Beaumont Curriculum Overview

Skills Progression Document

Colour coded objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What a Wonderful World! – Geog	Let's Go on Safari! - Geog	The Stone Age Rocks!– History	Eureka! How did the Greeks change the world? - History	Under the Canopy - Geog	Darwin's Delights
Autumn 2	Toys – History	Intrepid Explorers - History	Marvellous Mountains - Geog	Short circuits / Inventions	Under the Canopy - Geog	Divorced, Beheaded, Died! - History
Spring 1	Castles and Dragons – History	Fire! Fire! – History	Look how your garden grows! – Geog	Let it flow – Geog	Hear and listen well my friends… - History	Battles, Blackouts and the Blitz - History
Spring 2	City Life v's Country Life – Geog	Transport – History Wheels, wings and other things!	Look how your garden grows! - Geog	Let it flow - Geog	Traders and Raiders - Vikings	Battles, Blackouts and the Blitz - History
Summer 1	Helping Hands – History	Weird and Wonderful Weather - Geog	Passport to the World - Geog	What did the Romans leave behind? - History	Our Wonderful World and Beyond… - Geog	Classification Connoisseurs - Geog
Summer 2	Poles apart - Geog	Oh I do like to be beside the seaside! - Geog	Awesome Egypt - History	Surviving and Thriving! - Geog	Our Wonderful World and Beyond… - History	Lights Camera Action

Science

Year 1				
Biology			**Chemistry**	**Physics**
Animals, including Humans	**Animals, including Humans**	**Plants**	**Everyday Materials**	**Seasonal Change**
• *Name common animals* • *Carnivores, etc*	• *Human body and senses*	• *Common plants* • *Plant structure*	• *Properties of materials* • *Grouping materials*	• *The four seasons* • *Seasonal weather*
• Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds • Know and classify animals by what they eat (carnivore, herbivore and omnivore) • Know how to sort by living and non living things Sum2	• Know the name of parts of the human body that can be seen Sum1	• Know and name a variety of common wild and garden plants • Know and name the petals, stem, leaves and root of a plant • Know and name the roots, trunk, branches and leaves of a tree Aut1	• Know the name of the materials an object is made from • Know about the properties of everyday materials Aut2, Sp1,	• Name the seasons and know about the type of weather in each season Aut1, Aut2, Sp1, Sp2, Sum1, Sum2.

Year 1
Working Scientifically
❑ Ask questions such as: • Why are flowers different colours? • Why do some animals eat meat and others do not? Aut 1, Sp2, Sum2.
❑ Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned Aut 2
❑ Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked Sp1, Sum1
❑ Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken Aut 2, Sp1, Sum1

Year 2				
Biology			**Chemistry**	
All living things and their habitats	**Animals, including Humans**	**Plants**	**Everyday Materials**	
• *Alive or dead* • *Habitats* • *Adaptations* • *Food chains*	• *Animal reproduction* • *Healthy living* • *Basic needs*	• *Plant and seed growth* • *Plant reproduction* • *Keeping plants healthy*	• *Identify different materials* • *Name everyday materials* • *Properties of materials*	• *Compare the use of different materials* • *Compare movement on different surfaces*
• Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain **Aut 1**	• Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans. Sum2	• Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature) **Sum 1**, **Aut 2**,	• Know how materials can be changed by squashing, bending, twisting and stretching **Spr 1**	• Know why a material might or might not be used for a specific job. **Spr 1**, **Spr 2**

Year 2
Working Scientifically
❑ Ask questions such as: • Why do some trees lose their leaves in Autumn and others do not? • How long are roots of tall trees? • Why do some animals have underground habitats? **Spr 1**, , **Aut 1**, **Spr 2**, **Aut 2**, , Sum2.
❑ Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses **Spr 1**, **Sum 1**,
❑ Use microscopes to find out more about small creatures and plants **Spr 1**, **Sum 1**, **Aut 2**,
❑ Know how to set up a fair test and do so when finding out about how seeds grow best Sp2, **Aut 2**,
❑ Classify or group things according to a given criteria, e.g. deciduous and coniferous trees **Spr 1** , **Aut 1**, **Spr 2**, **Sum 1**, Sum2
❑ Draw conclusions from fair tests and explain what has been found out **Spr 2**, **Sum 1**, **Aut 2** ,
❑ Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with. **Spr 2**, **Sum 1**, **Aut 2**,

Year 3					
Biology			**Chemistry**	**Physics**	
Animals, including humans	**Plants**	**Plants**	**Rocks**	**Forces**	**Light**
• *Skeleton and muscles* • *Nutrition* • *Exercise and health*	• *Plant life* • *Basic structure and functions*	• *Life cycle* • *Water transportation*	• *Fossil formation* • *Compare and group rocks* • *Soil*	• *Different Forces* • *Magnets*	• *Reflections* • *Shadows*
• Know about the importance of a nutritious, balanced diet Sum1 • Know how nutrients, water and oxygen are transported within animals and humans Sum1 • Know about the skeletal and muscular system of a human Sum1	• Know the function of different parts of flowing plants and trees Sp1	• Know how water is transported within plants Sp2 • Know the plant life cycle, especially the importance of flowers Sp2	• Compare and group rocks based on their appearance and physical properties, giving reasons Aut 1 • Know how soil is made and how fossils are formed Aut 1 • Know about and explain the difference between sedimentary, metamorphic and igneous rock Aut1	• Know about and describe how objects move on different surfaces Aut 2 • Know how a simple pulley works and use to on to lift an object Aut 2 • Know how some forces require contact and some do not, giving examples Aut 2 • Know about and explain how magnets attract and repel Aut 2 • Predict whether magnets will attract or repel and give a reason Aut 2	• Know that dark is the absence of light Sum2 • Know that light is needed in order to see and is reflected from a surfaceSum2 • Know and demonstrate how a shadow is formed and explain how a shadow changes shapeSum2 • Know about the danger of direct sunlight and describe how to keep protectedSum2

Year 3

Working Scientifically

❑ Ask questions such as: • Why does the moon appear as different shapes in the night sky? • Why do shadows change during the day? • Where does a fossil come from? Aut1, Sum2	❑ Gather and record information using a chart, matrix or tally chart, depending on what is most sensible Aut2, Sp1, Sp2, Sum1,
❑ Observe at what time of day a shadow is likely to be at its longest and shortest Sum2	❑ Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens Sp1
❑ Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc. Sp1	❑ Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findingsAut1, Sp1, Sp1, Sum1
❑ Use research to find out how reflection can help us see things that are around the corner Sum2	❑ Know how to use a key to help understand information presented on a chart
❑ Use research to find out what the main differences are between sedimentary and igneous rocks Aut1,	❑ Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape Sum2
❑ Test to see which type of soil is most suitable when growing two similar plants Sp1	❑ Present findings using written explanations and include diagrams when needed Aut2, Sp2, Sum2
❑ Test to see if their right hand is as efficient as their left hand Sum1	❑ Make sense of findings and draw conclusions which help them to understand more about scientific information Aut1, Sum1
❑ Set up a fair test with different variables e.g. the best conditions for a plant to grow Sp1	❑ Amend predictions according to findings Sp1, Sp2
❑ Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc. Sum1	❑ Be prepared to change ideas as a result of what has been found out during a scientific enquiry Aut1, Sp1
❑ Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning Aut 2, Sp1, Sp2, Sum1, Sum2	

Year 4

Biology		Chemistry	Physics	
Animals, including humans	**All living things and their habitats**	**States of Matter**	**Electricity**	**Sound**
• *Digestive system* • *Teeth* • *Food chains*	• *Grouping living things* • *Classification keys* • *Adaptation of living things*	• *Compare and group materials* • *Solids, liquids and gases* • *Changing state* • *Water cycle*	• *Uses of electricity* • *Simple circuits and switches* • *Conductors and insulators*	• *How sounds are made* • *Sound vibrations* • *Pitch and Volume*
• Identify and name the parts of the human digestive system **Aut1** • Know the functions of the organs in the human digestive system**Aut1** • Identify and know the different types of human teeth**Aut1** • Know the functions of different human teeth**Aut1** • Use and construct food chains to identify producers, predators and prey**Aut1**	• Use classification keys to group, identify and name living things **Sum2** • Know how changes to an environment could endanger living things **Sum2** • Group materials based on their state of matter (solid, liquid, gas **Sum2**	• Know the temperature at which materials change state **Sp1** • Know about and explore how some materials can change state**Sp1** • Know the part played by evaporation and condensation in the water cycle**Sp1**	• Identify and name appliances that require electricity to function **Aut2** • Construct a series circuit**Aut2** • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) **Aut2** • Predict and test whether a lamp will light within a circuit**Aut2** • Know the function of a switch **Aut2** • Know the difference between a conductor and an insulator; giving examples of each**Aut2**	• Know how sound is made, associating some of them with vibrating **Sum1** • Know how sound travels from a source to our ears **Sum1** • Know the correlation between pitch and the object producing a sound **Sum1** • Know the correlation between the volume of a sound and the strength of the vibrations that produced it **Sum1** • Know what happens to a sound as it travels away from its source **Sum1**

Year 4	
Working Scientifically	
❑ Ask questions such as: • Why are steam and ice the same thing? • Why is the liver important in the digestive systems? • What do we mean by 'pitch' when it comes to sound? **Sp1/2**	❑ Gather and record information using a chart, matrix or tally chart, depending on what is most sensible**Sum2** ❑ Group information according to common factors e.g. materials that make good conductors or insulators**Aut2 Sp1/2**
• Use a thermometer to measure temperature and know there are two main scales used to measure temperature **SP1,SP2**	
❑ Use research to find out how much time it takes to digest most of our food **Sum2**	❑ Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings **Sp1/2**
❑ Use research to find out which materials make effective conductors and insulators of electricity **Aut 2**	❑ Present findings using written explanations and include diagrams, when needed**Aut1**
❑ Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water **Sp1/2, Sum1**	❑ Write up findings using a planning, doing and evaluating process **Sp1/2**
❑ Set up a fair test with more than one variable e.g. using different materials to cut out sound**Sp1/2, Sum1**	❑ Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned **Aut1**
❑ Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures **Sp1/2**	❑ When making predictions there are plausible reasons as to why they have done so**Aut1**
❑ Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning **Sp1/2**	❑ Able to amend predictions according to findings**Sp1/2**

Year 5

Biology		Chemistry	Physics	
All living things and their habitats	**Animals, including humans**	**Properties and changes in materials**	**Forces**	**Earth and Space**
• *Life cycles – plants and animals* • *Reproductive processes* • *Famous naturalists*	• *Changes as humans develop from birth to old age*	• *Compare properties of everyday materials* • *Soluble/ dissolving* • *Reversible and irreversible substances*	• *Gravity* • *Friction* • *Forces and motion of mechanical devices*	• *Movement of the Earth and the planets* • *Movement of the Moon* • *Night and day*
• Know the life cycle of different living things e.g. mammal, amphibian, insect and bird Aut1 • Know the differences between different life cycles Aut1 • Know the process of reproduction in plants Aut1 • Know the process of reproduction in animals. Aut1	• Create a timeline to indicate stages of growth in humans Aut 2	• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnetsSp1 • Know and explain how a material dissolves to form a solutionSp1 • Know and show how to recover a substance from a solutionSp1 • Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) Sp1 • Know and demonstrate that some changes are reversible and some are notSp1 • Know how some changes result in the formation of a new material and that this is usually irreversible Sp1	• Know what gravity is and its impact on our lives Sp2 • Identify and know the effect of air and water resistanceSp2 • Identify and know the effect of frictionSp2 • Explain how levers, pulleys and gears allow a smaller force to have a greater effectSp2	• Know about and explain the movement of the Earth and other planets relative to the Sun Sum1, Sum2 • Know about and explain the movement of the Moon relative to the EarthSum1, Sum2 • Know and demonstrate how night and day are createdSum1, Sum2 • Describe the Sun, Earth and Moon (using the term spherical) Sum1, Sum2

Year 5	
Working Scientifically	
❑ Set up an investigation when it is appropriate e.g. finding out which materials dissolve or notSp1	❑ Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie Aut1
❑ Set up a fair test when needed e.g. which surfaces create most friction? Sp2	❑ Use diagrams, as and when necessary, to support writing Sum2
❑ Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby Aut 2	❑ Is evaluative when explaining findings from scientific enquirySum2
❑ Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materialsSp2	❑ Be clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriateSp1
❑ Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass Sp2, Sum1	❑ Their explanations set out clearly why something has happened and its possible impact on other thingsSp1
❑ Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons) Sp1, Sp2	❑ Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys Sp2
❑ Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphsAut1	❑ Keep an on-going record of new scientific words that they have come across for the first timeAut1
❑ Make predictions based on information gleaned from investigationsSp1	❑ Able to relate causal relationships when, for example, studying life cycles Aut1
❑ Create new investigations which take account of what has been learned previoslySum2	❑ Frequently carry out research when investigating a scientific principle or theorySum1, Sum2

Year 6				
Biology			**Physics**	
Animals, including humans	**All living things and their habitats**	**Evolution and Inheritance**	**Electricity**	**Light**
• *The circulatory system* • *Water transportation* • *Impact of exercise on body*	• *Classification of living things and the reasons for it*	• *Identical and non identical off-spring* • *Fossil evidence and evolution* • *Adaptation and evolution*	• *Electrical components* • *Simple circuits* • *Fuses and voltage*	• *How light travels* • *Reflection* • *Ray models of light*
• Identify and name the main parts of the human circulatory system Sp1, Sp2 • Know the function of the heart, blood vessels and blood Sp1, Sp2 • Know the impact of diet, exercise, drugs and lifestyle on health Sp1, Sp2 • Know the ways in which nutrients and water are transported in animals, including humans Sp1, Sp2	• Classify living things into broad groups according to observable characteristics and based on similarities and differences Sum1,Sum2 • Know how living things have been classified Sum1,Sum2 • Give reasons for classifying plants and animals in a specific way Sum1, Sum2	• Know how the Earth and living things have changed over time Aut1 • Know how fossils can be used to find out about the past Aut1 • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Aut1 • Know how animals and plants are adapted to suit their environment Aut1 • Link adaptation over time to evolution Aut1 • Know about evolution and can explain what it is Aut1	• Compare and give reasons for why components work and do not work in a circuit Aut2 • Draw circuit diagrams using correct symbols Aut2 • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer Aut2	• Know how light travels Aut2 • Know and demonstrate how we see objects Aut2 • Know why shadows have the same shape as the object that casts them Aut2 • Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. Aut2

Year 6

Working Scientifically

❑ Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise Sp1, Sp2	❑ Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases Aut2
❑ Set up a fair test when needed e.g. does light travel in straight lines? Aut2	❑ Clear about what has been found out from their enquiry and can relate this to others in class Aut2
❑ Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood? Sp1, Sp2,	❑ Explanations set out clearly why something has happened and its possible impact on other things Aut1
❑ Know what the variables are in a given enquiry and can isolate each one when investigating Aut2	❑ Aware of the need to support conclusions with evidence Aut1
❑ Justify which variable has been isolated in scientific investigation Aut2	❑ Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups Aut1, Aut2, Sp1, Sp2, Sum1, suM2
❑ Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion Aut2	❑ Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class Aut1, Aut2, Sp1, Sp2, Sum1&2
❑ Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs Aut2	❑ Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats Aut1, Sum1, Sum2
❑ Make accurate predictions based on information gleaned from their investigations and create new investigations as a result Aut2	❑ Frequently carry out research when investigating a scientific principle or theory Aut2
❑ Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovieSp1	

Geography: Key Stage 1

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
	• *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* • *name and locate the world's seven continents and five oceans*	• *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*	• *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles* • *use basic geographical vocabulary to refer to:* • *beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* • *city, town, village, factory, farm, house, office, port, harbour and shop*	• *Use world maps, atlases and globes* • *Use simple compass directions* • *Use aerial photos, construct simple maps* • *Undertake simple fieldwork within school locality*
Year 1	• **Know the names of the four countries that make up the UK and name the three main seas that surround the UK –Sp 2**	• **Know features of hot and cold places in the world -Sum 2**	• **Know which is the hottest and coldest season in the UK –, Sp 2** • **Know and recognise main weather symbols –Sp2** • **Know the main differences between city, town and village –Sp 2**	• **Know which is N, E, S and W on a compass –A1 (briefly) & Sum 2 (more detail)** • **Know their address, including postcode –A1** • **Know and use the terminologies: left and right; below, next to - A1**
Year 2	• **Know the names of and locate the seven continents of the world - Sum 1** • **Know the names of and locate the five oceans of the world - Sum 1** • **Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland - Sum 1**	• **Know the main differences between a place in England and that of a small place in a non-European country -, Aut 1**	• **Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach - Aut 1 & Sum 2** • **Explain some of the advantages and disadvantages of living in a city or village.- Aut 1 & Sum 2**	**Know where the equator, North Pole and South Pole are on a globe - Aut 1** **Know which is N, E, S and W on a compass –Recapped from Y1 Sum2**

Geography: Key Stage 2

Locational Knowledge

	• *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*	• *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time*	*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*
Year 3	• **Know the names of and locate at least eight European countries - Year 3, Su 1** • **Know the names of a number of European capitals**	• **Know the names of and locate at least eight counties and at least six cities in England - Year 3, Su 1** • **Know where the main mountain regions are in the UK - Year 3, Au 2**	• **Know the names of four countries from the southern and four from the northern hemisphere - Year 3, Sum1**
Year 4	• **Know the names of and locate at least eight major capital cities across the world - Year 4, Sp 1 & 2**	• **Know, name and locate the main rivers in the UK - Year 4, Sp 1 & 2**	
Year 5	• **Know the names of, and locate, a number of South or North American countries - Year 5, Su 1**		• **Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map – Year 5, Au1 (equator) & Au 2 (tropics and GM)** • **Know what is meant by the term 'tropics' - Year 5, Au 2** • **Know about time zones and work out differences - Year 5, Sum 1** • ***Know the names of four countries from the southern and four from the northern hemisphere - Recapped from Y3 Y5 Au 1 & Sum 1***
Year 6			

Geography: Key Stage 2

	Place Knowledge	Human and Physical Geography	
	• *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America*	• *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	• *describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*
Year 3	• **Know at least five differences between living in the UK and a Mediterranean country - Year 3, Su 1**	• **Know the names of a number of the world's highest mountains - Year 3, Au 2**	
Year 4		• **Know and label the main features of a river - Year 4, Sp 1 & 2** • **Know the name of and locate a number of the world's longest rivers - Year 4, Sp 1 & 2** • **Explain the features of a water cycle - Year 4, Sp 1** • **Know what causes an earthquake - Year 4, Su 2** • **Label the different parts of a volcano - Year 4, Su 2** • **& 2**	• **Know why most cities are located by a river – Year 4, Sp 1 & 2**
Year 5	• **Know key differences between living in the UK and in a country in either North or South America - Year 5, Su 1**	• **Know what is meant by biomes and what are the features of a specific biome - Year 5, Au1** • **Label layers of a rainforest and know what deforestation is - Year 5, Au1** • **Know the names of and locate some of the world's deserts - Year 5, Au1**	
Year 6			• **Know why are industrial areas and ports are important - Year 6, Su 1** • **Know main human and physical differences between developed and third world countries - Year 6, Su 1**

Geography: Key Stage 2

Geographical skills and fieldwork

	• *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	• *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*
Year 3	• **Use maps to locate European countries and capitals. – Year 3, Su 1**	• **Know and name the eight points of a compass - Year 3, Sp 1 & 2** • **Know what most of the ordnance survey symbols stand for - Year 3, Sp 1 & 2** • **Know how to use six-figure grid references - Year 3, Sp 1 & 2**
Year 4	• **Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. - Year 4, Sp 1 & 2**	• **Know what most of the ordnance survey symbols stand for - Year 3, Recapped in Year 4, Sp 1 & 2** • **Know how to use six-figure grid references – from Year 3 Recapped in Year 4, Sp 1 & 2**
Year 5	• **Know how to use graphs to record features such as temperature or rainfall across the world - Year 5, Au 2** • **Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian - Year 5, Au 1 & 2**	• **Know and name the eight points of a compass - Recapped fromY3, Sum 1** • **Know how to use six-figure grid references – from Year 3 Recapped in Year 5, Au 1 & 2**
Year 6		• **Know what most of the ordnance survey symbols stand for - Recapped from Y3/4 in Year 6, Su1** • **Know how to plan a journey within the UK, using a road map – Year 6, Su 1**

Map Skills Progression (Geographical Skills and Fieldwork) – KS2

Year Group:	Year 3	Year 4	Year 5	Year 6
National Curriculum objectives to cover from Focus doc, with the Topic they fit with for Year groups.	Map reading – Spring 2 • Know and name the 8 points of a compass • Know what most of the ordnance survey symbols stand for • Know how to use six figure grid references UK and Europe – Summer 1 • Use maps to locate European countries and capitals	Rivers – Spring 1 and 2 • Use google earth to locate a place of interest and follow the journey of a river • Fieldwork - local river walk	Rainforests – Autumn 1 and 2 • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and Greenwich Meridian • Know how to use graphs to record features such as temp and rainfall (maths link too – Y5 line graphs objectives)	Settlements – Summer 1 • Know how to plan a journey within the UK, using a roadmap
Progression from previous year group(s) objectives. These are activities which can be incorporated when teaching the objectives, to show progression from the original topic in Year 3, or what was covered in KS1.	KeyStage 1, children will: • Know where the equator, North Pole and South Pole are on a globe • Know which is N, E, S and W on a compass PROGRESSION: Eight points of a compass	PROGRESSION: Use knowledge of six-fig grid references to locate rivers on a map/atlas PROGRESSION: Changes in ordnance survey maps around a river, use link: https://www.ordnancesurvey.co.uk/mapzone/geography/river-landscapes/page-two Revisit ordnance survey symbols and key vocab in RRR time	Rainforests – Autumn 1 and 2 PROGRESSION: describe the location of tropics etc using six figure grid refs? In relation to each other? North America - Summer 1 PROGRESSION: Use knowledge of symbols and compass points to build a tour of American landmarks Revisit ordnance survey symbols and key vocab in RRR time	Settlements – Summer 1 PROGRESSION: Draw their own map using symbols and a key Revisit ordnance survey symbols and key vocab in RRR time
Suggested resources for teaching the objectives/progressions.	Twinkl lessons from marvellous maps topic: • Lesson 2 symbols • Lesson 3 compass points • Lesson 4 grid refs Ordnance Survey resources: https://www.ordnancesurvey.co.uk/mapzone/map-skills Digi maps: • Local area	Digi map lesson: • Flooding and other hazards Google earth - Rivers search (I will find some more resources on this for you) Changes in ordnance survey maps around a river, use link: https://www.ordnancesurvey.co.uk/mapzone/geography/river-landscapes/page-two	Google Earth lesson: • Tour builder (America)	Twinkl lessons from marvellous maps topic: • Lesson 5 planning a route • Lesson 6 charting the changes Google earth lesson: • A lesson in lifestyle Digi map lesson: • Best of British

History: Key Stage 1

	Within living memory	Beyond living memory	Lives of significant people	Local history
	• *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*	• *events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*	• *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*	• *significant historical events, people and places in their own locality*
Year 1	• **Know that the toys their grandparents played with were different to their own - Year 1, Au 2** • **Organise a number of artefacts by age - Year 1, Au 2** • **Know what a number of older objects were used for - Year 1, Au 2** • **Know the main differences between their school days and that of their grandparents – Year 1, Au 2**		• **Name a famous person from the past and explain why they are famous - Year 1, Su 1**	• **Know the name of a famous person, or a famous place, close to where they live Year 1, Au 2**
Year 2		• **Know about an event or events that happened long ago, even before their grandparents were born - Year 2, Spr 1** • **Know what we use today instead of a number of older given artefacts - Year 2, Spr 1** • **Know that children's lives today are different to those of children a long time ago - Year 2, Spr 1**	• **Know about a famous person from outside the UK and explain why they are famous - Year 2, Spr 2 & Aut 2,**	• **Know how the local area is different to the way it used to be a long time ago Year 2, Spr 2** • **Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. - Year 2, Spr 2**

History: Key Stage 2

	CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
	• *To include:* • *Stone age to Iron age* • *Romans* • *Anglo-Saxons* • *Vikings*	• *An aspect of theme that takes pupils beyond 1066*	• *A local study linked to one of the periods of time studied under chronology; or* • *A local study that could extend beyond 1066*
Year 3	• **Know how Britain changed between the beginning of the stone age and the iron age – Year 3, Au1** • **Know the main differences between the stone, bronze and iron ages - Year 3, Au1** • **Know what is meant by 'hunter-gatherers' - Year 3, Au1**		
Year 4	• **Know how Britain changed from the iron age to the end of the Roman occupation - Year 4, Su 1** • **Know how the Roman occupation of Britain helped to advance British society - Year 4, Su 1** • **Know how there was resistance to the Roman occupation and know about Boudica - Year 4, Su 1** • **Know about at least one famous Roman emperor - Year 4, Su 1**		

History: Key Stage 2

	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
	• *Cover each of and then choose one to look at in depth:* • *Ancient Egypt* • *Ancient Sumer* • *Indus Valley* • *Shang Dynasty*	• *Choose one of:* • *Mayans* • *Islamic Civilizations* • *Benin Civilization*	• *Greek life and influence on the Western world*
Year 3			• **Know some of the main characteristics of the Athenians and the Spartans – Year 4, Au 1** • **Know about the influence the gods had on Ancient Greece - Year 4, Au 1** • **Know at least five sports from the Ancient Greek Olympics - Year 4, Au 1**
Year 4	• **Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Year 3, Su 2** • **Know about the key features of either: Ancient Egypt**; Ancient Sumer; Indus Valley; or the Shang Dynasty – **Year 3, Su 2**		

History: Key Stage 2

	CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
	• *To include:* • *Stone age to Iron age* • *Romans* • *Anglo-Saxons* • *Vikings*	• *An aspect of theme that takes pupils beyond 1066*	• *A local study linked to one of the periods of time studied under chronology; or* • *A local study that could extend beyond 1066*
Year 5	• **Know how Britain changed between the end of the Roman occupation and 1066 - Year 5, Sp 1** • **Know about how the Anglo-Saxons attempted to bring about law and order into the country - - Year 5, Sp 1** • **Know that during the Anglo-Saxon period Britain was divided into many kingdoms - - Year 5, Sp 1** • **Know that the way the kingdoms were divided led to the creation of some of our county boundaries today - - Year 5, Sp 1** • **Use a time line to show when the Anglo-Saxons were in England - - Year 5, Sp 1** • **Know where the Vikings originated from and show this on a map - - Year 5, Sp 2** • **Know that the Vikings and Anglo-Saxons were often in conflict - Year 5, Sp 2** • **Know why the Vikings frequently won battles with the Anglo-Saxons - Year 5, Sp 2**		
Year 6		• **Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history - Year 6, Sp 1 & 2** • **Know how to place historical events and people from the past societies and periods in a chronological framework - Year 6, Sp 1 & 2** • **know how Britain has had a major influence on the world - Year 6, Sp 1 & 2**	• **Know about a period of history that has strong connections to their locality and understand the issues associated with the period. - Year 6, Au 2** • **Know how the lives of wealthy people were different from the lives of poorer people during this time- Year 6, Au 2**

History: Key Stage 2

	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
	• *Cover each of and then choose one to look at in depth:* • *Ancient Egypt* • *Ancient Sumer* • *Indus Valley* • *Shang Dynasty*	• *Choose one of:* • *Mayans* • *Islamic Civilizations* • *Benin Civilization*	• *Greek life and influence on the Western world*
Year 5		• **Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin - Year 5, Su 2** • **Know why they were considered an advanced society in relation to that period of time in Europe - Year 5, Su 2**	
Year 6			

Art: Key Stage 1

	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	• *use a range of materials creatively to design and make products*	• *use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*	• *develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*	*Study a range of artists, craft makers and designers*
Year 1	• know how to cut, roll and coil materials Sum2 • know how to use IT to create a picture Sum2	• know how to show how people feel in paintings and drawings. Sp1 • know how to use pencils to create lines of different thickness in drawings. Sp1	• know how to create moods in art work Aut2 • Know the names of the primary and secondary colours. Aut1 • know how to create a repeating pattern in printAut1, Sp1	• describe what can be seen and give an opinion about the work of an artistAut1, Aut2, Sp1, Sum2 • ask questions about a piece of artAut1, Aut2, Sp1, Sum2
Year 2	• know how to create a printed piece of art by pressing, rolling, rubbing and stamping. **Aut 1** • know how to make a clay pot and know how to join two clay finger pots together **Aut 1** • know how to use different effects within an IT paint package **Aut 1**	• choose and use three different grades of pencil when drawing **Aut 2**, • know how to use charcoal, pencil and pastel to create art. **Aut 1**, **Aut 2**, • know how to use a viewfinder to focus on a specific part of an artefact before drawing it. **Aut 1**	• know how to mix paint to create all the secondary colours **Sum 1** • know how to create brown with paint **Sum 1** • know how to create tints with paint by adding white and know how to create shades with paint by adding black **Sum 1**	• suggest how artists have used colour, pattern and shape **Sum 1** • know how to create a piece of art in response to the work of another artist **Sum 1Aut 2**,

Art: Key Stage 2

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	• *create sketch books to record their observations and use them to review and revisit ideas*	• *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	• *great artists, architects and designers in history*
Year 3	• know how to use sketches to produce a final piece of art Aut1 Sp1 • know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others Sum2	• know how to show facial expressions in art. Sum1 • know how to use different grades of pencil to shade and to show different tones and textures Aut1, Sp1, Sp2, • know how to create a background using a wash Sum1 • know how to use a range of brushes to create different effects in painting Sum1	• know how to identify the techniques used by different artists Sum1 • know how to compare the work of different artists Sum1, Sp1 • recognise when art is from different cultures Sum1 • recognise when art is from different historical periods Sum1
Year 4	• know how to integrate digital images into artwork. Sp1, Sp2 • Use sketchbooks to help create facial expressions Sum1 • use sketchbooks to experiment with different texture Sum1 • use photographs to help create reflectionsSp1, Sp2	• know how to show facial expressions and body language in sketches and paintings Sum1 • know how to use marks and lines to show texture in art. Sum1 • know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections Sp1, Sp2 • know how to print onto different materials using at least four colours. Sp1, Sp2 • know how to sculpt clay and other mouldable materials. Aut1	• experiment with the styles used by other artists. SP1,Sp2 • explain some of the features of art from historical periods.Aut1 • know how different artists developed their specific techniques SP1,Sp2

Art: Key Stage 2

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	• *create sketch books to record their observations and use them to review and revisit ideas*	• *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	• *great artists, architects and designers in history*
Year 5	• experiment by using marks and lines to produce texture Sum1 • experiment with shading to create mood and feeling Aut2 • experiment with media to create emotion in art Aut2 • know how to use images created, scanned and found; altering them where necessary to create art Aut 1	• know how to use shading to create mood and feeling Aut2 • know how to organise line, tone, shape and colour to represent figures and forms in movement. Aut1 • know how to express emotion in art Aut 2 • know how to create an accurate print design following given criteria. Sum1	• research the work of an artist and use their work to replicate a style Aut1, Aut2, Sum1
Year 6	• explain why different tools have been used to create artAut1, Sp1, Sp2 • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to artAut1, Sp1, Sp2 • know how to use a range of e-resources to create artAut1	• know how to overprint to create different patterns Aut1 • know which media to use to create maximum impactAut1 • use a full range of pencils, charcoal or pastels when creating a piece of observational artSp1, Sp2	• explain the style of art used and how it has been influenced by a famous artist Sp1, Sp2, Sum1, Sum2 • understand what a specific artist is trying to achieve in any given situationSp1, Sp2, Sum1, Sum2 • understand why art can be very abstract and what message the artist is trying to conveySp1, Sp2, Sum1, Sum2

DT: Key Stage 1

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	Design - purposeful, functional, appealing products for themselves and other users based on design criteria *Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*	*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*	*explore and evaluate a range of existing products* *evaluate their ideas and products against design criteria*	*build structures, exploring how they can be made stronger, stiffer and more stable* *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*	*use the basic principles of a healthy and varied diet to prepare dishes* *understand where food comes from*
Year 1	• use own ideas to design something and describe how their own idea works Aut2, Sp2 • design a product which movesAut2, Sp2 • explain to someone else how they want to make their product and make a simple plan before makingAut2, Sp2	• use own ideas to make somethingAut2, Sp2 • make a product which moves Aut2, Sp2 • choose appropriate resources and tools Aut2, Sp2	• describe how something works Aut2, Sp2 • explain what works well and not so well in the model they have made Aut2, Sp2	• make their own model strongerSp2	• cut food safely Sum1
Year 2	• think of an idea and plan what to do next Sum2 • explain why they have chosen specific textiles Sum2	• choose tools and materials and explain why they have chosen them **Spr 2**, Sum2 • join materials and components in different ways **Spr 2**, Sum2, • measure materials to use in a model or structure Sp1,	• explain what went well with their work **Spr 1** • , **Spr 2**, Sum2	• make a model stronger and more stable **Spr 2**, Sum2 • use wheels and axles, when appropriate to do so **Spr 2**	• weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake **Spr 1**

DT: Key Stage 2

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*	*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	*investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	*apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products.*	*understand and apply the principles of a healthy and varied diet* *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed*
Year 3	• prove that a design meets a set criteria. Aut2, Sum2 • design a product and make sure that it looks attractiveAut2, Sum2 • choose a material for both its suitability and its appearanceAut2, Sum2	• follow a step-by-step plan, choosing the right equipment and materials Aut2, Sum2 • select the most appropriate tools and techniques for a given task Aut2, Sum2 • make a product which uses both electrical and mechanical componentsSum2 • work accurately to measure, make cuts and make holes Aut2, Sum2	• explain how to improve a finished model Aut2, Sum2 • know why a model has, or has not, been successful Aut2, Sum2	• know how to strengthen a product by stiffening a given part or reinforce a part of the structure Aut2 • use a simple IT program within the design Sum2	• describe how food ingredients come together Sum1 • weigh out ingredients and follow a given recipe to create a dishSum1 • talk about which food is healthy and which food is not Sum1 • know when food is ready for harvesting Sum1
Year 4	• use ideas from other people when designingAut2 Spr Sum2 • produce a plan and explain itAut2 Spr Sum 2 • persevere and adapt work when original ideas do not workAut2 Spr Sum 2 • communicate ideas in a range of ways, including by sketches and drawings which are annotatedAut2 Spr Sum 2	• know which tools to use for a particular task and show knowledge of handling the toolAut2 Spr Sum 2 • know which material is likely to give the best outcomeAut2 Spr Sum 2 • measure accurateliyAut2 Spr Sum 2	• evaluate and suggest improvements for designAut2 Spr sUM 2 • evaluate products for both their purpose and appearanceAut2 Spr Sum 2 • explain how the original design has been improvedAut2 Spr Sum 2 • present a product in an interesting way Aut2 spr sUM 2	• links scientific knowledge by using lights, switches or buzzers Aut2 Spr Sum 2 • use electrical systems to enhance the quality of the productAut2 Spr Sum 2 • use IT, where appropriate, to add to the quality of the product Aut2 Spr Sum 2	• know how to be both hygienic and safe when using food Sum1 • bring a creative element to the food product being designed Sum1

DT: Key Stage 2

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*	*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	*investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	*apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products.*	*understand and apply the principles of a healthy and varied diet* *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed*
Year 5	• come up with a range of ideas after collecting information from different sources Sp1 ,Sp2 • produce a detailed, step-by-step planSp2, Sp1 • explain how a product will appeal to a specific audienceSp2, Sp1 • design a product that requires pulleys or gearsSp2	• use a range of tools and equipment competentlySp2, Sp1 • make a prototype before making a final versionSp2, Sp1 • make a product that relies on pulleys or gearsSp2	• suggest alternative plans; outlining the positive features and draw backsSp2, Sp1 • evaluate appearance and function against original criteriaSp2, Sp1	• links scientific knowledge to design by using pulleys or gearsSp2 • uses more complex IT program to help enhance the quality of the product producedSp2	• be both hygienic and safe in the kitchenSum2 • know how to prepare a meal by collecting the ingredients in the first placeSum2 • know which season various foods are available for harvesting Sum2
Year 6	• use market research to inform plans and ideas. AUT 2 SUM 2 • follow and refine original plans AUT 2 SUM 2 • justify planning in a convincing way AUT 2 SUM 2 • show that culture and society is considered in plans and designs AUT 2 SUM 2	• know which tool to use for a specific practical task AUT 2 SUM 2 • know how to use any tool correctly and safely AUT 2 SUM 2 • know what each tool is used for AUT 2 SUM 2 • explain why a specific tool is best for a specific action AUT 2 SUM 2	• know how to test and evaluate designed products AUT 2 SUM 2 • explain how products should be stored and give reasons AUT 2 SUM 2 • evaluate product against clear criteria AUT 2 SUM 2	• use electrical systems correctly and accurately to enhance a given product Aut2 SUM 2 • know which IT product would further enhance a specific productAut2 SUM 2 • use knowledge to improve a made product by strengthening, stiffening or reinforcing Aut2 SUM 2	• explain how food ingredients should be stored and give reasons SPR 2 • work within a budget to create a meal SP2 • understand the difference between a savoury and sweet dish SPR 2

Music: Key Stage 1

	Singing	Playing an instrument	Listening and appreciate	Create own music
	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	*Pupils should be taught to play tuned and untuned instruments musically*	*Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music*	*Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music*
Year 1	• make different sounds with voice and with instrumentsAut2, Sum1, Sum2 • follow instructions about when to play and sing Aut2, Sp1	• use instruments to perform and choose sounds to represent different things Sp1, Sp2, Sum1, Sum2	• say whether they like or dislike a piece of music Aut1, Aut2, Sp1, Sp2, Sum1, Sum2	• clap and repeat short rhythmic and melodic patterns Aut1, Aut2, Sp2 • make a sequence of sounds and respond to different moods in music Sp1, Sum1
Year 2	• sing or clap increasing and decreasing tempo **Spr 1**, **Aut 1**, **Spr 2** • perform simple patterns and accompaniments keeping a steady pulse **Spr 1**, **Aut 1**, **Spr 2**, **Sum 1**	• play simple rhythmic patterns on an instrument **Aut 1**, **Spr 2**, **Sum 1**,	• make connections between notations and musical sounds **Spr 1**, **Spr 2**, **Sum 1**, **Aut 2**, Sum2.	• order sounds to create a beginning, middle and an end Aut 1, **Spr 1**, **Sum 1**, **Aut 2**, Sum2. • create music in response to different starting points **Aut 2**, Sum2

Music: Key Stage 2

	Performing	Compose	Listen
	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	*improvise and compose music for a range of purposes using the inter-related dimensions of music*	*listen with attention to detail and recall sounds with increasing aural memory*
Year 3	• play clear notes on instruments and use different elements in composition Aut2, Sp2, Sum1, Sum2	• combine different sounds to create a specific mood or feeling Aut1, Aut2, Sum1	• listen carefully and recognise high and low phrases Aut 2, Sp1, Sum1
Year 4	• sing songs from memory with accurate pitch Aut1, Sp1, Sum1, Sum2	• use notation to record compositions in a small group or individually Aut2, Sp1, Sum1	• explain why silence is often needed in music and explain what effect it has. Aut1, Aut2, Sp2
Year 5	• maintain own part whilst others are performing their part Aut 1, Aut2, Sp1, Sum1	• compose music which meets specific criteria Aut2, Sp2, Sum2 • choose the most appropriate tempo for a piece of music Sp2	• repeat a phrase from the music after listening intently. Sp1
Year 6	• sing in harmony confidently and accurately Sp2, Sum2 • perform parts from memory Aut2, Sp1, Sum2 • take the lead in a performance Aut2, Sp2, Sum2	• use a variety of different musical devices in composition (including melody, rhythms and chords).Aut1, Aut2, Sp1, Sum1, Sum2	• accurately recall a part of the music listened to. Aut1, Aut2, Sp2

Music: Key Stage 2

	Use and understand	Appreciate	History of music
	use and understand staff and other musical notations	*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*	*develop an understanding of the history of music*
Year 3	• create repeated patterns with different instruments Aut1, Aut2, Sp1 • improve my work; explaining how it has been improved Sp2	• use musical words to describe a piece of music and compositions Sum2 • use musical words to describe what they like and do not like about a piece of musicAut1, Sp1, Sp2, Sum1, Sum2	• recognise the work of at least one famous composer Sp1, Sp2, Sum2
Year 4	• use notation to record and interpret sequences of pitches Sp2, Sum1, Sum2	• identify and describe the different purposes of music Aut1, Aut2, Sp1, Sp2, Sum1, Sum2	• begin to identify the style of work of Beethoven, Mozart and Elgar Sp2, Sum2
Year 5	• use music diary to record aspects of the composition process Sp2, Sum2	• describe, compare and evaluate music using musical vocabulary. Aut1, Aut2, Sp1, Sp2, Sum1, Sum2 • explain why they think music is successful or unsuccessfulAut1, Aut2, Sp1, Sp2, Sum1, Sum2	• contrast the work of a famous composer with another and explain preferences Sum2
Year 6	• analyse features within different pieces of music Aut1, Aut2, Sp1, Sp2, Sum1	• evaluate how the venue, occasion and purpose affects the way a piece of music is created Sp1, Sp2, Sum1	• compare and contrast the impact that different composers from different times have had on people of that time Sum1, Sum2