

These are our plans to implement the new National Curriculum at Lower Park. As it is implemented, we will evaluate the impact and the needs of Lower Park children and make adjustments where necessary.

### Curriculum Overview for Year 1

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| <p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Match graphemes for all phonemes</li> <li>Read accurately by blending sounds</li> <li>Read words with very common suffixes</li> <li>Read contractions &amp; understand purpose</li> <li>Read phonics books aloud</li> <li>Link reading to own experiences</li> <li>Join in with predictable phrases</li> <li>Discuss significance of title &amp; events</li> <li>Make simple predictions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Name letters of the alphabet</li> <li>Spell very common 'exception' words</li> <li>Spell days of the week</li> <li>Use very common prefixes &amp; suffixes</li> <li>Form lower case letters correctly</li> <li>Form capital letters &amp; digits</li> <li>Compose sentences orally before writing</li> <li>Read own writing to peers or teachers</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Begin to use basic punctuation: . ? !</li> <li>Use capital letters for proper nouns.</li> <li>Use common plural &amp; verb suffixes</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Listen &amp; respond appropriately</li> <li>Ask relevant questions</li> <li>Maintain attention &amp; participate</li> </ul> |  | <p><b>Art &amp; Design (KS1)</b></p> <ul style="list-style-type: none"> <li>Use a range of materials</li> <li>Use drawing, painting and sculpture</li> <li>Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>Learn about range of artists, craftsmen and designers</li> </ul>  | <p><b>Computing (KS1)</b></p> <ul style="list-style-type: none"> <li>Understand use of algorithms</li> <li>Write &amp; test simple programs using Espresso</li> <li>Use logical reasoning to make predictions</li> <li>Organise, store, retrieve &amp; manipulate data</li> <li>Communicate online safely and respectfully</li> <li>Recognise uses of IT outside of school</li> </ul>   |  |
| <p><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Count to / across 100</li> <li>Count in 1s, 2s, 5s and 10s</li> <li>Identify 'one more' and 'one less'</li> <li>Read &amp; write numbers to 20</li> <li>Use language, e.g. 'more than', 'most'</li> <li>Use +, - and = symbols</li> <li>Know number bonds to 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems, including simple arrays</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</li> <li>Begin to measure length, capacity, weight</li> <li>Recognise coins &amp; notes</li> <li>Use time &amp; ordering vocabulary</li> <li>Tell the time to hour/half-hour</li> <li>Use language of days, weeks, months &amp; years</li> <li>Recognise &amp; name common 2-d and 3-d shapes</li> <li>Order &amp; arrange objects</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Describe position &amp; movement, including half and quarter turns</li> <li>Recognise &amp; use <math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math></li> </ul>   |  | <p><b>Design &amp; Technology (KS1)</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional &amp; appealing products – high focus in annual D&amp;T week</li> <li>Generate, model &amp; communicate ideas</li> <li>Use range of tools &amp; materials to complete practical tasks</li> <li>Evaluate existing products &amp; own ideas</li> <li>Build and improve structure &amp; mechanisms</li> <li>Understand where food comes from</li> </ul> | <p><b>Geography (Y1)</b></p> <ul style="list-style-type: none"> <li>Teach through themes e.g. Paddington Bear</li> <li>Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes</li> <li>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>Use basic geographical vocabulary to refer to local &amp; familiar features</li> <li>Use four compass directions &amp; simple vocab</li> </ul> |  |
| <p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Identify basic plants</li> <li>Identify basic plant parts (roots, leaves, flowers, etc.)</li> <li>Identify &amp; compare common animals</li> <li>Identify &amp; name basic body parts</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Distinguish between objects &amp; materials</li> <li>Identify &amp; name common materials</li> <li>Describe simple properties of some materials</li> <li>Compare &amp; classify materials</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>Observe weather associated with changes of season</li> </ul>   | <p><b>History (KS1)</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> <p><b>Key Individuals</b></p> <ul style="list-style-type: none"> <li>Lives of significant historical figures, including comparison of those from different periods</li> <li>Significant local people</li> </ul> <p><b>Key Events</b></p> <ul style="list-style-type: none"> <li>e.g. Fire of London, Bonfire night</li> <li>Events of local importance</li> </ul> |   | <p><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>Not required at KS1 but celebration of World Languages / customs</li> <li>French songs and greetings</li> </ul>   | <p><b>Music (KS1)</b></p> <ul style="list-style-type: none"> <li>Sing songs</li> <li>Play tuned &amp; untuned instruments musically</li> <li>Listen &amp; understand live and recorded music</li> <li>Make and combine sounds musically</li> </ul> |
| <p><b>Physical Education (KS1)</b></p> <ul style="list-style-type: none"> <li>Master basic movement e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> </ul>   |  | <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE Christianity and Hinduism (eg Diwali)</li> </ul>   |   |  |

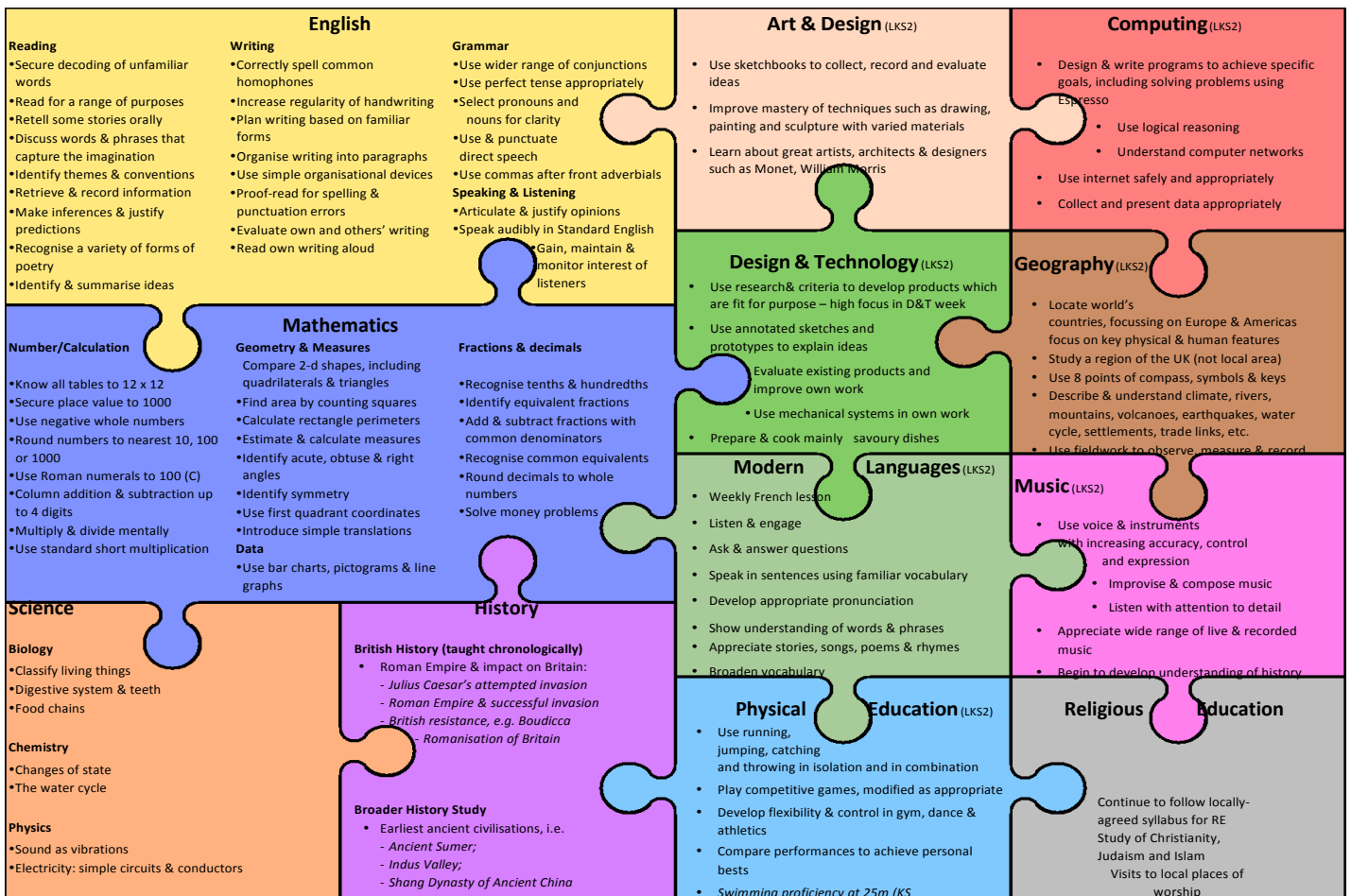
## Curriculum Overview for Year 2

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| <p style="text-align: center;"><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop phonics until decoding secure</li> <li>• Read common suffixes</li> <li>• Read &amp; re-read phonic-appropriate books</li> <li>• Read common 'exception' words</li> <li>• Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>• Become familiar with &amp; retell stories</li> <li>• Ask &amp; answer questions; make predictions</li> <li>• Begin to make inferences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Spell by segmenting into phonemes</li> <li>• Learn to spell common 'exception' words</li> <li>• Spell using common suffixes, etc.</li> <li>• Use appropriate size letters &amp; spaces</li> <li>• Develop positive attitude &amp; stamina for writing</li> <li>• Begin to plan ideas for writing</li> <li>• Record ideas sentence-by-sentence</li> <li>• Make simple additions &amp; changes after proof-reading</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use . ! ? , and '                     <ul style="list-style-type: none"> <li>• Use simple conjunctions</li> <li>• Begin to expand noun phrases</li> <li>• Use some features of standard English</li> </ul> </li> <li>• <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>• Articulate &amp; Justify answers</li> <li>• Initiate &amp; respond to comments</li> <li>• Use spoken language to develop understanding</li> </ul> </li> </ul> | <p style="text-align: center;"><b>Art &amp; Design (KS1)</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Learn about range of artists, craftsmen and designers</li> </ul>   | <p style="text-align: center;"><b>Computing (KS1)</b></p> <ul style="list-style-type: none"> <li>• Understand use of algorithms</li> <li>• Write &amp; test simple programs using Espresso                     <ul style="list-style-type: none"> <li>• Use logical reasoning to make predictions</li> </ul> </li> <li>• Organise, store, retrieve &amp; manipulate data</li> <li>• Communicate online safely and respectfully</li> <li>• Recognise uses of IT outside of school</li> </ul>                                       |
| <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Know 2, 5, 10x tables</li> <li>• Begin to use place value (T/U)</li> <li>• Count in 2s, 3s, 5s &amp; 10s</li> <li>• Identify, represent &amp; estimate numbers</li> <li>• Compare / order numbers, inc. &lt; &gt; =</li> <li>• Write numbers to 100</li> <li>• Know number facts to 20 (+ related to 100)</li> <li>• Use x and ÷ symbols</li> <li>• Recognise commutative property of multiplication</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Know and use standard measures</li> <li>• Read scales to nearest whole unit</li> <li>• Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</li> <li>• Tell time to the nearest 5 minutes</li> <li>• Identify &amp; sort 2-d &amp; 3-d shapes</li> <li>• Identify 2-d shapes on 3-d surfaces</li> <li>• Order and arrange mathematical objects</li> <li>• Use terminology of position &amp; movement</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Find and write simple fractions</li> <li>• Understand equivalence of e.g. <math>\frac{2}{4} = \frac{1}{2}</math></li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Interpret simple tables &amp; pictograms</li> <li>• Ask &amp; answer comparison questions</li> <li>• Ask &amp; answer question about totalling</li> </ul>  | <p style="text-align: center;"><b>Design &amp; Technology (KS1)</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional &amp; appealing products – high focus in annual D&amp;T week</li> <li>• Generate, model &amp; communicate ideas</li> <li>• Use range of tools &amp; materials to complete practical tasks                     <ul style="list-style-type: none"> <li>• Evaluate existing products &amp; own ideas</li> </ul> </li> <li>• Build and improve structure &amp; mechanisms</li> <li>• Understand where food comes from</li> </ul>                      | <p style="text-align: center;"><b>Geography (Y2)</b></p> <ul style="list-style-type: none"> <li>• Teach through themes eg Paddington Bear</li> <li>• Name &amp; locate world's continents and oceans</li> <li>• Compare local area to a non-European country</li> <li>• Use basic vocabulary to describe a less familiar area</li> <li>• Use aerial images and other models to create simple plans and maps, using symbols</li> <li>• Use simple fieldwork and observational skills to study the immediate environment</li> </ul> |
| <p style="text-align: center;"><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Differentiate living, dead and non-living</li> <li>• Growing plants (water, light, warmth)</li> <li>• Basic needs of animals &amp; offspring</li> <li>• Simple food chains &amp; habitats</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Identify and compare uses of different materials</li> <li>• Compare how things move on different surfaces</li> </ul>   | <p style="text-align: center;"><b>History (KS1)</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> <p><b>Key Individuals</b></p> <ul style="list-style-type: none"> <li>• Lives of significant historical figures, including comparison of those from different periods</li> <li>• Significant local people</li> </ul> <p><b>Key Events</b></p> <ul style="list-style-type: none"> <li>• e.g. Fire of London, Bonfire night</li> <li>• Events of local importance</li> </ul> | <p style="text-align: center;"><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>• Not required at KS1 but celebration of World Languages / customs</li> <li>• French songs and greetings</li> </ul>   |
| <p style="text-align: center;"><b>Music (KS1)</b></p> <ul style="list-style-type: none"> <li>• Sing songs</li> <li>• Play tuned &amp; untuned instruments musically</li> <li>• Listen &amp; understand live and recorded music</li> <li>• Make and combine sounds musically</li> </ul>  | <p style="text-align: center;"><b>Physical Education (KS1)</b></p> <ul style="list-style-type: none"> <li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Participate in team games</li> <li>• Perform dances using simple movement</li> </ul>   | <p style="text-align: center;"><b>Religious Education</b></p> <p>Continue to follow locally-agreed syllabus for RE Christianity and Hinduism (eg Divali)</p>  |

### Curriculum Overview for Year 3

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| <p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use knowledge to read 'exception' words</li> <li>• Read range of fiction &amp; non-fiction</li> <li>• Use dictionaries to check meaning</li> <li>• Prepare poems &amp; plays to perform</li> <li>• Check own understanding of reading</li> <li>• Draw inferences &amp; make predictions</li> <li>• Retrieve &amp; record information from non-fiction books</li> <li>• Discuss reading with others</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use prefixes &amp; suffixes in spelling</li> <li>• Use dictionary to confirm spellings</li> <li>• Write simple dictated sentences</li> <li>• Use handwriting joins appropriately</li> <li>• Plan to write based on familiar forms</li> <li>• Rehearse sentences orally for writing</li> <li>• Use varied rich vocabulary</li> <li>• Create simple settings &amp; plot</li> <li>• Assess effectiveness of own and others' writing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use range of conjunctions</li> <li>• Use perfect tense</li> <li>• Use range of nouns &amp; pronouns</li> <li>• Use time connectives</li> <li>• Introduce speech punctuation</li> <li>• Know language of clauses</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Give structured descriptions</li> <li>• Participate actively in conversation</li> <li>• Consider &amp; evaluate different viewpoints</li> </ul> | <p><b>Art &amp; Design (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers such as Monet, William Morris</li> </ul>   | <p><b>Computing (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Design &amp; write programs to achieve specific goals, including solving problems using Espresso</li> <li>• Use logical reasoning</li> <li>• Understand computer networks</li> <li>• Use internet safely and appropriately</li> <li>• Collect and present data appropriately</li> </ul>  |  |
| <p><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Learn 3, 4 &amp; 8x tables</li> <li>• Secure place value to 100</li> <li>• Mentally add &amp; subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>• Written column addition &amp; subtraction</li> <li>• Solve number problems, including multiplication &amp; simple division and missing number problems</li> <li>• Use commutativity to help calculations</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Measure &amp; calculate with metric measures</li> <li>• Measure simple perimeter</li> <li>• Add/subtract using money in context</li> <li>• Use Roman numerals up to XII; tell time</li> <li>• Calculate using simple time problems</li> <li>• Draw 2-d / Make 3-d shapes</li> <li>• Identify and use right angles</li> <li>• Identify horizontal, vertical, perpendicular and parallel lines</li> </ul> <p><b>Fractions &amp; decimals</b></p> <ul style="list-style-type: none"> <li>• Use &amp; count in tenths</li> <li>• Recognise, find &amp; write fractions</li> <li>• Recognise some equivalent fractions</li> <li>• Add/subtract fractions up to &lt;1</li> <li>• Order fractions with common denominator</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Interpret bar charts &amp; pictograms</li> </ul>  | <p><b>Design &amp; Technology (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop products which are fit for purpose – high focus in D&amp;T week</li> <li>• Use annotated sketches and prototypes to explain ideas</li> <li>• Evaluate existing products and improve own work</li> <li>• Use mechanical systems in own work</li> <li>• Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>  | <p><b>Geography (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Locate world's countries, focussing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>• Study a region of the UK (not local area)</li> <li>• Use 8 points of compass, symbols &amp; keys</li> <li>• Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</li> <li>• Use fieldwork to observe, measure &amp; record</li> </ul>   |  |
| <p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Plants, incl. parts, lifecycle and requirements for life</li> <li>• Animals: skeletons &amp; nutrition</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Classification of rock types</li> <li>• Simple understanding of fossilisation</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Sources of light; shadows &amp; reflections</li> <li>• Simple forces, including magnetism</li> </ul>  | <p><b>History</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• Stone Age to Iron Age Britain, including: <ul style="list-style-type: none"> <li>- hunter-gatherers and early farmers</li> <li>- Bronze age religion, technology &amp; travel</li> <li>- Iron age hill forts</li> </ul> </li> </ul> <p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>• A local history study, e.g. <ul style="list-style-type: none"> <li>- A depth study linked to a studied period</li> <li>- A study over a period of time</li> <li>- A post-1066 study of relevant local history</li> </ul> </li> </ul> | <p><b>Modern Languages (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Weekly French lesson</li> <li>• Listen &amp; engage</li> <li>• Ask &amp; answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words &amp; phrases</li> <li>• Appreciate stories, songs, poems &amp; rhymes</li> <li>• Broaden vocabulary</li> </ul> <p><b>Physical Education (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>• Compare performances to achieve personal bests</li> </ul> | <p><b>Music (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>• Improvise &amp; compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate wide range of live &amp; recorded music</li> <li>• Begin to develop understanding of history</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Continue to follow locally-agreed syllabus for RE Study of Christianity, Judaism and Islam</li> <li>• Visits to local places of worship</li> </ul> |

## Curriculum Overview for Year 4



## Curriculum Overview for Year 5

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| <p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of morphology &amp; etymology when reading new words</li> <li>• Reading &amp; discuss a broad range of genres &amp; texts</li> <li>• Identifying &amp; discussing themes</li> <li>• Make recommendations to others</li> <li>• Learn poetry by heart</li> <li>• Draw inference &amp; make predictions</li> <li>• Discuss authors' use of language</li> <li>• Retrieve &amp; present information from non-fiction texts.</li> <li>• Formal presentations &amp; debates</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>• Use a thesaurus</li> <li>• Legible, fluent handwriting</li> <li>• Plan writing to suit audience &amp; purpose</li> <li>• Develop character, setting and atmosphere in narrative</li> <li>• Use organisational &amp; presentational features</li> <li>• Use consistent appropriate tense</li> <li>• Proof-reading</li> <li>• Perform own compositions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases</li> <li>• Use modal &amp; passive verbs</li> <li>• Use relative clauses</li> <li>• Use commas for clauses</li> <li>• Use brackets, dashes &amp; commas for parenthesis</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Give well-structured explanations</li> <li>• Command of Standard English</li> <li>• Consider &amp; evaluate different viewpoints</li> <li>• Use appropriate register</li> </ul> | <p><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Secure place value to 1,000,000</li> <li>• Use negative whole numbers in context</li> <li>• Use Roman numerals to 1000 (M)</li> <li>• Use standard written methods for all four operations</li> <li>• Confidently add &amp; subtract mentally</li> <li>• Use vocabulary of prime, factor &amp; multiple</li> <li>• Multiply &amp; divide by powers of ten</li> <li>• Use square and cube numbers</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Convert between different units</li> <li>• Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>• Estimate volume &amp; capacity</li> <li>• Identify 3-d shapes</li> <li>• Measure &amp; identify angles</li> <li>• Understand regular polygons</li> <li>• Reflect &amp; translate shapes</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Compare &amp; order fractions</li> <li>• Add &amp; subtract fractions with common denominators, with mixed numbers</li> <li>• Multiply fractions by units</li> <li>• Write decimals as fractions</li> <li>• Order &amp; round decimal numbers</li> <li>• Link percentages to fractions &amp; decimals</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Interpret tables &amp; line graphs</li> <li>• Solve questions about line graphs</li> </ul> | <p><b>Art &amp; Design (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers such as Georgia O'Keeffe, Lowry, Picasso</li> </ul>   | <p><b>Computing (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Design &amp; write programs to solve problems</li> <li>• Use sequences, repetition, inputs, variables and outputs in programs</li> <li>• Detect &amp; correct errors in programs</li> <li>• Understand uses of networks for collaboration &amp; communication</li> <li>• Be discerning in evaluating digital content</li> </ul>   |
| <p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</li> <li>• Describe changes as humans develop &amp; mature</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Classify materials according to a variety of properties</li> <li>• Understand mixtures &amp; solutions</li> <li>• Know about reversible changes; identify irreversible</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Understand location and interaction of Sun, Earth &amp; Moon</li> <li>• Introduce gravity, resistance &amp; mechanical forces</li> </ul>  | <p><b>History</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain; Scots invasion</li> <li>- Invasions, settlements &amp; kingdoms</li> <li>- Viking invasions; Danegald</li> <li>- Edward the Confessor</li> </ul> </li> </ul> <p><b>Broader History eg:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece, i.e. <ul style="list-style-type: none"> <li>- A study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>   | <p><b>Design &amp; Technology (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>• Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>• Analyse &amp; evaluate existing products and improve own work</li> <li>• Use mechanical &amp; electrical systems in own products, including programming</li> <li>• Cook savoury dishes for a healthy &amp; varied diet</li> </ul>   | <p><b>Geography (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>• Study a region of Europe, and of the Americas</li> <li>• Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>• Use 4- and 6-figure grid references on OS maps</li> <li>• Use fieldwork to record &amp; explain areas</li> </ul> |
| <p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</li> <li>• Describe changes as humans develop &amp; mature</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Classify materials according to a variety of properties</li> <li>• Understand mixtures &amp; solutions</li> <li>• Know about reversible changes; identify irreversible</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Understand location and interaction of Sun, Earth &amp; Moon</li> <li>• Introduce gravity, resistance &amp; mechanical forces</li> </ul>  | <p><b>History</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain; Scots invasion</li> <li>- Invasions, settlements &amp; kingdoms</li> <li>- Viking invasions; Danegald</li> <li>- Edward the Confessor</li> </ul> </li> </ul> <p><b>Broader History eg:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece, i.e. <ul style="list-style-type: none"> <li>- A study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>   | <p><b>Modern Languages (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Engage in conversations, expressing opinions</li> <li>• Speak in simple language &amp; be understood</li> <li>• Develop appropriate pronunciation</li> <li>• Present ideas &amp; information orally</li> <li>• Show understanding in simple reading</li> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places &amp; things</li> <li>• Understand basic grammar, e.g. gender</li> </ul> | <p><b>Music (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Perform with control &amp; expression solo &amp; in ensembles</li> <li>• Improvise &amp; compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Use &amp; understand basics of staff notation</li> <li>• Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>  |
| <p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</li> <li>• Describe changes as humans develop &amp; mature</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Classify materials according to a variety of properties</li> <li>• Understand mixtures &amp; solutions</li> <li>• Know about reversible changes; identify irreversible</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Understand location and interaction of Sun, Earth &amp; Moon</li> <li>• Introduce gravity, resistance &amp; mechanical forces</li> </ul>  | <p><b>History</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain; Scots invasion</li> <li>- Invasions, settlements &amp; kingdoms</li> <li>- Viking invasions; Danegald</li> <li>- Edward the Confessor</li> </ul> </li> </ul> <p><b>Broader History eg:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece, i.e. <ul style="list-style-type: none"> <li>- A study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>   | <p><b>Physical Education (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, applying basic principles</li> <li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>• Take part in Outdoor &amp; Adventurous activities</li> <li>• Compare performances to achieve personal bests</li> </ul>  | <p><b>Religious Education</b></p> <p>Continue to follow locally-agreed syllabus for RE Study of Christianity, Judaism and Islam. Visits to local places of worship</p>  |

## Curriculum Overview for Year 6

