know the part played by evaporation and condensation in the water cycle.</li> </ul> | <p><b>Chemistry</b><br/><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> <li>• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets).</li> <li>• Know how a material dissolves to form a solution; explaining the process of dissolving.</li> <li>• Know and show how to recover a substance from a solution.</li> <li>• Know how some materials can be separated.</li> <li>• Demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).</li> <li>• Know and can demonstrate that some changes are reversible and some are not.</li> <li>• Know how some changes result in the formation of a new material and that this is usually irreversible.</li> <li>• Know about reversible and irreversible changes.</li> <li>• Give evidenced reasons why materials should be used for specific purposes.</li> </ul> | <p><b>Chemistry</b><br/>No content</p> |



# Curriculum Endpoints

|                     | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle      | Upper Key Stage 2: 2 Year Cycle   |   |  |   |
|---------------------|---|--------------------------------------|---|---|--|---|
| National Curriculum | <p><b>Physics</b><br/>Pupils should be taught to:</p> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> | <p><b>Physics</b><br/>No content</p> | <p><b>Physics</b><br/>Pupils should be taught to:</p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> | <p><b>Physics</b><br/>Pupils should be taught to:</p> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> | <p><b>Physics</b><br/>Pupils should be taught to:</p> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> | <p><b>Physics</b><br/>Pupils should be taught to:</p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> |

# Curriculum Endpoints



|  | Key Stage 1: 2 Year Cycle   | Lower Key Stage 2: 2 Year Cycle  | Upper Key Stage 2: 2 Year Cycle  |   |  |  |
|--|---|--|--|---|--|--|
| <b>Progression and Assessment Criteria</b> | <p><b>Physics</b><br/><u>Seasonal changes</u></p> <ul style="list-style-type: none"> <li>Observe and know about the changes in the seasons.</li> <li>Name the seasons and know about the type of weather in each season.</li> </ul> | <p><b>Physics</b><br/>No content</p>   | <p><b>Physics</b><br/><u>Light</u></p> <ul style="list-style-type: none"> <li>Know what dark is (the absence of light).</li> <li>Know that light is needed in order to see.</li> <li>Know that light is reflected from a surface.</li> <li>Know and demonstrate how a shadow is formed.</li> <li>Explore shadow size and explain the changes.</li> <li>Know the danger of direct sunlight and describe how to keep protected.</li> </ul> <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> <li>Know about and describe how objects move on different surfaces.</li> <li>Know how some forces require contact and some do not, giving examples.</li> <li>Know about and explain how objects attract and repel in relation to objects and other magnets.</li> <li>Predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>Know how magnets work.</li> <li>Predict whether magnets will attract or repel and give a reason.</li> </ul> | <p><b>Physics</b><br/><u>Sound</u></p> <ul style="list-style-type: none"> <li>Know how sound is made.</li> <li>Know how sound travels from a source to our ears.</li> <li>Know how sounds are made, associating some of them with vibrating.</li> <li>Know the correlation between pitch and the object producing a sound.</li> <li>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Know what happens to a sound as it travels away from its source.</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>Identify and name appliances that require electricity to function.</li> <li>Construct a series circuit.</li> <li>Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</li> <li>Know how to draw a circuit diagram.</li> <li>Predict and test whether a lamp will light within a circuit.</li> <li>Know the function of a switch in a circuit.</li> <li>Know the difference between a conductor and an insulator; giving examples of each.</li> </ul> | <p><b>Physics</b><br/><u>Earth and space</u></p> <ul style="list-style-type: none"> <li>Know about and explain the movement of the Earth and other planets relative to the Sun.</li> <li>Know about and explain the movement of the Moon relative to the Earth.</li> <li>Know and demonstrate how night and day are created.</li> <li>Describe the Sun, Earth and Moon (using the term spherical).</li> </ul> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Know what gravity is and its impact on our lives.</li> <li>Identify and know the effect of air resistance.</li> <li>Identify and know the effect of water resistance.</li> <li>Identify and know the effect of friction.</li> <li>Explain how levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul> | <p><b>Physics</b><br/><u>Light</u></p> <ul style="list-style-type: none"> <li>Know how light travels.</li> <li>Know and demonstrate how we see objects.</li> <li>Know why shadows have the same shape as the object that casts them.</li> <li>Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</li> <li>Compare and give reasons for why components work and do not work in a circuit.</li> <li>Draw circuit diagrams using correct symbols.</li> </ul> |
| <b>TOPICS</b>                              | <p><b>YEAR 1 PROJECTS</b><br/>Great Fire of London/Bright Lights, Big City<br/>Splendid Skies<br/>Dinosaur Planet<br/>Rio de Vida</p>   | <p><b>YEAR 2 PROJECTS</b><br/>Muck, Mess and Mixtures<br/>Moon Zoom<br/>Towers, Turrets and Tunnels<br/>Land Ahoy!<br/>Scented Garden<br/>Bounce<br/>Wriggle and Crawl</p> | <p><b>YEAR 3 PROJECTS</b><br/>Flow<br/>Scrumdiddlyumptious<br/>Tribal Tales<br/>Rocks, Relics Rumbles<br/>Predator<br/>Mighty Metals<br/>Emperors and Empires</p>  | <p><b>YEAR 4 PROJECTS</b><br/>Traders and Raiders<br/>Burps, Bottoms and Bile<br/>Road Trip USA<br/>Potions<br/>Misty Mountain, Winding River</p>   | <p><b>YEAR 5 PROJECTS</b><br/>Sow Grow Farm<br/>Alchemy Island<br/>Beast Creator<br/>Peasants, Princes, Pestilence<br/>Pharaohs<br/>Scream Machine</p>   | <p><b>YEAR 6 PROJECTS</b><br/>Darwin's Delights<br/>Blood Heart<br/>Revolution/Local Study<br/>Shang Dynasty<br/>Gallery Rebels<br/>Frozen Kingdom</p>   |