

Year 1 Wider Curriculum

Area of NC	Objectives					
Art and Design	To use a range of materials creatively to design and make products.		To use drawing and sculpture to develop and share their ideas, experiences and imagination.		To develop a wide range of art and design techniques in using colour, pater, texture, line, shape, form and space.	To know about the work of a range of artists, describing the differences and similarities between different practises and disciplines, and making links to their own work.
Computing	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	To create and debug simple programs.		To use logical reasoning to predict the behaviour of simple programs.	To use technology purposefully to create, organise and store digital content.	To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Design Technology	Design To design purposeful, functional, appealing products for themselves and other users based on design criteria.	Make To select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing).		Evaluate To explore and evaluate a range of existing products.	Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable.	Cooking and nutrition To use basic principles of a healthy and varied diet to prepare dishes.
Geography	Place knowledge To understand geographical similarities and difference through studying the human and physical geography of a small areas of the United Kingdom, and of a small area in a contrasting non-European country.	Human and physical geography To 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 geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.	Geographical skills and field work To use simple compass directions (N, S, E, W) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.	Geographical skills and field work To 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.
History	To know about the lives of significant individuals in the past who have contributed to national achievements.			To know about significant events, people and places in their own locality.		
Languages (Spanish)	Not statutory at KS1 but the children will be exposed to basic greetings, numbers and colours.					
Music	To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically.					
Physical Education	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.		To participate in team games, developing simple tactics for attacking and defending.		To perform dances using simple movement patterns.	
Religious Education	UNIT 7 Why are some places special? Focus Areas: C & D Featured rel's: Hinduism Supplementary questions: a) What places are special to me? Why are they special? b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) c) What do these buildings that are special to religious or belief communities look like? <ul style="list-style-type: none"> Do they have special places, objects, pictures or symbols? How are these used? What do they tell us about what people believe?		UNIT 8 Why is our world special? Focus Areas: A & E Featured rel's: Christianity & Hinduism Supplementary questions: a) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) b) What do songs, poems, prayers and stories say about God as the Creator? c) What different ways can I use to show what I think and believe about our world? How do people show they care / don't care about our world?		UNIT 5 How do we celebrate our journey through life? Focus Areas: C & E Featured rel's: Christianity, Hinduism, Islam & Judaism Supplementary questions: a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) b) How do members of a religious faith celebrate these milestones in the journey of life? c) What artefacts, symbols and ceremonies are used at significant times? Why are some times in life significant or special?	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 2 Wider Curriculum

Area of NC	Objectives					
Art and Design	To use a range of materials creatively to design and make products.	To use drawing and sculpture to develop and share their ideas, experiences and imagination.	To develop a wide range of art and design techniques in using colour, patten, texture, line, shape, form and space.	To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work.		
Computing	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.		To recognise common uses of information technology beyond school.		To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
Design Technology	DESIGN To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	MAKE To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	EVALUATE To evaluate their ideas and products against design criteria.	TECHNICAL KNOWLEDGE To explore and use mechanisms (for example, levers, sliders, wheels and axels), in their products.	COOKING AND NUTRITION To use the basic principles of a healthy and varied diet to prepare dishes.	
Geography	LOCATION KNOWLEDGE To name and locate the world's seven continents and five oceans.	LOCATION KNOWLEDGE To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	HUMAN AND PHYSICAL GEOGRAPHY To 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.	GEOGRAPHICAL SKILLS AND FIELDWORK To 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.	GEOGRAPHICAL SKILLS AND FIELDWORK To 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.	
History	To be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		To be taught about events beyond the 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)		To know about 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)	
Languages (Spanish)	Not statutory at KS1 but the children will be exposed to basic greetings, numbers and colours.					
Music	To listen with concentration and understanding to a a range of high-quality live and recorded music.			To experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Physical Education	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.		To participate in team games, developing simple tactics for attacking and defending.		To perform dances using simple movement patterns.	
Religious Education	UNIT 4 Where do we belong? Focus Areas: B & D Featured rel's: Judaism Supplementary questions: a) Where do I belong? (Feelings, experiences) b) Where do people belong? (Family, local community, group, club, place, country, faith) c) What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives?		UNIT 3 Why are some stories special? Focus Areas: C & F Featured rel's: Christianity, Islam & Judaism Supplementary questions: a) What stories and books are special to me and my family? b) What stories and books are special to people within religions and beliefs? c) How are stories told and books used within religions and beliefs? d) What do some stories and books say about how people should live?		UNIT 6 How should we live our lives? Focus Areas: A & F Featured rel's: Judaism Supplementary questions: a) How does what I do affect other people? b) What rules and codes of behaviour help me know what to do? c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories from religions and beliefs and the example set by some people show me what to do?	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 3 Wider Curriculum

Area of NC		Objectives										
Art and Design		To create sketch books to record their observations and use them to review and revise 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).			To know about great artists, architects and designers in history.				
Computing		To use sequence, selection and repetition in programs; work with variables and various forms of input and output.			To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
Design Technology (You MUST cover the objectives in bold and italics)		<p>DESIGN To 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.</p> <p><i>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</i></p>			<p>MAKE <i>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</i></p> <p>To select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their functional properties and aesthetic qualities.</p>		<p>EVALUATE To investigate and analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><i>To understand how key events and individuals in design and technology have helped shape the world.</i></p>		<p>TECHNICAL KNOWLEDGE <i>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i></p> <p>To understand and use mechanical systems in their products (for examples, gears, pulleys, cams, levers and linkages).</p> <p>To understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>To apply their understanding of computing to program, monitor and control their products.</p>		<p>COOKING AND NUTRITION <i>To understand and apply the principles of a healthy and varied diet.</i></p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	
Geography		<p>LOCATIONAL KNOWLEDGE To 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).</p>			<p>PLACE KNOWLEDGE To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>			<p>HUMAN AND PHYSICAL GEOGRAPHY To describe and understand key aspects of: - physical geography, including: mountains, volcanoes and earthquakes. - human geography, including the distribution of natural resources including energy, food, minerals and water.</p>		<p>GEOGRAPHICAL SKILLS AND FIELDWORK To use maps to locate countries and describe features studied.</p> <p>To use eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		
History		Pupils should be taught about the changes in Britain from the Stone Age to the Iron Age.						Pupils should be taught about the Roman Empire and its impact on Britain.				
Languages (Spanish)		To listen attentively to spoken language and show understanding by joining in and responding.			To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.			To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.				
Music		To listen with attention to detail and recall sounds with increasing aural memory.						To use and understand staff and other musical notations.				
Physical Education		To use running, jumping and throwing and catching in isolation and in combination	To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	To develop flexibility, strength, technique, control and balance.	To perform dances using a range of movement patterns.	To take part in outdoor and adventurous activity challenges both individually and within a team.	To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>SWIMMING & WATER SAFETY</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>SWIMMING & WATER SAFETY</p> <p>To use a range of strokes effectively (for example front crawl, back stroke and breaststroke)</p>	<p>SWIMMING & WATER SAFETY</p> <p>To perform safe self-rescue in different water based situations.</p>		
Religious Education		<p>UNIT 1 What is important to me? Focus Areas: A & D Featured religions: Christianity & Judaism Supplementary questions: a) Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) b) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community) c) What am I worth? (Beliefs about the value of human beings) How might stories, hymns, prayers etc help people understand more about themselves and their relationships?</p>			<p>UNIT 2 What can we learn from the life and teaching of Jesus? Focus Areas: B & E Featured religions: Christianity Supplementary questions: a) Who is Jesus and what does it mean to follow him today? (Christian, Muslim, Hindu and other answers about the character and status of Jesus) b) What did Jesus teach about: i Love ii Sin, forgiveness and redemption iii Revenge and peace/ reconciliation iv Greed and giving v Making a difference vi Prayer vii Faith and hope viii Life after death c) What do the narratives of Jesus' miracles tell us about some of the big questions of life? Why might Christmas, Lent and Easter be important to ourselves as well as (other) Christians?</p>			<p>UNIT 7 How do people express their beliefs, identity and experience? Focus Areas: C & D Featured religions: Christianity & Hinduism Supplementary questions: a) How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? b) How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? c) Why are the arts really important for some religions and beliefs? How might I express my ideas, feelings and beliefs in a variety of different ways?</p>				
PSHE		Being Me in My World	Celebrating Difference	Dreams and Goals		Healthy Me	Relationships	Changing Me				

Year 4 Wider Curriculum

Area of NC	Objectives				
Art and Design	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 with a range of materials (for example, pencil, charcoal, paint, clay).		To know about great artists and designers in history.
Computing	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them in to smaller parts.		To use logical reasoning to explain how some simple algorithms work to detect and correct errors in algorithms and programs.		To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Design Technology <i>(You MUST cover the objectives in bold and italics)</i>	<p>DESIGN To 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.</p> <p><i>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</i></p>	<p>MAKE To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p><i>To select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their functional properties and aesthetic qualities.</i></p>	<p>EVALUATE To investigate and analyse a range of existing products.</p> <p><i>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>	<p>TECHNICAL KNOWLEDGE To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To understand and use mechanical systems in their products (for examples, gears, pulleys, cams, levers and linkages).</p> <p><i>To understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</i></p> <p><i>To apply their understanding of computing to program, monitor and control their products.</i></p>	<p>COOKING AND NUTRITION <i>To understand and apply the principles of a healthy and varied diet.</i></p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Geography	<p>PLACE KNOWLEDGE To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p>		<p>HUMAN AND PHYSICAL GEOGRAPHY To describe and understand the key aspects of physical geography including rivers and the water cycle.</p>		<p>GEOGRAPHICAL SKILLS AND FIELDWORK To use atlases to locate countries and describe features studied.</p>
History	Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots		Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Pupils should be taught about a non-European society that provides contrasts with British History - one study chosen from: early Islamic civilization, including a study of Baghdad c.AD900; Mayan civilization c. AD 900; Benin (West Africa) c.AD 900-1300.
Languages (Spanish)	To speak in sentences, using familiar vocabulary, phrases and basic language structures.		To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.		To present ideas and information orally to a range of audiences.
Music	To improvise and compose music for a range of purposes using the inter-related dimensions of music.			To develop an understanding of the history of music.	
Physical Education	To use running, jumping and throwing and catching in isolation and in combination	To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	To develop flexibility, strength, technique, control and balance.	To perform dances using a range of movement patterns.	To take part in outdoor and adventurous activity challenges both individually and within a team. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Religious Education	<p>UNIT 12 What does it mean to belong to a religion? Judaism Focus Areas: B, D & E Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>		<p>UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Featured religions: Judaism & Sikhism Supplementary questions: a) What positive examples have people given that show us how to live? b) What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? c) How have the actions and example of people of faith or belief changed our world? How might we change our lives in the light of the qualities demonstrated by other people?</p>		<p>UNIT 10 What does it mean to belong to a religion? Hinduism Focus Areas: B, D & E Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>

Year 5 Wider Curriculum

Area of NC	Objectives					
Art and Design	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 with a range of materials (for example, pencil, charcoal, paint, clay).		To know about great artists and designers in history.	
Computing	To 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.		To 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.		To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Design Technology <i>(You MUST cover the objectives in bold and italics)</i>	<p>DESIGN To 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.</p> <p><i>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</i></p>	<p>MAKE <i>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</i></p> <p>To select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>EVALUATE To investigate and analyse a range of existing products.</p> <p><i>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>	<p>TECHNICAL KNOWLEDGE <i>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i></p> <p>To understand and use mechanical systems in their products (for examples, gears, pulleys, cams, levers and linkages).</p> <p>To understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>To apply their understanding of computing to program, monitor and control their products.</p>	<p>COOKING AND NUTRITION To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><i>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p>	
Geography	<p>PLACE KNOWLEDGE To understand physical similarities and difference through the study of human and physical geography of a region in a European country.</p>		<p>HUMAN AND PHYSICAL GEOGRAPHY To describe and understand key aspects of human geography including the types of settlements and land use and economic activity including trade links.</p>		<p>GEOGRAPHICAL SKILLS AND FIELDWORK To use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
History	Pupils to be taught about a local history study (e.g. slavery).			Pupils to be taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world.		
Languages (Spanish)	To speak in sentences, using familiar vocabulary, phrases and basic language structures.		To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.		To present ideas and information orally to a range of audiences.	
Music	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression					
Physical Education	To use running, jumping and throwing and catching in isolation and in combination	To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	To develop flexibility, strength, technique, control and balance.	To perform dances using a range of movement patterns.	To take part in outdoor and adventurous activity challenges both individually and within a team.	To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Religious Education	<p>UNIT 3 Why do religious books and teachings matter? Focus Areas: C & F Featured religions: Christianity & Islam Supplementary questions:</p> <ol style="list-style-type: none"> What different kinds of writing and story are there that are important to religions and beliefs? Where do the most special kinds of writings and stories come from? How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How can I best express my beliefs and ideas? 		<p>UNIT 5 Why are some journeys and places special? Focus Areas: C & E Featured religions: Christianity & Islam Supplementary questions:</p> <ol style="list-style-type: none"> Why do people believe that some places are special? Why do people go on pilgrimage and special journeys? What practices and events are associated with pilgrimage and special journeys? What artistic, symbolic and other expressive work is associated with special journeys and places? <p>How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</p>		<p>UNIT 6 How do we make moral choices? Focus Areas: A & F Featured religions: Christianity & Hinduism Supplementary questions:</p> <ol style="list-style-type: none"> What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? What are the most important moral values and teachings? <p>How do we decide what is right and wrong?</p>	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 6 Wider Curriculum

Area of NC	Objectives					
Art and Design	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 with a range of materials (for example, pencil, charcoal, paint, clay).		To know about great artists, architects and designers in history.	
Computing	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Design Technology (You MUST cover the objectives in bold and italics)	<p>DESIGN <i>To 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.</i></p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p>	<p>MAKE To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p><i>To select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their functional properties and aesthetic qualities.</i></p>	<p>EVALUATE <i>To investigate and analyse a range of existing products.</i></p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>	<p>TECHNICAL KNOWLEDGE To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><i>To understand and use mechanical systems in their products (for examples, gears, pulleys, cams, levers and linkages).</i></p> <p>To understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>To apply their understanding of computing to program, monitor and control their products.</p>	<p>COOKING AND NUTRITION To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><i>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p>	
Geography	<p>LOCATIONAL KNOWLEDGE To 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.</p>	<p>LOCATIONAL KNOWLEDGE To name and locate countries 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 the land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY To describe and understand key aspects of physical geography including climate zones.</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY To describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water.</p>	<p>GEOGRAPHICAL SKILLS AND FIELDWORK To use digital/computer mapping to locate countries and describe features studied.</p>	
History	Pupils should be taught about a study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066			Pupils should be taught about 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.		
Languages (Spanish)	To speak in sentences, using familiar vocabulary, phrases and basic language structures.	To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.		To present ideas and information orally to a range of audiences.		
Music	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.					
Physical Education	To use running, jumping and throwing and catching in isolation and in combination	To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	To develop flexibility, strength, technique, control and balance.	To perform dances using a range of movement patterns.	To take part in outdoor and adventurous activity challenges both individually and within a team.	To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Religious Education	<p>UNIT 4 What does it mean to belong to a religion? Christianity Focus Areas: B & D Supplementary questions: a) How do Christians celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world?</p> <p>Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>		<p>UNIT 11 What does it mean to belong to a religion? Islam Focus Areas: B, D & E Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world?</p> <p>Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>		<p>UNIT 8 What do people believe about life? Focus Areas: A & E Featured religions: Christianity & Islam Supplementary questions: a) What feelings do people experience in relation to birth, change, death and the natural world? b) What answers might be given by ourselves and by religions and beliefs to questions about: i the origin and meaning of life? ii our place in society and the natural world? iii the existence of God? iv the experience of suffering? life after death?</p>	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me