












HEACHAM JUNIOR SCHOOL / SNETTISHAM PRIMARY SCHOOL

OUR RICH, PROGRESSIVE KS2 CURRICULUM

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Curriculum Subject and colour code	Science 	Geography 	Art and Design 	Religious Education 	History 	Design and Technology 	Music 	Physical education 	Computing 
Characteristic Of Effective Learning	Metacognition and Critical Thinking	Engagement, enjoyment and Exploration	Engagement and Enjoyment, Motivation, Attention and Self Esteem	Motivation, Attention and Self Esteem	Engagement, enjoyment and Exploration, Metacognition and Critical Thinking	Motivation, Attention and Self Esteem	Metacognition and Critical Thinking, Engagement, Enjoyment and Exploration	Motivation, Attention and Self-esteem	Engagement, enjoyment and Exploration/ Metacognition and Thinking Critically

Computing Lower KS2

Year 3 Pupils should be taught:

Algorithms and Programs

- Experiment with variables to control models
- Give an on-screen robot directional instructions
- Write more complex programs
- Draw a square, rectangle and other regular shapes on screen, using commands
- Use 90 degree and 45 degree turns

Data Retrieving and Organising

- Review images on a camera and delete unwanted images
- Downloading images from a camera into files on the computer
- Use photo editing software to crop photos and add effects
- Manipulate sound when using simple recording story boarding

Communicating

- Use an email address book
- Open and send an attachment

Using the internet

- Find relevant information by browsing a menu
- Search for an image, then copy and paste it into a document
- Use 'Save picture as' to save an image to the computer
- Copy and paste text into a document
- Begin to use note making skills to decide what text to copy

Databases

- Input data into a prepared database
- Sort and search a database to answer simple questions
- Use a branching database

Presentation

- Create a presentation that moves from slide to slide and is aimed at a specific audience
- Combine text, images and sounds and show awareness of audience
- Manipulate text, underline text, centre text, change font and size and save text to a folder

Year 4 Pupils should be taught:

Algorithms and Programs

- Use repeat instructions to draw regular shapes on screen, using commands
- Experiment with variables to control models
- Make turns specifying the degrees
- Give an on-screen robot specific directional instructions that takes them from x to y
- Make accurate predictions about the outcome of a program they have written

Data Retrieving and Organising

- Capture images using webcams, screen capture, scanning, visualiser and internet
- Choose images and download into a file Download images from the camera into files on the computer
- Copy graphics from a range of sources and paste into a desktop publishing program

Communicating

- Appreciate the benefits of ICT to send messages and to communicate
- Use the automatic spell checker to edit spellings

Using the internet

- Use a search engine to find a specific website
- Use note-taking skills to decide which text to copy and paste into a document
- Use tabbed browsing to open two or more web pages at the same time
- Open a link to a new window
- Open a document (PDF) and view it

Databases

- Input data into a prepared database
- Sort and search a database to answer simple questions
- Recognise what a spread sheet is
- Use the terms 'cells', 'rows' and 'columns'
- Enter data, highlight it and make bar charts

Presentation

- Create a lengthy presentation that moves from slide to slide and is aimed at a specific audience
- Insert sound recordings into a multimedia presentation
- Manipulate text, underline text, centre text, change font and size and save text to a folder

COEL links – Copper

*I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.

*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.

*I recognise when I have completed tasks similar in the past.

COEL – Titanium

*I see positive opportunities in mistakes and failures and don't let my worries hold me back.

*I recognise when I have completed tasks similar in the past.

*I can use my own and others' ideas to identify, locate and select various sources of information.

COEL – Rose Gold

*I make ideas real by experimenting with different designs, actions and outcomes.

*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious

Computing Upper KS2

Year 5 Pupils should be taught:	Year 6 Pupils should be taught:	
<p>Algorithms and Programs</p> <ul style="list-style-type: none"> •Combine sequences of instructions and procedures to turn devices on or off •understand input and output •Use an ICT program to control an external device that is electrical and/or mechanical •Use ICT to measure sound or light or temperate using sensors •Explore 'What is' questions by playing adventure or quest games •Write programs That have sequences and repetitions <p>Data Retrieving and Organising</p> <ul style="list-style-type: none"> •Listen to streaming audio such as online radio •Download and listen to podcasts •Produce and upload a podcast •Manipulate sounds using Audacity •Select music from open sources and incorporate it into multimedia presentations •Work on simple film editing <p>Communicating</p> <ul style="list-style-type: none"> •Use instant messaging to communicate with class members •Conduct a video chat with someone elsewhere in the school or in another school <p>Using the internet</p> <ul style="list-style-type: none"> •Use a search engine using keyword searches •Compare the results of different searches? •Decide which sections are appropriate to copy and paste from at least two web pages •Save stored information following simple lines of enquiry •Download a document and save it to the computer <p>Databases</p> <ul style="list-style-type: none"> •Create a formula in a spreadsheet and then check for accuracy and plausibility •Search databases for information using symbols such as = > or < •Create databases planning the fields, rows and columns •Create graphs and tables to be copied and pasted into other documents <p>Presentation</p> <ul style="list-style-type: none"> •Use a range of presentation applications? •Consider audience when editing a simple film •Know how to prepare and then present a simple film •Use ICT to record sounds and capture both still and video images •Make a home page for a website that contains links to other pages •Capture sounds, images and video •Use the word count tool to check the length of a document •Use bullets and numbering tools 	<p>Algorithms and Programs</p> <ul style="list-style-type: none"> •Explain how an algorithm works •Detect errors in a program and correct them •Use an ICT program to control a number of events for an external device •Use ICT to measure sound, light or temperature using sensors and interpret the data •Explore 'what if' questions by planning different scenarios for controlled devices •Use input from sensors to trigger events •Check and refine a series of instructions <p>Data Retrieving and Organising</p> <ul style="list-style-type: none"> •Explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.) •Add special effects to alter the appearance of a graphic •Use 'save as' gif or i peg wherever possible to make the file size smaller (for emailing or downloading) •Make an information poster using their graphics skills to good effect <p>Communicating</p> <ul style="list-style-type: none"> •Conduct a video chat with people in another country or organisation <p>Using the internet</p> <ul style="list-style-type: none"> •Contribute to discussions online •Use a search engine using keyword searches •Use complex searches using such as '+' 'OR' "Find the phrase in inverted commas" <p>Databases</p> <ul style="list-style-type: none"> •Collect live data using data logging equipment •Identify data error, patterns and sequences •Use the formulae bar to explore mathematical scenarios •Create their own database and present information from it <p>Presentation</p> <ul style="list-style-type: none"> •Present a film for a specific audience and then adapt same film for a different audience •Create a sophisticated multimedia presentation •Confidently choose the correct page set up option when creating a document •Confidently use text formatting tools, including heading and body text •Use the 'hanging indent' tool to help format work where appropriate (e.g. a play script) 	
<p>COEL links – Copper</p> <ul style="list-style-type: none"> *I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising. *I ask more focused questions about the learning task, clarify the purpose and what needs to be done. *I recognise when I have completed tasks similar in the past. 	<p>COEL – Titanium</p> <ul style="list-style-type: none"> *I see positive opportunities in mistakes and failures and don't let my worries hold me back. *I recognise when I have completed tasks similar in the past. *I can use my own and others' ideas to identify, locate and select various sources of information. 	<p>COEL – Rose Gold</p> <ul style="list-style-type: none"> *I make ideas real by experimenting with different designs, actions and outcomes. *I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious

**Science
Lower KS2**

**Year 3
Pupils should be taught:**

Working Scientifically

Planning:

- Use different ideas and suggest how to find something out
- Make and record a prediction before testing
- Plan a fair test and explain why it was fair
- Set up a simple fair test to make comparisons
- Explain why they need to collect information to answer a question

Obtaining and Presenting Evidence:

- Measure using different equipment and units of measure
- Record their observations in different ways (labelled diagrams, charts etc)
- Describe what they have found using scientific language
- Make accurate measurements using standard units

Considering Evidence and Evaluating:

- Explain what they have found out and use their measurements to say whether it helps to answer their question
- Use a range of equipment (including a data-logger) in a simple test

Animals, including Humans

- Explain the importance of a nutritionally balanced diet
- Describe how nutrients, water and oxygen are transported within animals and humans
- Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat
- Describe and explain the skeletal system of a human
- Describe and explain the muscular system of a human

Plants

- Identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)
- Explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)
- Explain how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Rocks

- Compare and group together different rocks on the basis of their appearance and simple physical properties
- Describe and explain how different rocks can be useful to us
- Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Light

- Recognise that they need light in order to see things
- Recognise that dark is the absence of light
- Notice that light is reflected from surface
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change

Forces and Magnets

- Compare how things move on different surfaces
- Observe that magnetic forces can be transmitted without direct contact
- Observe how some magnets attract or repel each other?
- Can they classify which materials are attracted to magnets and which are not?
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet
- Identify some magnetic materials
- Describe magnets have having two poles (N & S)
- Predict whether two magnets will attract or repel each other depending on which poles are facing

COEL - Copper

- *I try hard at learning and tasks even if they are hard, trying a few ways to solve my problems.
- *I ask more focused questions about the learning task, clarify the purpose and what needs to be done.
- *I show curiosity and confidence when approaching new tasks and challenges.

COEL - Titanium

- *I endeavour to do my best and I check my work routinely for accuracy and precision.
- *I can use my own and others' ideas to identify, locate and select various sources of information.
- *I make connections with others to talk about events and learning.

COEL – Rose Gold

- *Evaluate what they have learned and compare their approaches with others.
- *Make links between their learning in different contexts.
- *I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious.
- *I am confident to learn from mistakes and build on my own and others' ideas and experiences. I value other people's ideas.

**Science
Lower KS2**

**Year 4
Pupils should be taught:**

Working Scientifically

Planning:

- Set up a simple fair test to make comparisons
- Plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated
- Suggest improvements and predictions
- Decide which information needs to be collected and decide which is the best way for collecting it
- Use their findings to draw a simple conclusion

Obtaining and Presenting Evidence:

- Take measurements using different equipment and units of measure and record what they have found in a range of ways
- Make accurate measurements using standard units
- Explain their findings in different ways (display, presentation, writing)

Considering Evidence and Evaluating:

- Find patterns in their evidence or measurements
- Make a prediction based on something they have found out
- Evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables
- Use straightforward scientific evidence to answer questions or to support their findings
- Identify differences, similarities or changes related to simple scientific ideas or processes

Animals, including Humans

- Identify and name the basic parts of the digestive system in humans
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the simple function of different types of teeth in humans
- Compare the teeth of herbivores and carnivores
- Explain what a simple food chain shows
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Living Things and their Habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates)
- Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric)
- Recognise that environments can change and this can sometimes pose a danger to living things

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Explain what happens to materials when they are heated or cooled
- Measure or research the temperature at which different materials change state in degrees Celsius
- Use measurements to explain changes to the state of water
- Identify the part that evaporation and condensation has in the water cycle
- Associate the rate of evaporation with temperature

Sound

- Describe a range of sounds and explain how they are made
- Associate some sounds with something vibrating
- Compare sources of sound and explain how the sounds differ
- Explain how to change a sound (louder/softer)
- Recognise how vibrations from sound travel through a medium to an ear
- Find patterns between the pitch of a sound and features of the object that produce it
- Find patterns between the volume of the sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases
- Explain how you could change the pitch of a sound
- Investigate how different materials can affect the pitch and volume of sounds

Electricity

- Identify common appliances that run on electricity
- Construct a simple series electric circuit
- Identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit
- Associate a switch opening with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators
- Associate metals with being good conductors

COEL - Copper

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Science
Upper KS2

Year 5

Pupils should be taught:

Working Scientifically

Planning:

- Plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary
- Make a prediction with reasons
- Use test results to make predictions to set up comparative and fair tests
- Present a report of their findings through writing, display and presentation

Obtaining and Presenting Evidence:

- Take measurements using a range of scientific equipment with increasing accuracy and precision
- Take repeat readings when appropriate
- Record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs

Considering Evidence and Evaluating:

- Report and present findings from enquiries through written explanations and conclusions
- Use a graph to answer scientific questions

Animals, including Humans

- Describe the changes as humans develop to old age

Living Things and their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life cycles of common plants
- Explore the work of well known naturalists and animal behaviourists (David Attenborough and Jane Goodall)

Properties and Changes to Materials

- Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Explain how some materials dissolve in liquid to form a solution
- Describe how to recover a substance from a solution
- Use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating
- Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic
- Describe changes using scientific words (evaporation, condensation)
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- 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
- Use the terms 'reversible' and 'irreversible'

Earth and Space

- Identify and explain the movement of the Earth and other planets relative to the sun in the solar system
- Explain how seasons and the associated weather is created
- Describe and explain the movement of the Moon relative to the Earth
- Describe the sun, earth and moon as approximately spherical bodies
- Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces

- Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

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**Science
Upper KS2**

**Year 6
Pupils should be taught:**

Working Scientifically

Planning:

- Explore different ways to test an idea, choose the best way, and give reasons
- Vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this
- Plan and carry out an investigation by controlling variables fairly and accurately
- Make a prediction with reasons?
- Can they use information to help make a prediction
- Use test results to make further predictions and set up further comparative tests
- Explain, in simple terms, a scientific idea and what evidence supports it
- Present a report of their findings through writing, display and presentation

Obtaining and Presenting Evidence:

- Explain why they have chosen specific equipment (incl ICT based equipment)
- Decide which units of measurement they need to use
- Explain why a measurement needs to be repeated
- Record their measurements in different ways (incl bar charts, tables and line graphs)
- Take measurements using a range of scientific equipment with increasing accuracy and precision

Considering Evidence and Evaluating:

- Find a pattern from their data and explain what it shows
- Use a graph to answer scientific questions
- Link what they have found out to other science
- Suggest how to improve their work and say why they think this
- Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models
- Report findings from investigations through written explanations and conclusions
- Identify scientific evidence that has been used to support to refute ideas or arguments
- Report and present 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

Animals, including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Give reasons why offspring are not identical to each other or to their parents
- Explain the process of evolution and describe the evidence for this
- Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution

Living Things and their Habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Electricity

- Identify and name the basic parts of a simple electric series circuit (cells, wires, bulbs, switches, buzzers)
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

COEL - Copper

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COEL - Titanium

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COEL – Rose Gold

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Geography Lower KS2

Year 3
Pupils should be taught:

Geographical Enquiry

- Use correct geographical words to describe a place and the events that happen there
- Identify key features of a locality by using a map
- Begin to use 4 figure grid references
- Accurately plot NSEW on a map
- Use some basic OS map symbols
- Make accurate measurement of distances within 100Km

Physical Geography

- Use maps and atlases appropriately by using contents and indexes
- Describe how volcanoes are created
- Describe how earthquakes are created
- Confidently describe physical features in a locality
- Locate the Mediterranean and explain why it is a popular holiday destination
- Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)

Human Geography

- Describe how volcanoes have an impact on people's lives
- Confidently describe human features in a locality
- Explain why a locality has certain human features
- Explain why a place is like it is
- Explain how the lives of people living in the Mediterranean would be different from their own

Geographical Knowledge

- Name a number of countries in the Northern Hemisphere
- Locate and name some of the world's most famous volcanoes
- Name and locate some well-known European countries
- Name and locate the capital cities of neighbouring European countries
- Be aware of different weather in different parts of the world, especially Europe

Year 4
Pupils should be taught:

Geographical Enquiry

- Carry out a survey to discover features of cities and villages
- Find the same place on a globe and in an atlas
- Label the same features on an aerial photograph as on a map
- Plan a journey to a place in England
- Accurately measure and collect information, (e.g. rainfall, temperature, wind speed, noise levels etc.)

Physical Geography

- Describe the main features of a well-known city
- Describe the main features of a village
- Describe the main physical differences between cities and villages
- Use appropriate symbols to represent different physical features on a map

Human Geography

- Explain why people are attracted to live in cities
- Explain why people may choose to live in a village rather than a city
- Explain how a locality has changed over time with reference to human features
- Find different views about an environmental issue (What is their view?)
- Suggest different ways that a locality could be changed and improved

Geographical Knowledge

- Locate the Tropic of Cancer and the Tropic of Capricorn
- Know the difference between the British Isles, Great Britain and UK
- Know the countries that make up the European Union
- Name up to six cities in the UK and locate them on a map
- Locate and name some of the main islands that surround the UK
- Name the areas of origin of the main ethnic groups in the UK & in their school

COEL links – Copper

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- *I feel happy to seek help from other people.
- *I show curiosity and confidence when approaching new tasks and challenges.

COEL – Titanium

- *I can use my own and others' ideas to identify, locate and select various sources of information.
- *I persist with tasks asking for help from others and finding resources to help me so that I don't sit being stuck.
- *I make connections with others to talk about events and learning.

COEL – Rose Gold

- *I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious
- *I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.
- *I value other people's ideas.

Geography Upper KS2

Year 5 Pupils should be taught:

Geographical Enquiry

- Collect information about a place and use it in a report
- Map land use
- Find possible answers to their own geographical questions
- Make detailed sketches and plans; improving their accuracy later
- Plan a journey to a place in another part of the world, taking account of distance and time

Physical Geography

- Explain why many cities of the world are situated by rivers
- Explain how a location fits into its wider geographical location; with reference to physical features
- Explain how the water cycle works
- Explain why water is such a valuable commodity

Human Geography

- Explain why people are attracted to live by rivers
- Explain how a location fits into its wider geographical location; with reference to human and economical features
- Explain what a place might be like in the future, taking account of issues impacting on human features

Geographical Knowledge

- Name and locate many of the world's major rivers on maps
- Name and locate many of the world's most famous mountain regions on maps
- Locate the USA and Canada on a world map and atlas
- Locate and name the main countries in South America on a world map and atlas

Year 6 Pupils should be taught:

Geographical Enquiry

- Confidently explain scale and use maps with a range of scales
- Choose the best way to collect information needed and decide the most appropriate units of measure
- Make careful measurements and use the data
- Use OS maps to answer questions
- Use maps, aerial photos, plans and web resources to describe what a locality might be like

Physical Geography

- Give extended descriptions of the physical features of different places around the world
- Describe how some places are similar and others are different in relation to their human features
- Accurately use a 4 figure grid reference
- Create sketch maps when carrying out a field study

Human Geography

- Give an extended description of the human features of different places around the world
- Map land use with their own criteria
- Describe how some places are similar and others are different in relation to their physical features

Geographical Knowledge

- Recognise key symbols used on ordnance survey maps
- Name the largest desert in the world
- Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles
- Explain how the time zones work

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Art and Design Lower KS2

Year 3 Pupils should be taught to:		Year 4 Pupils should be taught to:	
<p>Drawing, Painting and Printing</p> <ul style="list-style-type: none"> • Show facial expressions in their drawings • Use their sketches to produce a final piece of work • Write an explanation of their sketch in notes • Use different grades of pencil shade, to show different tones and texture • Predict with accuracy the colours that they mix • Know where each of the primary and secondary colours sit on the colour wheel • Create a background using a wash • Use a range of brushes to create different effects • Make a printing block • Make a 2 colour print <p>Sketch Books</p> <ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes • Make notes in their sketch books about techniques used by artists • Suggest improvements to their work by keeping notes in their sketch books 	<p>3D Textiles and Collage</p> <ul style="list-style-type: none"> • Add onto their work to create texture and shape • Work with life size materials • Create pop-ups • Use more than one type of stitch • Join fabric together to form a quilt using padding • Use sewing to add detail to a piece of work • Add texture to a piece of work • Cut accurately and overlap materials • Experiment using different colours • Use mosaic and montage <p>Use of ICT</p> <ul style="list-style-type: none"> • Use the printed images they take with a digital camera and combine them with other media to produce art work • Use IT programs to create a piece of work that includes their own work and that of others (using web) • Use the web to research an artist or style of art <p>Knowledge</p> <ul style="list-style-type: none"> • Compare the work of different artists • Explore work from other cultures • Explore work from other periods of time • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work 	<p>Drawing, Painting and Printing</p> <ul style="list-style-type: none"> • Begin to show facial expressions and body language in their sketches • Identify and draw simple objects, and use marks and lines to produce texture • Organise line, tone, shape and colour to represent figures and forms in movement • Show reflections • Explain why they have chosen specific materials to draw with • Create all the colours they need • Create mood in their paintings • Successfully use shading to create mood and feeling • Print using at least four colours • Create an accurate print design • Print onto different materials <p>Sketch Books</p> <ul style="list-style-type: none"> • Use their sketch books to express their feelings about various subjects and outline likes and dislikes • Produce a montage all about themselves • Use their sketch books to adapt and improve their original ideas • Keep notes about the purpose of their work in their sketch books 	<p>3D Textiles and Collage</p> <ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form • Begin to sculpt clay and other mouldable materials • Use early textile and sewing skills as part of a project • Use ceramic mosaic • Combine visual and tactile qualities <p>Use of ICT</p> <ul style="list-style-type: none"> • Present a collection of their work on a slide show • Create a piece of art work which includes the integration of digital images they have taken • Combine graphics and text based on their research <p>Knowledge</p> <ul style="list-style-type: none"> • Experiment with different styles which artists have used • Explain art from other periods of history
<p>COEL links – Copper</p> <p>*I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.</p> <p>*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.</p> <p>*I am able to describe what I am doing and thinking when asked with a good range of verbs and adjectives.</p>	<p>COEL – Titanium</p> <p>*I see positive opportunities in mistakes and failures and don't let my worries hold me back.</p> <p>*I can use my own and others' ideas to identify, locate and select various sources of information.</p> <p>*I am able to adapt my behaviour and use my language skills to suit and describe different situations.</p>	<p>COEL – Rose Gold</p> <p>*I make ideas real by experimenting with different designs, actions and outcomes.</p> <p>*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious.</p> <p>*I am mindful of using correct spoken English and check own language to amend it in more formal situations.</p>	

Art and Design Upper KS2

Year 5 Pupils should be taught to:		Year 6 Pupils should be taught to:	
<p>Drawing, Painting and Printing</p> <ul style="list-style-type: none"> •Identify and draw simple objects, and use marks and lines to produce texture •Successfully use shading to create mood and feeling •Organise line, tone, shape and colour to represent figures and forms in movement •Show reflections •Explain why they have chosen specific materials to draw with •Create a range of moods in their paintings •Express their emotions accurately through their painting and sketches •Print using a number of colours •Create an accurate print design that meets a given criteria •Print onto different materials <p>Sketch Books</p> <ul style="list-style-type: none"> •Keep notes in their sketch books as to how they might develop their work further •Use their sketch books to compare and discuss ideas with others 	<p>3D Textiles and Collage</p> <ul style="list-style-type: none"> •Experiment with and combine materials and processes to design and make 3D form •Sculpt clay and other mouldable materials •Use textile and sewing skills as part of a project, e.g. hanging, textile book; This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery •Use ceramic mosaic to produce a piece of art •Combine visual and tactile qualities to express mood and emotion <p>Use of ICT</p> <ul style="list-style-type: none"> •Create a piece of art work which includes the integration of digital images they have taken •Combine graphics and text based on their research •Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning •Create digital images with animation, video and sound to communicate their ideas <p>Knowledge</p> <ul style="list-style-type: none"> •Experiment with different styles which artists have used •Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information 	<p>Drawing, Painting and Printing</p> <ul style="list-style-type: none"> •Ensure that sketches communicate emotions and a sense of self with accuracy and imagination •Explain why they have combined different tools to create their drawings •Explain why they have chosen specific drawing techniques •Explain what their own style is •Use a wide range of techniques in their work •Explain why they have chosen specific painting techniques •Overprint using different colours •Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods <p>Sketch Books</p> <ul style="list-style-type: none"> •Sketch books contain detailed notes, and quotes explaining about items •Compare their methods to those of others and keep notes in their sketch books •Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. •Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books 	<p>3D Textiles and Collage</p> <ul style="list-style-type: none"> •Create models on a range of scales •Create work which is open to interpretation by the audience •Include both visual and tactile elements in their work •Justify the materials they have chosen •Combine pattern, tone and shape <p>Use of ICT</p> <ul style="list-style-type: none"> •Use software packages to create pieces of digital art to design •Create a piece of art which can be used as part of a wider presentation <p>Knowledge</p> <ul style="list-style-type: none"> •Make a record about the styles and qualities in their work •Say what their work is influenced by •Include technical aspects in their work, e.g. architectural design
<p>COEL links – Copper</p> <p>*I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.</p> <p>*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.</p> <p>*I am able to describe what I am doing and thinking when asked with a good range of verbs and adjectives.</p>	<p>COEL – Titanium</p> <p>*I see positive opportunities in mistakes and failures and don't let my worries hold me back.</p> <p>*I can use my own and others' ideas to identify, locate and select various sources of information.</p> <p>*I am able to adapt my behaviour and use my language skills to suit and describe different situations.</p>	<p>COEL – Rose Gold</p> <p>*I make ideas real by experimenting with different designs, actions and outcomes.</p> <p>*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious.</p> <p>*I am mindful of using correct spoken English and check own language to amend it in more formal situations.</p>	

Religious Education (Norfolk Agreed Syllabus 2012)

Lower KS2

Year 3 Pupils take part in enquiries which enable them to:		Year 4 Pupils take part in enquiries which enable them to:	
<p>Knowledge, skills and understanding Learning about religion and belief:</p> <p>a. describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</p> <p>b. describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>c. identify and begin to describe the similarities and differences within and between religions, and within and between worldviews</p> <p>d. investigate the significance of religion and worldviews in the local, national and global communities</p> <p>e. consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them</p> <p>f. describe and begin to understand religious and Humanist approaches to ultimate and ethical questions</p> <p>g. use specialist vocabulary in communicating their knowledge and understanding</p> <p>h. use and interpret information about religions and beliefs from a range of sources.</p>	<p>Learning from religion and belief:</p> <p>a. reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses</p> <p>b. respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>c. discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others</p> <p>d. reflect on ideas of right and wrong and their own and others' responses to them</p> <p>e. reflect on and begin to evaluate sources of inspiration in their own and others' lives</p> <p>Experiences and Opportunities</p> <p>a. encountering religion and worldviews through visitors or visits to places of worship, where possible, and where not, making use of video, Internet and e-mail</p> <p>b meeting, in action and dialogue, people who are religious believers and considering a range of human and religious experiences and feelings</p> <p>c debating religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to engage in dialogue respectfully</p>	<p>Knowledge, skills and understanding Learning about religion and belief:</p> <p>a. describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</p> <p>b. describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>c. identify and begin to describe the similarities and differences within and between religions, and within and between worldviews</p> <p>d. investigate the significance of religion and worldviews in the local, national and global communities</p> <p>e. consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them</p> <p>f. describe and begin to understand religious and Humanist approaches to ultimate and ethical questions</p> <p>g. use specialist vocabulary in communicating their knowledge and understanding</p> <p>h. use and interpret information about religions and beliefs from a range of sources.</p>	<p>Learning from religion and belief:</p> <p>a. reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses</p> <p>b. respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>c. discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others</p> <p>d. reflect on ideas of right and wrong and their own and others' responses to them</p> <p>e. reflect on and begin to evaluate sources of inspiration in their own and others' lives</p> <p>Experiences and Opportunities</p> <p>a. encountering religion and worldviews through visitors or visits to places of worship, where possible, and where not, making use of video, Internet and e-mail</p> <p>b meeting, in action and dialogue, people who are religious believers and considering a range of human and religious experiences and feelings</p> <p>c debating religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to engage in dialogue respectfully</p>
<p>COEL links – Copper</p> <p>*I show curiosity and confidence when approaching new tasks and challenges.</p> <p>*I am proud, confident and join in with activities and games no matter what the outcome will be.</p> <p>*I can recognise the differences between why, what, where, when, and how questions.</p>	<p>COEL – Titanium</p> <p>*I make connections with others to talk about events and learning.</p> <p>*I can talk about myself and feel happy- my strengths and skills - with pride and I do not dwell on my weaknesses.</p> <p>*I understand more than one point of view. I can examine my options and weigh up pros and cons.</p>	<p>COEL – Rose Gold</p> <p>*I am confident to learn from mistakes and build on my own and others' ideas and experiences. I value other people's ideas.</p> <p>*I know when I experience difficulties that I can talk to someone to help me resolve them – I know that no one is perfect.</p> <p>*I like to try alternative problem-solving solutions and approaches. I can use different types of questions systematically and with purpose.</p>	

Religious Education (Norfolk Agreed Syllabus 2012)

Upper KS2

Year 5 Pupils take part in enquiries which enable them to:		Year 6 Pupils take part in enquiries which enable them to:	
<p>Knowledge, skills and understanding Learning about religion and belief:</p> <p>a. describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</p> <p>b. describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>c. identify and begin to describe the similarities and differences within and between religions, and within and between worldviews</p> <p>d. investigate the significance of religion and worldviews in the local, national and global communities</p> <p>e. consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them</p> <p>f. describe and begin to understand religious and Humanist approaches to ultimate and ethical questions</p> <p>g. use specialist vocabulary in communicating their knowledge and understanding</p> <p>h. use and interpret information about religions and beliefs from a range of sources.</p>	<p>Learning from religion and belief:</p> <p>a. reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses</p> <p>b. respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>c. discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others</p> <p>d. reflect on ideas of right and wrong and their own and others' responses to them</p> <p>e. reflect on and begin to evaluate sources of inspiration in their own and others' lives</p> <p>Experiences and Opportunities</p> <p>a. encountering religion and worldviews through visitors or visits to places of worship, where possible, and where not, making use of video, Internet and e-mail</p> <p>b meeting, in action and dialogue, people who are religious believers and considering a range of human and religious experiences and feelings</p> <p>c debating religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to engage in dialogue respectfully</p>	<p>Knowledge, skills and understanding Learning about religion and belief:</p> <p>a. describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</p> <p>b. describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings</p> <p>c. identify and begin to describe the similarities and differences within and between religions, and within and between worldviews</p> <p>d. investigate the significance of religion and worldviews in the local, national and global communities</p> <p>e. consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them</p> <p>f. describe and begin to understand religious and Humanist approaches to ultimate and ethical questions</p> <p>g. use specialist vocabulary in communicating their knowledge and understanding</p> <p>h. use and interpret information about religions and beliefs from a range of sources.</p>	<p>Learning from religion and belief:</p> <p>a. reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses</p> <p>b. respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>c. discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others</p> <p>d. reflect on ideas of right and wrong and their own and others' responses to them</p> <p>e. reflect on and begin to evaluate sources of inspiration in their own and others' lives</p> <p>Experiences and Opportunities</p> <p>a. encountering religion and worldviews through visitors or visits to places of worship, where possible, and where not, making use of video, Internet and e-mail</p> <p>b meeting, in action and dialogue, people who are religious believers and considering a range of human and religious experiences and feelings</p> <p>c debating religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to engage in dialogue respectfully</p>
<p>COEL links – Copper</p> <p>*I show curiosity and confidence when approaching new tasks and challenges.</p> <p>*I am proud, confident and join in with activities and games no matter what the outcome will be.</p> <p>*I can recognise the differences between why, what, where, when, and how questions.</p>	<p>COEL – Titanium</p> <p>*I make connections with others to talk about events and learning.</p> <p>*I can talk about myself and feel happy- my strengths and skills - with pride and I do not dwell on my weaknesses.</p> <p>*I understand more than one point of view. I can examine my options and weigh up pros and cons.</p>	<p>COEL – Rose Gold</p> <p>*I am confident to learn from mistakes and build on my own and others' ideas and experiences. I value other people's ideas.</p> <p>*I know when I experience difficulties that I can talk to someone to help me resolve them – I know that no one is perfect.</p> <p>*I like to try alternative problem-solving solutions and approaches. I can use different types of questions systematically and with purpose.</p>	

**History
Lower KS2**

**Year 3
Pupils should be taught to:**

Chronological Understanding

- Describe events and periods using the words: BC, AD and decade
- Describe events from the past using dates when things happened
- Describe events and periods using the words: ancient and century
- Use a timeline within a specific time in history to set out the order things may have happened
- Use their mathematical knowledge to work out how long ago events would have happened

Knowledge and Interpretation

- Appreciate that the early Brits would not have communicated as we do or have eaten as we do
- Begin to picture what life would have been like for the early settlers
- Recognise that Britain has been invaded by several different groups over time
- Realise that invaders in the past would have fought fiercely, using hand to hand combat
- Suggest why certain events happened as they did in history
- Suggest why certain people acted as they did in history

Historical Enquiry

- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Use various sources of evidence to answer questions
- Use various sources to piece together information about a period in history
- Research a specific event from the past?
- Can they use their 'information finding' skills in writing to help them write about historical information
- Through research, identify similarities and differences between given periods in history

**Year 4
Pupils should be taught to:**

Chronological Understanding

- Plot recent history on a timeline using centuries
- Place periods of history on a timeline showing periods of time
- Use their mathematical skills to round up time differences into centuries and decades

Knowledge and Interpretation

- Explain how events from the past have helped shape our lives
- Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences
- Know that people who lived in the past cooked and travelled differently and used different weapons from ours
- Recognise that the lives of wealthy people were very different from those of poor people
- Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past

Historical Enquiry

- Research two versions of an event and say how they differ
- Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings
- Give more than one reason to support an historical argument
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out

COEL links – Copper

- *I show curiosity and confidence when approaching new tasks and challenges.
- *I ask more focused questions about the learning task, clarify the purpose and what needs to be done.
- *I can recognise the differences between why, what, where, when, and how questions.

COEL – Titanium

- *I make connections with others to talk about events and learning.
- *I can use my own and others' ideas to identify, locate and select various sources of information.
- *I understand more than one point of view.

COEL – Rose Gold

- *I am confident to learn from mistakes and build on my own and others' ideas and experiences. I value other people's ideas.
- *I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious.
- *I can discriminate between fact and opinion and question the reliability of evidence.

**History
Upper KS2**

**Year 5
Pupils should be taught to:**

Chronological Understanding

- Use dates and historical language in their work
- Draw a timeline with different time periods outlined which show different information, such as, periods of history and when famous people lived
- Use their mathematical skills to work out exact time scales and differences

Knowledge and Interpretation

- Describe historical events from the different period/s they are studying/have studied
- Make comparisons between historical periods; explaining things that have changed and things which have stayed the same
- Explain the role that Britain has had in spreading Christian values across the world
- Begin to appreciate that how we make decisions has been through a Parliament for some time
- Appreciate that significant events in history have helped shape the country we have today
- Have a good understanding as to how crime and punishment has changed over the years

Historical Enquiry

- Test out a hypothesis in order to answer a question
- Appreciate how historical artefacts have helped us understand more about British lives in the present and past

**Year 6
Pupils should be taught to:**

Chronological Understanding

- Say where a period of history fits on a timeline
- Place a specific event on a timeline by decade
- Place features of historical events and people from past societies and periods in a chronological framework

Knowledge and Interpretation

- Summarise the main events from a specific period in history, explaining the order in which key events happened
- Summarise how Britain has had a major influence on world history
- Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently
- Describe features of historical events and people from past societies and periods they have studied
- Recognise and describe differences and similarities/ changes and continuity between different periods of history

Historical Enquiry

- Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
- Identify and explain their understanding of propaganda
- Describe a key event from Britain’s past using a range of evidence from different sources

COEL links – Copper

- *I show curiosity and confidence when approaching new tasks and challenges.
- *I ask more focused questions about the learning task, clarify the purpose and what needs to be done.
- *I can recognise the differences between why, what, where, when, and how questions.

COEL – Titanium

- *I make connections with others to talk about events and learning.
- *I can use my own and others’ ideas to identify, locate and select various sources of information.
- *I understand more than one point of view.

COEL – Rose Gold

- *I am confident to learn from mistakes and build on my own and others’ ideas and experiences. I value other people’s ideas.
- *I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious.
- *I can discriminate between fact and opinion and question the reliability of evidence.

Design and Technology Lower KS2

Year 3 Pupils should be taught to:		Year 4 Pupils should be taught to:	
<p>Developing, planning & Communicating Ideas</p> <ul style="list-style-type: none"> • Show that their design meets a range of requirements • Put together a step-by-step plan which shows the order and also what equipment and tools they need • Describe their design using an accurately labelled sketch and words? • How realistic is their plan <p>Working with tools to make quality products</p> <ul style="list-style-type: none"> • Use equipment and tools accurately <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Explain what they changed which made their design even better 	<p>Breadth of study</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Choose the right ingredients for a product • Use equipment safely • Ensure that their product looks attractive • Describe how their combined ingredients come together • Set out to grow plants such as cress and herbs from seed with the intention of using them for their food product <p>Textiles</p> <ul style="list-style-type: none"> • Join textiles of different types in different ways • Choose textiles both for their appearance and also qualities <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • Select the most appropriate tools and techniques to use for a given task • Make a product which uses both electrical and mechanical components • Use a simple circuit • Use a number of components <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Use the most appropriate materials • Accurately make cuts and holes • Join materials <p>Mouldable materials</p> <ul style="list-style-type: none"> • Select the most appropriate materials • Use a range of techniques to shape and mould • Use finishing techniques 	<p>Developing, planning & Communicating Ideas</p> <ul style="list-style-type: none"> • Think of how they will check if their design is successful • Begin to explain how they can improve their original design • Evaluate their product, thinking of both appearance and the way it works • Take time to consider how they could have made their idea better <p>Working with tools to make quality products</p> <ul style="list-style-type: none"> • Tell if their finished product is going to be good quality • Be aware of the need to produce something that will be liked by others • Show a good level of expertise when using a range of tools and equipment • Work at their product even though their original idea might not have worked <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Think of how they will check if their design is successful • Begin to explain how they can improve their original design • Evaluate their product, thinking of both appearance and the way it works • Take time to consider how they could have made their idea better 	<p>Breadth of study</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Know what to do to be hygienic and safe • Think what they can do to present their product in an interesting way <p>Textiles</p> <ul style="list-style-type: none"> • Think about what the user would want when choosing textiles • Think about how to make their product strong • Devise a template • Explain how to join things in a different way <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • Add things to their circuits • Explain how they have altered their product after checking it • Be confident about trying out new and different ideas <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Measure carefully so as to make sure they have not made mistakes • Explain how they have attempted to make their product strong <p>Mouldable materials</p> <ul style="list-style-type: none"> • Use a range of advanced techniques to shape and mould • Use finishing techniques, showing an awareness of audience
<p>COEL links – Copper</p> <ul style="list-style-type: none"> *I ask more focused questions about the learning task, clarify the purpose and what needs to be done. *I show curiosity and confidence when approaching new tasks and challenges. *I am systematic and work through the stages in a task. 	<p>COEL – Titanium</p> <ul style="list-style-type: none"> *I see positive opportunities in mistakes and failures and don't let my worries hold me back. *I set goals for my work, break tasks into smaller parts and plan the next steps. *I endeavour to do my best and I check my work routinely for accuracy and precision. 	<p>COEL – Rose Gold</p> <ul style="list-style-type: none"> *I make ideas real by experimenting with different designs, actions and outcomes. *I am confident to learn from mistakes and build on my own and others' ideas and experiences. I value other people's ideas. *I evaluate what I have learned and compare my approaches with others. 	

Design and Technology Upper KS2

Year 5 Pupils should be taught to:		Year 6 Pupils should be taught to:	
<p>Developing, planning & Communicating Ideas</p> <ul style="list-style-type: none"> •Come up with a range of ideas after they have collected information •Take a user’s view into account when designing •Produce a detailed step-by-step plan •Suggest some alternative plans and say what the good points and drawbacks are about each <p>Working with tools to make quality products</p> <ul style="list-style-type: none"> •Explain why their finished product is going to be of good quality •Explain how their product will appeal to the audience •Use a range of tools and equipment expertly •Persevere through different stages of the making process <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Keep checking that their design is the best it can be •Check whether anything could be improved •Evaluate appearance and function against the original criteria 	<p>Breadth of study</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> •Describe what they do to be both hygienic and safe •Explain how they have presented their product well <p>Textiles</p> <ul style="list-style-type: none"> •Think what the user would want when choosing textiles •Explain how they have made their product attractive and strong •Make up a prototype first •Use a range of joining techniques <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> •Incorporate a switch into their product •Refine their product after testing it •Incorporate hydraulics and pneumatics <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Ensure their measurements are accurate enough to ensure that everything is precise •Ensure that their product is strong and fit for purpose <p>Mouldable materials</p> <ul style="list-style-type: none"> •Refine and further improve their product using mouldable materials 	<p>Developing, planning & Communicating Ideas</p> <ul style="list-style-type: none"> •Use a range of information to inform their design •Use market research to inform plans •Work within constraints •Follow and refine their plan if necessary •Justify their plan to someone else •Consider culture and society in their designs <p>Working with tools to make quality products</p> <ul style="list-style-type: none"> •Use tools and materials precisely •Change the way they are working if needed <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Test and evaluate their final product •Consider if their product is fit for purpose •Consider what they would do to improve it •Consider whether different resources have improved their product •Consider if they would need more or different information to make it even better •Decide whether their product meets all the design criteria •Consider the use of the product when selecting materials 	<p>Breadth of study</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> •Explain how their product should be stored with reasons •Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods <p>Textiles</p> <ul style="list-style-type: none"> •Consider how their product could be sold •Consider what would improve their product even more <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> •Use different kinds of circuit in their product •Think of ways in which adding a circuit would improve their product <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Justify why they selected specific materials •Consider how they have ensured that their work is precise and accurate •Hide joints so as to improve the look of their product <p>Mouldable materials</p> <ul style="list-style-type: none"> •Justify why the chosen material was the best for the task •Justify their design in relation to the audience
<p>COEL links – Copper</p> <ul style="list-style-type: none"> *I ask more focused questions about the learning task, clarify the purpose and what needs to be done. *I show curiosity and confidence when approaching new tasks and challenges. *I am systematic and work through the stages in a task. 	<p>COEL – Titanium</p> <ul style="list-style-type: none"> *I see positive opportunities in mistakes and failures and don’t let my worries hold me back. *I set goals for my work, break tasks into smaller parts and plan the next steps. *I endeavour to do my best and I check my work routinely for accuracy and precision. 	<p>COEL – Rose Gold</p> <ul style="list-style-type: none"> *I make ideas real by experimenting with different designs, actions and outcomes. *I am confident to learn from mistakes and build on my own and others’ ideas and experiences. I value other people’s ideas. *I evaluate what I have learned and compare my approaches with others. 	

Music Lower KS2		
Year 3 Pupils should be taught to:	Year 4 Pupils should be taught to:	
<ul style="list-style-type: none"> •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 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 from different traditions and from great composers and musicians •Develop an understanding of the history of music <p>Performing</p> <ul style="list-style-type: none"> •Sing in tune with expression •Control their voice when singing •Play clear notes on instruments <p>Composing</p> <ul style="list-style-type: none"> •Use different elements in their composition •Create repeated patterns with different instruments •Compose melodies and songs •Create accompaniments for tunes •Combine different sounds to create a specific mood or feeling <p>Appraising</p> <ul style="list-style-type: none"> •Improve their work; explaining how it has improved •Use musical words (the elements of music) to describe a piece of music and compositions •Use musical words to describe what they like and dislike •Recognise the work of at least one famous composer 	<ul style="list-style-type: none"> •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 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 from different traditions and from great composers and musicians •Develop an understanding of the history of music <p>Performing</p> <ul style="list-style-type: none"> •Perform a simple part rhythmically •Sing songs from memory with accurate pitch •Improvise using repeated patterns <p>Composing</p> <ul style="list-style-type: none"> •Use notations to record and interpret sequences of pitches •Use standard notation •Use notations to record compositions in a small group or on their own •Use their notation in a performance <p>Appraising</p> <ul style="list-style-type: none"> •Explain the place of silence and say what effect it has •Start to identify the character of a piece of music •Describe and identify the different purposes of music •Begin to identify with the style of work of Beethoven, Mozart and Elgar 	
<p>COEL links – Copper</p> <ul style="list-style-type: none"> *I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising. *I am proud, confident and join in with activities and games no matter what the outcome will be. *I can decide what needs to be done in a group and take responsibility for aspects of the work. 	<p>COEL – Titanium</p> <ul style="list-style-type: none"> *I can experiment with objects and ideas in a playful way and apply what has been learnt across situations. *I demonstrate fairness to others and I recognise and respect other people’s feelings and ideas. *I enjoy helping others and taking responsibility. 	<p>COEL – Rose Gold</p> <ul style="list-style-type: none"> *I make ideas real by experimenting with different designs, actions and outcomes. *I am willing to help others with their learning. I understand and have learned to respond to their feedback. *I seek out roles that support others and myself. I can take the lead and let others lead depending on the role.

Music Upper KS2		
Year 5 Pupils should be taught to:	Year 6 Pupils should be taught to:	
<ul style="list-style-type: none"> • 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 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 from different traditions and from great composers and musicians • Develop an understanding of the history of music <p>Performing</p> <ul style="list-style-type: none"> • Breathe in the correct place when singing • Sing and use their understanding of meaning to add expression • Maintain their part whilst others are performing their part • Perform 'by ear' and from simple notations • Improvise within a group using melodic and rhythmic phrases • Recognise and use basic structural forms e.g. rounds, variations, rondo form <p>Composing</p> <ul style="list-style-type: none"> • Change sounds or organise them differently to change the effect • Compose music which meets specific criteria • Use their notations to record groups of pitches (chords) • Use a music diary to record aspects of the composition process • Choose the most appropriate tempo for a piece of music <p>Appraising</p> <ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary • Explain why they think their music is successful or unsuccessful • Suggest improvements to their own or others' work • Choose the most appropriate tempo for a piece of music • Contrast the work of famous composers and show preferences 	<ul style="list-style-type: none"> • 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 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 from different traditions and from great composers and musicians • Develop an understanding of the history of music <p>Performing</p> <ul style="list-style-type: none"> • Sing a harmony part confidently and accurately • Perform parts from memory • Perform using notations • Take the lead in a performance • Take on a solo part • Provide rhythmic support <p>Composing</p> <ul style="list-style-type: none"> • Use a variety of different musical devices in their composition (incl melody, rhythms and chords) • Recognise that different forms of notation serve different purposes • Use different forms of notation • Combine groups of beats <p>Appraising</p> <ul style="list-style-type: none"> • Refine and improve their work • Evaluate how the venue, occasion and purpose affects the way a piece of music is created • Analyse features within different pieces of music • Compare and contrast the impact that different composers from different times will have had on the people of the time 	
<p>COEL links – Copper</p> <ul style="list-style-type: none"> *I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising. *I am proud, confident and join in with activities and games no matter what the outcome will be. *I can decide what needs to be done in a group and take responsibility for aspects of the work. 	<p>COEL – Titanium</p> <ul style="list-style-type: none"> *I can experiment with objects and ideas in a playful way and apply what has been learnt across situations. *I demonstrate fairness to others and I recognise and respect other people's feelings and ideas. *I enjoy helping others and taking responsibility. 	<p>COEL – Rose Gold</p> <ul style="list-style-type: none"> *I make ideas real by experimenting with different designs, actions and outcomes. *I am willing to help others with their learning. I understand and have learned to respond to their feedback. *I seek out roles that support others and myself. I can take the lead and let others lead depending on the role.

Physical Education (PE)

Lower KS2

Year 3 Pupils should be taught to:		Year 4 Pupils should be taught to:	
<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> •Select and use the most appropriate skills, actions or ideas •Move and use actions with co-ordination and control <p>Evaluating and Improving</p> <ul style="list-style-type: none"> •Explain how their work is similar and different from that of others •Begin to recognise how performances could be improved <p>Health and Fitness</p> <ul style="list-style-type: none"> •Begin to understand why it is important to warm-up and cool-down •Identify some muscle groups used in gymnastic activities <p>Dance</p> <ul style="list-style-type: none"> •Improvise freely, translating ideas from a stimulus into movement •Share and create phrases with a partner and in small groups •Repeat, remember and perform these phrases in a dance <p>Games</p> <ul style="list-style-type: none"> •Throw and catch with control when under limited pressure •Have an awareness of space and use it to support team-mates and cause problems for the opposition •Know and use rules fairly to keep games going •Keep possession with some success when using equipment that is not used for throwing and catching skills 	<p>Gymnastics</p> <ul style="list-style-type: none"> •Use a greater number of their own ideas for movement in response to a task •Adapt sequences to suit different types of apparatus and their partner’s ability •Explain how strength and suppleness affect performances •Compare and contrast gymnastic sequences, commenting on similarities and differences <p>Athletics</p> <ul style="list-style-type: none"> •Run at fast, medium and slow speeds, changing speed and direction •Link running and jumping activities with some fluency, control and consistency •Make up and repeat a short sequence of linked jumps •Take part in a relay activity, remembering when to run and what to do •Throw a variety of objects, changing their action for accuracy and distance <p>Outdoor/Adventurous</p> <ul style="list-style-type: none"> •Follow a map in a familiar context •Move from one location to another following a map •Use clues to follow a route •Follow a route safely 	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> •Select and use the most appropriate skills, actions or ideas •Move and use actions with co-ordination and control •Make up their own small-sided game <p>Evaluating and Improving</p> <ul style="list-style-type: none"> •Explain how their work is similar and different from that of others •Use their comparison to improve their work <p>Health and Fitness</p> <ul style="list-style-type: none"> •Explain why warming up is important •Explain why keeping fit is good for their health <p>Dance</p> <ul style="list-style-type: none"> •Take the lead when working with a partner or group •Use dance to communicate an idea •Work on their movements and refine them •Ensure their dance clear and fluent <p>Games</p> <ul style="list-style-type: none"> •Catch with one hand •Throw and catch accurately •Hit a ball accurately and with control •Keep possession of the ball •Move to find a space when they are not in possession during a game •Vary tactics and adapt skills according to what is happening 	<p>Gymnastics</p> <ul style="list-style-type: none"> •Work in a controlled way •Include change of speed/direction •Include range of shapes •Follow a set of ‘rules’ to produce a sequence •Work with a partner to create, repeat and improve a sequence with at least three phases <p>Athletics</p> <ul style="list-style-type: none"> •Run over a long distance •Spring over a short distance •Throw in different ways •Hit a target •Jump in different ways <p>Outdoor/Adventurous</p> <ul style="list-style-type: none"> •Follow a map in a more demanding familiar context •Move from one location to another following a map •Use clues to follow a route •Follow a route accurately, safely and within a time limit
<p>COEL links – Copper</p> <ul style="list-style-type: none"> *I have become more adept at turn-taking, sharing and cooperating when working in a group or team. *I am prepared and organised for my day. *I am proud, confident and join in with activities and games no matter what the outcome will be. 	<p>COEL – Titanium</p> <ul style="list-style-type: none"> *I demonstrate fairness to others and recognise and respect other people’s feelings and ideas. *I can talk about myself - my strengths and skills - with pride and I do not dwell on my weaknesses. *I set goals for my work, break tasks into smaller parts and plan next steps. 	<p>COEL – Rose Gold</p> <ul style="list-style-type: none"> *I understand and have learned to respond to feedback. *I relish being ready for challenges including homework, clubs and competitions. *I seek out roles that support others and myself. I can take the lead and let others lead depending on the role. 	

**Physical Education (PE)
Upper KS2**

Year 5 Pupils should be taught to:		Year 6 Pupils should be taught to:	
<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> •Link skills, techniques and ideas and apply them accurately and appropriately •Show good control in their movements <p>Evaluating and Improving</p> <ul style="list-style-type: none"> •Compare and comment on skills, techniques and ideas that they and others have used •Use their observations to improve their work <p>Health and Fitness</p> <ul style="list-style-type: none"> •Explain some important safety principles when preparing for exercise •Explain what effect exercise has on their body •Explain why exercise is important <p>Dance</p> <ul style="list-style-type: none"> •Compose their own dances in a creative and imaginative way •Perform to an accompaniment, expressively and sensitively •Use controlled movements •Show clarity, fluency, accuracy and consistency 	<p>Games</p> <ul style="list-style-type: none"> •Gain possession by working as a team •Pass in different ways •Use forehand and backhand with a racquet •Choose the best tactics for attacking and defending •Use a number of techniques to pass, dribble and shoot <p>Gymnastics</p> <ul style="list-style-type: none"> •Make complex or extended sequences •Combine action, balance and shape •Perform consistently to different audiences •Ensure their movements accurate, clear and consistent <p>Athletics</p> <ul style="list-style-type: none"> •Use control when taking off and landing in a jump •Throw with accuracy •Combine running and jumping •Follow specific rules <p>Outdoor/Adventurous</p> <ul style="list-style-type: none"> •Follow a map in an unknown location •Use clues and compass directions to navigate a route •Change their route if there is a problem •Change their plan if they get new information 	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> •Apply their skills, techniques and ideas consistently •Show precision, control and fluency <p>Evaluating and Improving</p> <ul style="list-style-type: none"> •Analyse and explain why they have used specific skills or techniques •Modify use of skills or techniques to improve their work •Create their own success criteria for evaluating <p>Health and Fitness</p> <ul style="list-style-type: none"> •Explain how the body reacts to different kinds of exercise •Choose appropriate warm ups and cool downs •Explain why we need regular and safe exercise <p>Dance</p> <ul style="list-style-type: none"> •Develop imaginative dances in a specific style •Choose their own music, style and dance 	<p>Games</p> <ul style="list-style-type: none"> •Explain complicated rules •Make a team plan and communicate it to others •Lead others in a game situation <p>Gymnastics</p> <ul style="list-style-type: none"> •Combine their own work with that of others •Link their sequences to specific timings <p>Athletics</p> <ul style="list-style-type: none"> •Demonstrate stamina •Use their skills in different situations <p>Outdoor/Adventurous</p> <ul style="list-style-type: none"> •Plan a route and series of clues for someone else •Plan with others taking account of safety and danger
<p>COEL links – Copper</p> <ul style="list-style-type: none"> *I have become more adept at turn-taking, sharing and cooperating when working in a group or team. *I am prepared and organised for my day. *I am proud, confident and join in with activities and games no matter what the outcome will be. 	<p>COEL – Titanium</p> <ul style="list-style-type: none"> *I demonstrate fairness to others and recognise and respect other people’s feelings and ideas. *I can talk about myself - my strengths and skills - with pride and I do not dwell on my weaknesses. *I set goals for my work, break tasks into smaller parts and plan next steps. 	<p>COEL – Rose Gold</p> <ul style="list-style-type: none"> *I understand and have learned to respond to feedback. *I relish being ready for challenges including homework, clubs and competitions. *I seek out roles that support others and myself. I can take the lead and let others lead depending on the role. 	