

Coverage of Essential Objectives in Foundation Subjects across Milestones 2 and 3





History

Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 In the beginning</u></p> <p><u>E.O: To build an overview of world history.</u></p> <ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times <p><u>E.O: To understand chronology</u></p> <ul style="list-style-type: none"> Place events artifacts and historical figures on a timeline using dates Use dates and terms to describe events 	<p><u>Year 3 Milton Keynes</u></p> <p><u>E.O: Investigate and interpret the past.</u></p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past Suggest causes and consequences of some of the main events and changes in history <p><u>E.O: To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history Give a broad overview of life in Britain from ancient until medieval times <p><u>E.O: To understand chronology</u></p> <ul style="list-style-type: none"> Use dates and terms to describe events <p><u>E.O: To communicate historically</u></p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicates including dates and change <p>Year 3 The Romans</p> <p><u>E.O: Investigate and interpret the past.</u></p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past 	<p><u>Year 3 Egyptians</u></p> <p><u>E.O: To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe the <i>cultural</i>, social and religious diversity of past society Describe the characteristic features of the past including ideas, beliefs, attitudes, and experiences of men, women and children <p><u>E.O: To communicate historically</u></p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicates, including; dates, time perios, era, change and chronology Use literacy numeracy and computing skills to a good standard in order to communicate information about the past <p><u>E.O: To investigate and interret the past</u></p> <ul style="list-style-type: none"> Use evidene to ask questions and find answers to questions about the past

- Suggest causes and consequences of some of the main events and changes in history

E.O: To build an overview of world history

- Describe the cultural diversity of past society

E.O: To understand chronology

- Understand the concept of change overtime representing this along with evidence on a time line

E.O: To communicate historically

- Use literacy numeracy and computing skills to a good standard in order to communicate information about the past

Year 4 Anglo-Saxons

E.O: Investigate and interpret the past.

- Use evidence to ask questions and find answers to uestions about the past
- Suggest suitable sources of evidence for historical enquiries
- Use ore than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
- Describe different accounts of a historical event explaining some of the reasons why the accounts may differ

EO: To understand chronology.

- Place events, artefacts and historical figures ona timeline using dates
- Use dates and terms to describe events
- Describe the social, ethnic, cultural or religious diversity of past society

EO: To communicate historically:

- Use appropriate historical vocabulary to communicates, including; dates, time perios, era, change and chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past



Geography

Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 4 Rainforest</u></p> <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Explain own views about locations, giving reasons Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location <p><u>E.O: To investigate patterns</u></p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas Describe geographical similarities and differences between countries <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle Human geography, including: settlements and land use 	<p><u>Year 3 Milton Keynes</u></p> <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Explain own views about locations, giving reasons Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies Use a range of resources to identify the key physical and human features of a location <p><u>E.O: To investigate patterns</u></p> <ul style="list-style-type: none"> Describe how the locality of the school has changed over time <p><u>To communicate geographically:</u></p> <ul style="list-style-type: none"> Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom 	<p><u>Year 3 Egyptians</u></p> <p><u>EO: To investigate places</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about physical and human characteristics of a location Explain own views about location, giving reasons Use a range of resources to identify the key physical and human features of a location Describe how locations around the world have changed and explain some of the reasons for this change <p><u>To communicate geographically:</u></p> <ul style="list-style-type: none"> Describing locations, climates and physical geography of a place Describe the key aspects of: physical geography including rivers and mountains Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the wider world. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries

Year 3 United Kingdom

E.O: To investigate places

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

To communicate geographically:

- Describe the key aspects of: **physical geography** including rivers and mountains
- Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom

Year 4 Eurovision

E.O:To investigate places

- Ask and answer geographical questions about the physical and human characteristics of a locations
- Explain own views about locations giving reasons
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- Name and locate the countries of Europe and identify their main physical and human characteristic
- Use a range of resources to identify the key physical and human features of a location
- Use a range of resources to identify the key physical and human features of a location

E.O: To investigate patterns

- Describe geographical similarities and differences between countries

E.O: To communicate geographically

- Describe key aspects of: **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle
- **Human geography**, including: settlements and land use
- Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom



Art

Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 In the beginning/Magic Faraway Tree</u> <u>Artist Focus: Warli</u></p> <p><u>EO: To develop ideas</u></p> <ul style="list-style-type: none">Develop ideas from starting points <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none">Drawing: Use different hardness of pencils to show line, tone and textureDrawing: Sketch lightlyPainting: Use watercolour paint to produce washes for backgrounds and then add detailPrint: Use layers of two or more coloursPrint: Make printing blocks <p><u>EO: To take inspiration from the greats</u></p> <ul style="list-style-type: none">Create original pieces that are influenced by studies of others <p><u>Year 4 Rainforest</u></p> <p><u>EO: To develop ideas.</u></p> <ul style="list-style-type: none">Develop ideas from starting pointsAdapt and refine ideas <p><u>E.O: To master techniques</u></p>	<p><u>Year 3 Marvellous Milton Keynes</u> <u>Take One Picture</u> <u>Artist Focus: Liz Lehy</u></p> <p><u>EO: To develop ideas</u></p> <ul style="list-style-type: none">Collect information, sketches and resources <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none">Sculpture: Create and combine shapes to create recognisable formsSculpture: Include texture that conveys feelings, expression or movement <p><u>EO: To take inspiration from the greats</u></p> <ul style="list-style-type: none">Replicate some of the techniques used by notable artists, artisans and designers <p><u>Year 4 Invaders and Settlers</u> <u>Take One Picture</u></p> <p><u>EO: To develop ideas.</u></p> <ul style="list-style-type: none">Collect information, sketches and resources. Explore ideas in a variety of ways <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none">Textiles: Shape and stitch materialsTextiles: Use basic cross stitch and back stitchTextiles: Colour fabric	<p><u>Year 3 Egyptians</u></p> <p><u>EO: To develop ideas</u></p> <ul style="list-style-type: none">Develop ideas from starting pointsCollect information, sketches and resources <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none">Painting: Experiment with creating mood colourPrint: Make precise repeated patternsDigital Media: Create images, video and sound and explain why they were createdCollage: Ensure work is precise <p><u>Year 4 Artist Focus: Kandinsky and Matisse</u></p> <p><u>EO: To take inspiration from the greats (past and present)</u></p> <ul style="list-style-type: none">Collect information, sketches and resourcesComment on artworks using visual language <p><u>EO: To master techniques in collage</u></p> <ul style="list-style-type: none">Collage: Select and arrange materials for a striking effectCollage: Use coiling, overlapping, tessellation, mosaic and montage

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| <ul style="list-style-type: none">• Drawing: Use shadow to show light and shadow• Drawing: Use hatching and cross hatching to show tone and texture• Drawing: Annotate sketches to explain and elaborate ideas• Painting: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines• Painting: Mix colours effectively | | |
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Design Technology

Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3</u> <u>Basic skills</u></p> <ul style="list-style-type: none"> measuring, weighing and cutting accurately. <p><u>Year 4</u></p> <p><u>EO: To design, make, evaluate and improve.</u></p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). F: Refine work and techniques as work progresses, continually evaluating the product design. <p><u>EO: To take inspiration from design throughout history.</u></p> <ul style="list-style-type: none"> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design. Improve upon existing designs, giving reasons for choices. <p><u>EO: To master practical skills</u> <u>Electrics/electronics (Do in science)</u></p>	<p><u>Year 3</u> <u>Basic skills</u></p> <ul style="list-style-type: none"> measuring, weighing and cutting accurately introducing sawing and vocabulary lessons for Kites. <p><u>Year 4</u></p> <p><u>EO: To design, make, evaluate and improve.</u></p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). F: Refine work and techniques as work progresses, continually evaluating the product design. <p><u>EO: To take inspiration from design throughout history.</u></p> <ul style="list-style-type: none"> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design. Improve upon existing designs, giving reasons for choices. <p><u>EO: To master practical skills in construction.</u> <u>Textiles. (Do in Art)</u></p> <ul style="list-style-type: none"> Understand the need for a seam allowance. 	<p><u>Kite Making Year 3</u></p> <p><u>EO: To design make evaluate and improve</u></p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design Make products by working efficiently (such as by carefully selecting materials) Refine work and techniques as work progresses continually evaluating the products design <p><u>EO: To take inspiration from design throughout history.</u></p> <ul style="list-style-type: none"> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design. Improve upon existing designs, giving reasons for choices. <p><u>EO: To master practical skills in construction.</u></p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within perimeter of material (such

<ul style="list-style-type: none"> • Electricals and electronics: • Create series and parallel circuits. • Create circuits using electronics kits that employ a number of components (such as LEDs resistors, transistor and chips). 	<ul style="list-style-type: none"> • Join textiles with appropriate stitching. • Join textiles with appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> as slots or cut-outs). • Select appropriate joining techniques. • Choose suitable techniques to construct products or to repair items. <p><u>Viking Helmets Year 4</u> <u>EO: To master practical skills in construction.</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within perimeter of material (like slots/cut-outs). • Select appropriate joining techniques. • Choose suitable techniques to construct products or to repair items.
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French

Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 Getting to know you/family and friends</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none">• Understand a range of spoken phrases• Answer simple questions and give basic information• Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none">• Write or copy everyday words correctly• Label items and chose appropriate words to complete short sentences• Write one or two short sentences• Write short phrases used in everyday conversations correctly <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none">• Read out loud everyday words and phrases• Use phonic knowledge to read words• Read and understand short written phrases• Read out loud familiar words and phrases	<p><u>Year 3 All about me/food</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none">• Understand a range of spoken phrases• Answer simple questions and give basic information• Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none">• Write or copy everyday words correctly• Label items and chose appropriate words to complete short sentences• Write one or two short sentences• Write short phrases used in everyday conversations correctly <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none">• Read out loud everyday words and phrases• Use phonic knowledge to read words• Read and understand short written phrases• Read out loud familiar words and phrases <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p>	<p><u>Year 3 School/time – days of week/months</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none">• Understand a range of spoken phrases• Answer simple questions and give basic information• Pronounce words showing a knowledge of sound <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none">• Write or copy everyday words correctly• Label items and chose appropriate words to complete short sentences• Write one or two short sentences <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none">• Read out loud everyday words and phrases• Use phonic knowledge to read words• Read and understand short written phrases• Read out loud familiar words and phrases

Year 4 All around town/moving about

EO: To speak confidently

- Understand a range of spoken phrases
- Answer simple questions and give basic information
- Pronounce words showing a knowledge of sound

EO: To write imaginatively

- Write or copy everyday words correctly
- Label items and chose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly

EO: To read fluently

- Read out loud everyday words and phrases
- Use phonic knowledge to read words
- Read and understand short written phrases
- Read out loud familiar words and phrases

EO: To understand the culture of the countries in which the language is spoken

- Identify countries and communities where the language is spoken
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

Year 4 Shopping/around the world

EO: To speak confidently

- Understand a range of spoken phrases
- Answer simple questions and give basic information
- Pronounce words showing a knowledge of sound

EO: To write imaginatively

- Write or copy everyday words correctly
- Label items and chose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly

EO: To read fluently

- Read out loud everyday words and phrases
- Use phonic knowledge to read words
- Read and understand short written phrases
- Read out loud familiar words and phrases

EO: To understand the culture of the countries in which the language is spoken

- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

Year 4 Hobbies and holidays/telling time

EO: To speak confidently

- Understand a range of spoken phrases
- Answer simple questions and give basic information
- Pronounce words showing a knowledge of sound

EO: To write imaginatively

- Write or copy everyday words correctly
- Label items and chose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly

EO: To read fluently

- Read out loud everyday words and phrases
- Use phonic knowledge to read words
- Read and understand short written phrases
- Read out loud familiar words and phrases

EO: To understand the culture of the countries in which the language is spoken

- Identify countries and communities where the language is spoken
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken
- Show awareness of the social conventions when speaking to someone



Music

Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 Ocarina</u> <u>Consolidation of Milestone 1</u></p> <ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. <p><u>Milestone 2</u></p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <p><u>Year 3 Production</u> <u>Consolidation of Milestone 1</u></p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. <p><u>Milestone 2</u></p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. 	<p><u>Year 3 Ocarina</u> <u>Consolidation of Milestone 1</u></p> <ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create short, musical patterns Create short, rhythmic phrases Choose sounds to create an effect. Sequence sounds to create an overall effect Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p><u>Milestone 2</u></p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Devise non-standard symbols to indicate when to play and rest. 	<p><u>Year 3 Singing Assemblies (ongoing skills)</u> <u>Consolidation of Milestone 1</u></p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. <p><u>Milestone 2</u></p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. <p><u>Year 4 Recorders</u> <u>Milestone 2</u></p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Devise non-standard symbols to indicate when to play and rest. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

Year 4 Recorders (Autumn 1)

Milestone 2

- Play notes on an instrument with care so that they are clear.
- Recognise the notes EGBDF and FACE on the musical stave.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

Year 4 Production

Milestone 2

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Show control of voice.
- Perform with control and awareness of others.

- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.(ocarina & percussion)
- Choose, order, combine and control sounds to create an effect
- Compose and perform melodic songs. (melodies)
- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.

Year 4 Singing Assemblies (ongoing skills)

Consolidation of Milestone 1

- Take part in singing, accurately following the melody.

Milestone 2

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Perform with control and awareness of others.

- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.
- Use sound to create abstract effects.
- Choose, order, combine and control sounds to create an effect.
- Create repeated patterns with a range of instruments.(ocarina & percussion)
- Compose and perform melodic songs. (melodies)



RE

Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 Christianity</u></p> <p><u>EO: To identify religious artefacts and buildings and explain how they are used.</u></p> <ul style="list-style-type: none"> Identify features of a church. <p><u>EO: Explain some religious practices of both clerics and individuals.</u></p> <ul style="list-style-type: none"> How Christians celebrate the birth of Jesus. <p><u>EO: Present the key teachings and beliefs of a religion, making reference to religious figures.</u></p> <ul style="list-style-type: none"> To recall the Christmas story 	<p><u>Year 3 Christianity</u></p> <p><u>EO: To identify religious artefacts and buildings and explain how they are used.</u></p> <ul style="list-style-type: none"> Identify features of a church and how it changes during festivals. <p><u>EO: Present the key teachings and beliefs of a religion making reference to religious figures.</u></p> <ul style="list-style-type: none"> To recall the Easter story. <p><u>EO: Explain some religious practices of both clerics and individuals.</u></p> <ul style="list-style-type: none"> How Christians celebrate the death and resurrection of Jesus. <p><u>EO: Show an understanding that personal experiences and feelings influence attitudes and actions.</u></p> <ul style="list-style-type: none"> To understand how prayer is important to Christians and how this affects the choices they make. 	<p><u>Year 3 Christianity</u></p> <p><u>EO: Discuss and give opinions on stories involving moral dilemmas.</u></p> <ul style="list-style-type: none"> The parable of the good Samaritan. The parable of the ten debtors and the parable of the unforgiving servant. <p><u>EO: Identify religious symbolism in literature and the arts.</u></p> <ul style="list-style-type: none"> Identify everyday and religious symbols and how they are important. To explain how religious symbols are used in places of worship. <p><u>EO: Explain how beliefs affect people's behaviour</u></p> <ul style="list-style-type: none"> How the bible influences Christian's life choices.

<p><u>Year 4 Hinduism</u></p> <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and in arts <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Explain some of the religious practices of individuals Describe religious buildings and explain how they are used Explain some of the religious practices of both clerics and individuals 	<p><u>Year 4 Hinduism</u></p> <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> Explain how beliefs affect people’s behaviours <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> Present the key teachings and belief of a religion, making reference to religious figures. Present the key teachings and belief of a religion, making reference to religious figures. <p><u>EO: To understand how beliefs are conveyed.</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. <p><u>EO: To understand values.</u></p> <ul style="list-style-type: none"> Discuss and give opinions on stories involving moral dilemmas. <p><u>EO: To understand practices and lifestyles.</u></p> <ul style="list-style-type: none"> Explain some religious practices of both clerics and individuals. 	<p><u>Year 4 Hinduism</u></p> <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> Explain some religious practices of both clerics and individuals. Show an understanding that personal experiences and feelings influence attitudes and actions. Ask questions that have no universally agreed answers. <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Explain some religious practices of both clerics and individuals.
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PE

Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3</u> <u>E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><u>Fundamental skills</u></p> <ul style="list-style-type: none"> • There are some good examples of skills developing and strengths are emerging in some areas. • Throwing and catching is becoming accurate, ball skills are developing and there is some development of more advanced tactics. • Fair play is understood and there is some good cooperation with team-mates. <p><u>Invasion games-Football</u></p> <ul style="list-style-type: none"> • Generally, skills are developing well in most areas. Control and accuracy are developing well in a range of situations. • Advanced tactics are devised and used well to gain advantage over opponents. • Fair play is generally adopted and there is a good level of communication and cooperation with team mates. <p><u>Fitness/Indoor athletics</u></p> <ul style="list-style-type: none"> • Generally, athletics skills well developed. 	<p><u>Year 3</u> <u>E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><u>OAA</u></p> <ul style="list-style-type: none"> • Outdoor Adventurous activity skills are generally developing well. • The right equipment is brought to activities and there is a good awareness of risks and steps are suggested to help manage them. • Teamwork is well developed including some leadership responsibilities. • Orientation skills are well developed. <p><u>Gym</u></p> <ul style="list-style-type: none"> • Generally, gymnastics skills are developing well in most areas. Planning and refinement is effective and sequences are clear, fluent and expressive. • Good changes in direction, speed, levels and balance are fluent. • Alignment and there is a good awareness of body position. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Skills developing well in most areas. 	<p><u>Year 3</u> <u>E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.</u> <u>Striking and fielding</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Generally, athletics skills well developed. • Sprints are becoming powerful and an ability to conserve energy over longer distances gives a competitive advantage. • Jumping is becoming strong and landings controlled. • Throwing is becoming accurate and powerful. <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Generally, skills are developing well in most areas. • Control and accuracy are developing well in a range of situations. • Advanced tactics are devised and used well to gain advantage over opponents. • Fair play is generally adopted and there is a good level of communication and cooperation with team mates. <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Generally, skills are developing well in most areas. • Control and accuracy are developing well in a range of situations. • Advanced tactics are devised and used well to gain advantage over opponents.

- Sprints are becoming powerful and an ability to converse energy over longer distances gives a competitive advantage.
- Jumping is becoming strong and landings controlled
- Throwing is becoming accurate and powerful.

Year 4
E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Badminton

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Invasion Games-Football

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Hockey

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Indoor Athletics

- Athletics skills very well developed in all areas and highly developed in some.

- Planning and performances of sequences of moves are well developed and movement is clear,fluent and expressive.
- Dances convey a definite idea well and strength and suppleness is shown in well co ordinated changes in height,speed,level and direction.

Invasion Games/Netball

- Generally, skills are developing well in most areas.
- Control and accuracy are developing well in a range of situations.
- Advanced tactics are devised and used well to gain advantage over opponents.
- Fair play is generally adopted and there is a good level of communication and cooperation with team mates.

Year 4
E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.

OAA

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Gym

- Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed.
- Planning of exceptionally well-refined sequences that are fluent and expressive are performed with high level of control and poise.
- Dynamic movement that is gained through excellent strength, balance and awareness of body position.

Dance

- Fair play is generally adopted and there is a good level of communication and cooperation with team mates.

Year 4
E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Athletics

- Athletics skills very well developed in all areas and highly developed in some.
- Sprints are powerful and speed is sustained over distance, whilst over longer distances, careful planning of pace conserves energy.
- Throwing is accurate and powerful.

Rounders

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Tennis

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Swimming

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used.
- There is fluent, coordinated movement at and below the surface of the water.

- Sprints are powerful and speed is sustained over distance, whilst over longer distances, careful planning of pace conserves energy.
- Throwing is accurate and powerful.

Swimming

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used. There is fluent, coordinated movement at and below the surface of the water.

- Dance skills are well developed in all areas and there are few areas where they are highly developed.
- Performances show excellent movement that is strong, fluent, coordinated and highly expressive.
- Ideas for expressing a mood are defined and implemented extremely effectively.
- Shapes are strong and stretches show a high level of suppleness.

Netball

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

Swimming

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used.
- There is fluent, coordinated movement at and below the surface of the water.



PSHE

Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 : EO: Health and well-being</u></p> <p><u>Children will learn:</u></p> <ul style="list-style-type: none"> • To understand school rules about health and safety and why they are important • To understand what positively and negatively affects their physical, mental and emotional health • To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. • For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. • To deepen pupils’ understanding of good and not so good feelings <p><u>Year 4 : EO: Health and well-being</u></p> <p><u>Children will learn :</u></p> <ul style="list-style-type: none"> • describe a range of different feelings (good and not so good) 	<p><u>Year 3 – EO: Living in the wider world</u></p> <p><u>Children will learn:</u></p> <ul style="list-style-type: none"> • For pupils to learn that they belong to various groups and communities such as family and school • describe how it feels to be a member of a group and what they do • describe the different rights and responsibilities they have in the groups they belong to • explain how group members make sure everyone feels included • Describe the benefits of living in a diverse society • To recognise and challenge stereotypes • To understand how to look after the environment • To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices 	<p><u>Year 3 : EO: To understand relationships</u></p> <p><u>SRE</u></p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship. • To understand and accept that all families are different. • To recognise that relationships we have with different people meet different needs. • To understand that families can change over time. • To develop some strategies to cope with change. <p><u>Year 4 : EO: To understand relationships</u></p> <p><u>SRE</u></p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship. • To develop the skills to maintain positive and healthy relationships • To recognise and challenge stereotypes • To understand how and develop strategies for coping with body changes that affect personal hygiene • that simple hygiene routines can prevent the spread of bacteria and viruses

- describe feelings according to their intensity
- identify when feelings (good or not so good) might be overwhelming and describe how this can feel ☒
- explain that people can also feel lots of different emotions all at once (such as at times of change)
- explain the importance of noticing different feelings describe some positive ways of sharing feelings, recognising that this can help manage them
- Distinguish between mental and physical health
- about managing risk in familiar situations and keeping safe
- about feeling negative pressure and how to manage this

Year 4 EO: Living in the wider world

Children will learn:

- The learner will be able to: recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so and give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events)
- describe or demonstrate some of the skills that are needed to help to raise / make money at these events
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk – focus on bullying



Computing

Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 3 Digital Citizenship (e-safety)</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly • Understand the importance of communicating safely online • Understand how to respond when concerned with content or contact on the internet • Understand the need to check information <p><u>Digital Literacy (basic skills)</u></p> <ul style="list-style-type: none"> • Uses technology and digital content successfully • Understand how computers function <p><u>Year 4 Digital Citizenship (e-safety)</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly Understand the importance of communicating safely on line • Understand how to respond when concerned with content or contact on the internet • Understand the need to check information <p><u>Digital Literacy (word processing)</u></p> <ul style="list-style-type: none"> • Uses technology and digital content successfully • Uses software to create, manipulate and present digital content Evaluate the successfulness of solutions 	<p><u>Year 3 Information Technology (networks and computers)</u></p> <ul style="list-style-type: none"> • Understand how computers function Understand networks and the internet <p><u>Digital Literacy (newspaper)</u></p> <ul style="list-style-type: none"> • Uses technology and digital content successfully • Uses software to create, manipulate and present digital content • Evaluate the successfulness of solutions Understand the need to check information <p><u>Year 4 Digital Literacy (what are computers?)</u></p> <ul style="list-style-type: none"> • Understand how computers function • Understand networks and the internet <p><u>Information Technology (algorithms)</u></p> <ul style="list-style-type: none"> • Understand how computers function • Understand networks and the internet • Evaluate the successfulness of solutions 	<p><u>Year 3 Information Technology (we are artists)</u></p> <ul style="list-style-type: none"> • Uses technology and digital content successfully • Uses software to create, manipulate and present digital content • Evaluate the successfulness of solutions <p><u>Year 4 Information Technology (we are animators)</u></p> <ul style="list-style-type: none"> • Uses technology and digital content successfully • Uses software to create, manipulate and present digital content • Evaluate the successfulness of solutions <p><u>Information Technology (Logo)</u></p> <ul style="list-style-type: none"> • Understand how computers function • Understand networks and the internet • Evaluate the successfulness of solutions



History

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 6 World at War</u></p> <p><u>EO: To investigate and interpret the past:</u></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices • Use sources of information to form testable hypotheses about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied • Understand that no single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate <p><u>EO: To understand chronology:</u></p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events <p><u>EO: To build and overview of world history:</u></p> <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 		<p><u>Year 5 Rich and Poor</u></p> <p><u>EO: Investigate and interpret the past:</u></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. <p><u>EO: To build an overview of world history:</u></p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p><u>EO: To communicate historically:</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: • dates

Year 5 Route 66

EO: To investigate and interpret the past:

- Use sources of evidence to deduce information about the past

EO: To build an overview of world history:

- Describe the social, ethnic, cultural or religious diversity of past society

EO: To communicate historically

- In order to communicate information about the past

- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy

EO: To understand chronology:

- Identify periods of rapid change in history and contrast them with times of relatively little change

Year 6 Through the Decades

EO: to understand chronology:

- Identify periods of rapid change in history and contrast them with times of relatively little change
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)

EO: To communicate historically:

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past
- Use original ways to present information and ideas
- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century

		<ul style="list-style-type: none">• decade• legacy. <p><u>EO: to investigate and interpret the past:</u></p> <ul style="list-style-type: none">• Use sources of evidence to deduce information about the past.• Select suitable sources of evidence, giving reasons for choices. <p><u>EO: To build an overview of world history:</u></p> <ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society. <p><u>EO: To understand chronology:</u></p> <ul style="list-style-type: none">• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
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Geography

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 – The Amazing Americas</u></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains and rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Name and locate countries of North and South America and identify their main physical and human characteristics <p><u>Year 6 – The World at War</u></p> <p><u>E.O: To investigate patterns</u></p>	<p><u>Year 5 – Riveting Rivers</u></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Name and locate some of the countries of the world and their identifying human and physical characteristics Analyse and give views on the effectiveness of different geographical representations of a location Use different types of field work sampling to observe, measure and record the human and physical features in the local area 	<p><u>Year 6 – Through the Decades</u></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> Use a range of geographical resources to give details and opinions of a location Collect and analyse statistics in order to draw clear conclusions about locations

<ul style="list-style-type: none"> • Describe how countries and geographical regions are interconnected and interdependent • Describe how locations around the world have changed and explain some of the reasons for this change. 	<p><u>Year 6 – Extreme Earth</u></p> <p><u>E.O: To investigate patterns</u></p> <ul style="list-style-type: none"> • Identify and describe geographical significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) • Describe geographical diversity across the world • Understand geographical similarities and differences between countries <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle 	
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ART

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 Making the ordinary extraordinary</u></p> <p><u>EO: To develop ideas</u></p> <ul style="list-style-type: none"> Develop ideas and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> Drawing: Using a variety of techniques to add interesting effects (shadows and direction of sunlight) Drawing: Choose a style of drawing suitable for the work surrealist Painting: Sketch (lightly) before painting to combine line and colour Painting: Use brush techniques and the qualities of paint to create texture <p><u>EO: To take inspiration from the greats (past and present):</u></p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers 	<p><u>Year 5 Plastic Fantastic</u> <u>Take One Picture</u></p> <p><u>EO: To develop ideas</u></p> <ul style="list-style-type: none"> Use the qualities of materials and enhance ideas Spot the potentials in unexpected results as work progresses <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> Sculpture: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations Sculpture: Use tools to carve and add shapes, texture and pattern Sculpture: Combine visual and tactile qualities <p><u>EO: To take inspiration from the greats (past and present):</u></p> <ul style="list-style-type: none"> Create original pieces that show a range of influences and styles 	<p><u>Year 5 Pop Art (Artist Focus: Lichtenstein)</u></p> <p><u>EO: To develop ideas:</u></p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Comment on artworks with a fluent grasp of visual language <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> Painting: Sketch (lightly) before painting to combine line and colour Painting: Develop a personal style of painting, drawing upon ideas from other artists. Printing: Build up layers of colour Printing: Create an accurate pattern, showing fine details Printing: Use a range of visual elements to reflect the purpose of the work <p><u>EO: To take inspiration from the greats (past and present):</u></p> <ul style="list-style-type: none"> Show how the work of those studied was influential in both society and to other artists Create original pieces that show a range of influences and styles

Year 6 War Art

EO: To develop ideas:

- Develop ideas and imaginatively extend ideas from starting points throughout the curriculum
- Collect information, sketches and resources and present ideas imaginatively in a sketch book

EO: To master techniques:

- Drawing: Use a choice of techniques to depict movement and perspective
- Drawing: Choose a style of drawing suitable for the work: realistic
- Painting: Use brush techniques and the qualities of paint to create texture.
- Painting : Combine colours, tones and tints to enhance the mood of a piece

EO: To take inspiration from the greats

- Show how work of those studied was influential in both society and other artists

Year 6 Textiles

Take One Picture

EO: To develop ideas:

- Develop ideas and imaginatively extend ideas from starting points throughout the curriculum
- Use the qualities of materials and enhance ideas

EO: To master techniques

- Collage: Mix textures (rough and smooth, plain and patterned)
- Textiles: Show precision in techniques
- Textiles: Combine previously learned techniques to create pieces

Year 6 David Hockney: Artist Focus

EO: To develop ideas:

- Comment on artworks with a fluent grasp of visual language

EO: To master techniques

- Drawing: Use lines to represent movement
- Painting: Use the qualities of watercolour and acrylic paints to create visually interesting pieces
- Enhance digital media by editing (including sound, video, animation, still images and installations)

EO: To take inspiration from the greats

- Give details (including their own sketches) about the style of some notable artists, artisans and designers
- Create original pieces that show a range of influences and styles



DT

Milestone 3

MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 The Amazing Americas</u> Skills and vocabulary lessons for food</p> <p><u>EO: To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> Lessons to design before and evaluate and improve after. <p><u>EO: To take inspiration from design throughout history</u></p> <p><u>EO: To master practical skills - Food:</u></p> <ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures. 		<p><u>Year 5 Riviting Rivers</u> Skills and vocabulary lessons for Bridges</p> <p><u>EO: To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> Lessons to design before and evaluate and improve after. <p><u>EO: To take inspiration from design throughout history</u></p> <p><u>EO: To master practical skills – Construction Bridges</u></p> <ul style="list-style-type: none"> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing and sanding).

Year 6 World at War

Skills and vocabulary lessons for Tanks
Cross curricular opportunities for weighing and measuring in maths

EO: To design, make, evaluate and improve

- Lessons to design before and evaluate and improve after.

EO: To take inspiration from design throughout history

EO: To master techniques – Construction:

- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
- Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing and sanding).

Year 6 Through the Decades

Skills and vocabulary lessons for SOS bags

EO: To design, make, evaluate and improve

- Lessons to design before and evaluate and improve after.

EO: To take inspiration from design throughout history

EO: To master techniques SOS Bags

- Join textiles with combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).



FRENCH

Milestone 3

MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 – Getting to know you/about ourselves</u></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> Understand main points from spoken passages Ask others to repeat words or phrases if necessary Ask and answer simple questions and talk about interests Demonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write a few short sentences about personal experiences and responses using familiar expressions 	<p><u>Year 5 – Tasty food/friends and family</u></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> Understand main points from spoken passages Ask others to repeat words or phrases if necessary Ask and answer simple questions and talk about interests Demonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write a few short sentences about personal experiences and responses using familiar expressions Write short phrases from memory with spelling that is readily understandable 	<p><u>Year 5 – Shopping/around town</u></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> Read and understand the main points in short written texts <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> Understand main points from spoken passages Ask others to repeat words or phrases if necessary Ask and answer simple questions and talk about interests Demonstrate a growing vocabulary <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> Write a few short sentences about personal experiences and responses using familiar expressions Write short phrases from memory with spelling that is readily understandable <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p>

Year 6 – Basic questions/Colours

E.O: To read fluently

- Read and understand the main points in short written texts

EO: to speak confidently

- Understand main points from spoken passages
- Ask others to repeat words or phrases if necessary
- Ask and answer simple questions and talk about interests
- Demonstrate a growing vocabulary

EO: To write imaginatively

- Write a few short sentences about personal experiences and responses using familiar expressions
- Write short phrases from memory with spelling that is readily understandable

Year 6 – This is France/Lets visit a French town

E.O: To read fluently

- Read and understand the main points in short written texts

EO: to speak confidently

- Understand main points from spoken passages
- Ask others to repeat words or phrases if necessary
- Ask and answer simple questions and talk about interests
- Demonstrate a growing vocabulary

EO: To write imaginatively

- Write a few short sentences about personal experiences and responses using familiar expressions
- Write short phrases from memory with spelling that is readily understandable

EO: To understand the culture of the countries in which the language is spoken

- Describe, with some interesting detail, some aspects of countries or communities where language is spoken
- Make comparisons between life in countries or communities where the language is spoken and this country

- Describe, with some interesting detail, some aspects of countries or communities where language is spoken
- Make comparisons between life in countries or communities where the language is spoken and this country

Year 6 – The school day

E.O: To read fluently

- Read and understand the main points in short written texts

EO: to speak confidently

- Understand main points from spoken passages
- Ask others to repeat words or phrases if necessary
- Ask and answer simple questions and talk about interests
- Demonstrate a growing vocabulary

EO: To write imaginatively

- Write a few short sentences about personal experiences and responses using familiar expressions
- Write short phrases from memory with spelling that is readily understandable



Music

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 Samba (Autumn 2)</u> <u>Milestone 3</u></p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Create rhythmic patterns with an awareness of timbre and duration. • Create repeated patterns with a range of instruments. • Thoughtfully select elements for a piece in order to gain a defined effect. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> – cyclic patterns – accompaniments – drones – sense of occasion – timbre – texture – dynamics – tempo – cultural context 	<p><u>Year 5 Production/Singing Assemblies (ongoing skills)</u> <u>Consolidation of Milestone 2</u></p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. <p><u>Milestone 3</u></p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) • Describe how lyrics often reflect the cultural context of music and have social meaning. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> – lyrics and melody – expressive – solo – rounds – harmonies – combination of musical elements 	<p><u>Year 5 Ukulele</u> <u>Consolidation of Milestone 2</u></p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. <p><u>Milestone 3</u></p> <ul style="list-style-type: none"> • Play from memory with confidence. • Perform solos or as part of an ensemble. • Perform with skillful playing • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read notes on the musical stave. • Understand the purpose of the treble clef • Use and understand simple time signatures.

Year 6 Stomp/Polyrhythmic compositions

Consolidation of Milestone 2

- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Use and understand simple time signatures.
- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

Milestone 3

- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
 - cyclic patterns
 - accompaniments
 - drones
 - sense of occasion
 - timbre
 - texture
 - dynamics
 - tempo
 - cultural context

Year 6 Singing Assemblies/End of Year Celebration

(ongoing skills)

Consolidation of Milestone 2

Sing from memory with accurate pitch.
Sing in tune.
Maintain a simple part within a group.
Pronounce words within a song clearly.
Show control of voice.

Milestone 3

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.
- Perform with controlled breathing (voice)
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

- lyrics and melody
- expressive
- solo
- rounds
- harmonies
- combination of musical elements
 - Describe how lyrics often reflect the cultural context of music and have social meaning.

Year 6 Song writing (Ukulele)

Consolidation of Milestone 2

- Maintain a simple part within a group.
- Use sound to create abstract effects.
- Choose, order, combine and control sounds to create an effect.
- Create repeated patterns with a range of instruments.
- Choose, order, combine and control sounds to create an effect.
- Compose and perform melodic songs. (melodies)
- Choose, order, combine and control sounds to create an effect.
- Create rhythmic patterns with an awareness of timbre and duration.
- Thoughtfully select elements for a piece in order to gain a defined effect.

Milestone 3

- Perform with skillful playing (instrument).
- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use drones and melodic ostinati (based on the pentatonic scale).
- Convey the relationship between the lyrics and the melody.
- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Understand the purpose of the treble [and bass] clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and b (flat) symbols.

		<ul style="list-style-type: none">● Use and understand simple time signatures.● Choose from a wide range of musical vocabulary to accurately describe and appraise music including:<ul style="list-style-type: none">– pitch– dynamics– tempo
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RE

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 Judaism</u></p> <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> To explore what we know and what we will learn <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Show an understanding of the role of a spiritual leader. <p><u>Year 6 Islam</u></p> <p><u>EO: To Understand Beliefs and Teachings</u></p> <ul style="list-style-type: none"> How the religious beliefs of Islam shape the lives of believers. <p><u>EO: To understand practices and lifestyles</u></p>	<p><u>Year 5 Judaism</u></p> <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> To understand the role of the Torah within Judaism. To consider the purpose and significance of certain commandments. <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> To understand the importance of Shema within Judaism. To develop and understanding of ritual practice in Judaism. To begin to understand the significance of Sukkot. To develop understanding of the Torah as a cause for celebration. <p><u>Year 6 Islam</u></p> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> To understand the importance of religious figures To explore the importance of sacred texts Show and understanding of the influence of Muhammad and Allah 	<p><u>Year 5 Judaism</u></p> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> To learn about the origins of Shabbat. To know how Jewish families prepare for Shabbat. To explore the rules of Shabbat. <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> To know a story from the Torah. To reflect upon the concept of forgiveness. <p><u>Year 6 Islam</u></p> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> To describe the meaning of community To understand how the importance of community is reflected in the Muslim beliefs

<ul style="list-style-type: none"> • Explain the practices involved in belonging to the Islamic faith community • Explain the practice of 'festival' and how it is important to the Islamic community • To compare and contrast Islamic lifestyles to their own <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> • Explain the importance of pilgrimage to Muslims <p><u>EO: Reflect</u></p> <ul style="list-style-type: none"> • Recognise and express feelings about their own identities in comparison to those of a Muslim faith 	<p><u>EO: Explain how religious beliefs shape the lives of individuals and communities.</u></p> <ul style="list-style-type: none"> • To explore the influence of special people • To describe the meaning of community • To understand religious beliefs 	
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PE

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5</u></p> <p><u>E.O:To develop practical skills in order to participate, compete and lead a healthy life style.</u></p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> • Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed. • Solo and team efforts are sustained in a wide range of game situations. • The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play. <p><u>Badminton and Basketball</u></p> <ul style="list-style-type: none"> • Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed. • Solo and team efforts are sustained in a wide range of game situations. 	<p><u>Year 5</u></p> <p><u>E.O:To develop practical skills in order to participate, compete and lead a healthy life style.</u></p> <p><u>OAA</u></p> <ul style="list-style-type: none"> • Outdoor and adventurous activity skills are generally well developed. • The correct equipment is selected and packed appropriately. Possible risks are identified and suggestions given as to how they may be minimised, seeking the advice of experts, if required. • Both leadership and team roles are embraced and some good examples of showing support and encouragement are developing. • Experts are always consulted if there is any doubt and a positive outlook maintained throughout. • There is a good awareness of the need to watch out for changing conditions, adapting plans as necessary. <p><u>Gym</u></p> <ul style="list-style-type: none"> • Gymnastics skills are generally well developed in most areas. Complex sequences contain a full range of movement are executed. • Strong, fluent and expressive shapes are held well, including set pieces. 	<p><u>Year 5</u></p> <p><u>E.O:To develop practical skills in order to participate, compete and lead a healthy life style.</u></p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed. • Solo and team efforts are sustained in a wide range of game situations. • The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play. <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed. • Solo and team efforts are sustained in a wide range of game situations.

- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Athletics

- Athletics skills are generally well developed in most areas.
- Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances.
- Throwing is generally accurate and refinements through analysis of technique are naturally made.
- Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set.

Year 6

E.O:To develop practical skills in order to participate, compete and lead a healthy life style.

Badminton

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
- Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.
- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

- Appropriate linking elements are chosen and decisions about speed, direction, level and body rotation are well made. Strong position shows a good bodily awareness. The use of equipment to vault and swing is developing well.

Dance

- Dance skills are generally well developed in most areas. Composition of pieces is creative and imaginative and performances strong with good posture.
- More complex sequences are developed, which show original and expressive ideas.
- A good mixture of high energy and slower, more graceful movements are planned and sustained throughout a performance.
- There is a strong display of strength and stamina and a good use of gymnastic skills.

Rugby

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents.
- Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Year 6

E.O:To develop practical skills in order to participate, compete and lead a healthy life style.

OAA

- Outdoor and adventurous activity skills are well developed in all areas and in some they are highly developed.

- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Rounders

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

Athletics

- Athletics skills are generally well developed in most areas.
- Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances.
- Throwing is generally accurate and refinements through analysis of technique are naturally made.
- Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set

Year 6

E.O:To develop practical skills in order to participate, compete and lead a healthy life style.

Cricket

<p>Hockey</p> <ul style="list-style-type: none"> • Games skills are well developed in all areas and highly developed in some. • Exceptional control and coordination is shown in a wide range of situations. • Tactics are very well planned. • Competitive efforts are sustained in a wide range of situations. • Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. • The roles of leader and team player are very well developed and there is a strong spirit of fair play. <p>Indoor Athletics</p> <ul style="list-style-type: none"> • Athletics skills are well developed in all areas and highly developed in some. • Sprinting with hurdles over 60 meters is very efficient and there are some good awareness of different running positions required for a variety of distances. • Throwing is very accurate and there is a high degree of analysis of technique. • Take-offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved. <p>Basketball</p> <ul style="list-style-type: none"> • Games skills are well developed in all areas and highly developed in some. • Exceptional control and coordination is shown in a wide range of situations. • Tactics are very well planned. • Competitive efforts are sustained in a wide range of situations. 	<ul style="list-style-type: none"> • Possible risks beyond the obvious are identified and very good suggestions given on how to minimise them. • A very watchful eye is given to changing conditions and plans are adapted accordingly. • Advice of experts is always sought if there is any doubt. • Both leadership and team roles are embraced in a wide variety of different contexts and some excellent examples of support and encouragement rallies the morale of others. • A positive outlook and good companionship which gains the respect and commitment of a team are displayed. <p><u>GYM</u></p> <ul style="list-style-type: none"> • Gymnastics skills are well developed in all areas and highly developed in some. • Complex sequences are very well executed and show excellent fluency and expression. • Highly appropriate linking elements are chosen and variations in speed, direction, level and body rotation are very well judged. • Confident and controlled use of equipment to vault and swing is developing. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Dance skills are well developed in all areas and are highly developed in some. • Compositions are excellent and show highly creative and imaginative ideas. • Performances are very strong and show excellent body position and posture. • Complex sequences are devised and contain highly original and expressive ideas. • Well-judged changes very appropriately. • Strength and stamina are exceptional. <p><u>Rugby</u></p> <ul style="list-style-type: none"> • Games skills are well developed in all areas and highly developed in some. 	<ul style="list-style-type: none"> • Games skills are well developed in all areas and highly developed in some. • Exceptional control and coordination is shown in a wide range of situations. • Tactics are very well planned. • Competitive efforts are sustained in a wide range of situations. • Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. • The roles of leader and team player are very well developed and there is a strong spirit of fair play. <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Games skills are well developed in all areas and highly developed in some. • Exceptional control and coordination is shown in a wide range of situations. • Tactics are very well planned. • Competitive efforts are sustained in a wide range of situations. • Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. • The roles of leader and team player are very well developed and there is a strong spirit of fair play. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Athletics skills are well developed in all areas and highly developed in some. • Sprinting with hurdles over 60 meters is very efficient and there are some good awareness of different running positions required for a variety of distances. • Throwing is very accurate and there is a high degree of analysis of technique.
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<ul style="list-style-type: none"> • Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. • The roles of leader and team player are very well developed and there is a strong spirit of fair play. 	<ul style="list-style-type: none"> • Exceptional control and coordination is shown in a wide range of situations. • Tactics are very well planned. • Competitive efforts are sustained in a wide range of situations. • Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. • The roles of leader and team player are very well developed and there is a strong spirit of fair play. 	<ul style="list-style-type: none"> • Take-offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved. <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Games skills are well developed in all areas and highly developed in some. • Exceptional control and coordination is shown in a wide range of situations. • Tactics are very well planned. • Competitive efforts are sustained in a wide range of situations. • Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. • The roles of leader and team player are very well developed and there is a strong spirit of fair play.
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PSHE

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 – EO: Health and Well-being</u></p> <p><u>Children will learn:</u></p> <ul style="list-style-type: none">• To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)• Online safety and its importance• To learn what is meant by the term ‘habit’ and why habits can be hard to change – links to drugs and alcohol• about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)	<p><u>Year 5 – EO: Living in the wider world</u></p> <p><u>Children will learn:</u></p> <ul style="list-style-type: none">• To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving• To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices• identify what the earth’s resources are used for (electricity, heating, food, paper, fuel etc.)• identify that there is a limited supply of the earth’s resources• recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment• describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)• To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk – focus on anti-social behaviour	<p><u>Year 5 - EO: To understand relationships</u></p> <p><u>SRE Children will learn:</u></p> <ul style="list-style-type: none">• For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty• identify changes in the human life cycle• identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults• identify that the changes are ongoing and usually happen between the ages of 8-17 years

Year 6 – EO: Health and Well-being

Children will learn:

- Understand what emotional well-being means
- Chn will learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- To provide students with an overview of stress, what it means to different people and how different people cope with it
- To encourage young people to think about the importance of thoughts in intensifying stress.
- To explore a range of thinking errors which trigger negative thoughts
- To explore the benefits of positive thinking styles
- Chn to understand what positively and negatively affects their physical, mental and emotional health (including the media)
- about the skills needed in an emergency: what to do in an emergency and basic emergency aid

Year 6 – EO: Living in the wider world

Children will learn:

- About rules and laws
- About democracy and the British parliament
- That everyone has human rights
- About what happens when human rights are not respected
- That human rights take precedence over other national laws, family and community practices
- That some practises are against human rights
- Identify and describe the different groups that make up their school/wider community/other parts of the UK/wider global community
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this
- Describe the benefits of living in a diverse society

Year 6 – EO: To understand relationships

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise different types of relationship, including those between acquaintances, friends, relatives and families

SRE Children will learn:

- To recognise and respond appropriately to a wider range of feelings in others
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To understand the physical and emotional changes the human body experiences during puberty
- To have a basic understanding of the human life cycle and human reproductive system



Computing

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 Digital Citizenship (e-safety)</u></p> <ul style="list-style-type: none"> Use technology safely and responsibly Understand the importance of communicating safely online Understand how to respond when concerned with content or contact on the internet Understand the need to check information <p><u>Information Technology (blogging)</u></p> <ul style="list-style-type: none"> Understand the importance of communicating safely online Use technology safely and responsibly Uses technology and digital content successfully Uses software to create, manipulate and present digital content Understands the potential for information technology for collaboration when computers are networked Evaluate the successfulness of solutions <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Use search technologies Understand networks and the internet <p><u>Year 6 Information technology</u></p> <ul style="list-style-type: none"> Uses technology and digital content successfully 	<p><u>Year 5 Digital Literacy (cryptography)</u></p> <ul style="list-style-type: none"> Understand how computers function Understand networks and the internet <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Understands the potential of information technology for collaboration when computers are networked <p><u>Information Technology (digital media)</u></p> <ul style="list-style-type: none"> Uses technology and digital content successfully Uses software to create manipulate and present digital content Evaluate the successfulness of solutions <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Using search technologies <p><u>Year 6 Digital Literacy (cryptography)</u></p> <ul style="list-style-type: none"> Understands the potential of information technology for collaboration when computers are networked Using search engines Understands the potential of information technology for collaboration when computers are networked Understands the potential of information technology for collaboration when computers are networked Uses software to create, manipulate and present digital content 	<p><u>Year 5 Computer Science (Scratch)</u></p> <ul style="list-style-type: none"> Design solutions by decomposing a problem into subsolutions Debug programmes to accomplish specific goals Understand different solutions exist for the same problem Understand the difference between, and appropriately uses if, them and else statements. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Uses software to create, manipulate and present digital content Evaluate the successfulness of solutions <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Understand how computers function <p><u>Year 6 Computer Science (we are game developers)</u></p> <ul style="list-style-type: none"> Design and write programmes that use repetition and twoway selection Design solutions by decomposing a problem into subsolutions Debug programmes to accomplish specific goals Understand different solutions exist for the same problem

<ul style="list-style-type: none"> • Uses software to create, manipulate and present digital content • Evaluate the successfulness of solutions <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Designs solutions by decomposing a problem into sub-solutions • Debug programs to accomplish specific goals 		<ul style="list-style-type: none"> • Understand the difference between, and appropriately uses if, then and else statements. <p><u>Year 6 To code</u></p> <ul style="list-style-type: none"> • Design and write algorithms that use repetition • To set events to control other events • To control events by using triggers and IF-THEN • To control events by using triggers, IF-THEN and operators • To use variables and conditionals to control and run events • Combine the use of pens with movement to create interesting effects
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