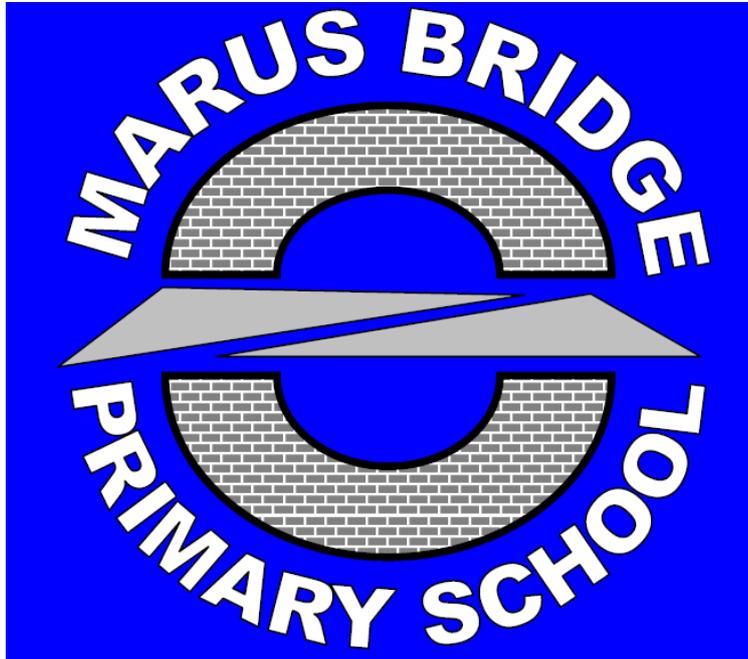


# Curriculum Planning & Assessment Document



Year 1 to Year 6

This booklet has full coverage for your year group.  
Please highlight as below, to show the term you have covered the objectives in.

**Aut = Autumn**

**Spr = Spring**

**Sum = Summer**

YEAR GROUP	TEACHER
1	
2	
3	
4	
5	
6	

## MARUS BRIDGE CURRICULUM

<b>CURRICULUM LEAD</b>	Alison Atkinson
<b>MATHS</b>	Claire Bibby
<b>ENGLISH</b>	Suzanne Carver Upper Sch Faye Holden Lower Sch
<b>SCIENCE</b>	Liz Bower
<b>HISTORY</b>	Danny Hutton
<b>GEOGRAPHY</b>	Lauren Foxwell
<b>COMPUTING</b>	Vicky Fisher
<b>ART</b>	Penny Fox
<b>DESIGN TECH</b>	Paula Riley
<b>PSHE</b>	Tracy Heaton
<b>MUSIC</b>	Adele Hurst
<b>SPANISH</b>	Liz Bower
<b>PE</b>	Robyn Johnstone
<b>RE</b>	Holly Miller Kath Hampson
<b>SCHOOL COUNCIL</b>	Suzanne Carver & Jacqui Collier
<b>ECO COUNCIL</b>	Liz Bower
<b>LIBRARIES</b>	Cherie Melling KS1 Sara Taylor KS2
<b>DISPLAYS/ENVIRONMENT</b>	KS1 – Cherie Melling KS2 – Kath Hampson
<b>RAISING STANDARDS LEAD</b>	Suzanne Carver

ENGLISH	<b><u>Whole-class Reading/Guided reading</u></b>	<b><u>Spelling/phonics</u></b>	<b><u>Writing/SPAG</u></b>	<b><u>Handwriting (TASK TIME 8.45-9.00 or afternoon registration time)</u></b>
<b><u>FS</u></b> 8 hours	3 hours 30 mins	2 hours 30 mins	2 hours	2 x 15 minute sessions per week
<b><u>Y1/Y2</u></b> 8 hours	2 hours 30 mins	2 hours 30 mins	3 hours	4x 15 minute sessions per week
<b><u>Y3/Y4</u></b> 6 hours 30 mins	2 hours 30 mins (5 x 30 mins)	1 hour (3 x 20 mins)	3 hours	3 x 15 minute sessions per week
<b><u>Y5/Y6</u></b> 6 hours 30 mins	2 hours 15 mins (3 x 45 mins)	1 x 30 min 4 x 10 min practice sessions (e.g. registration times, last 10 minutes of an afternoon etc.)	3 hours 45 minutes, using model texts, including PoR	incorporated into spelling practice sessions 4 x 10 min sessions

### **ENGLISH AND MATHEMATICS AT MBPS WEEKLY STRUCTURES**

- **Choose high quality texts\* that the children enjoy and that develop and extend vocabulary. Use your working wall.**
- **Read daily, write daily, discuss, speak and listen daily.**
- Reading skills to be taught / modelled in lessons to develop fluency: echo reading, paired reading, performance reading, text talk / text marking, speed-reading (see PiXL resources)
- Text talk / text-marking skills (effective in pairs or groups): identify and discuss words they don't understand; make links to other books, own experiences, wider world; make predictions, ask questions, wonder; identify key words / phrases; find clues; summarise the general meaning / gist
- Devise questions that mirror reading test papers: multiple-choice, extended constructed questions, tabulated questions, ranking/ordering, labelling, find and copy, short constructed response question types. Use Pixl resources.
- Practise reading skills across the curriculum but remember that science is science, history is history.
- Practise writing skills to be across the curriculum: daily sentence work, daily prose, pencil grip, handwriting.

\*A range of fiction, non-fiction and poetry

## Maths Weekly Timetable

MATHEMATICS	<u>Arithmetic and Reasoning</u>	<u>Mental mathematics (assertive mentoring)</u>	<u>Rolling registration task time.</u>
<b><u>FS</u></b> 6 hours 40 minutes	Daily 15 minutes counting/maths fluency. Daily 35 minutes continuous provision.	Incorporated into daily counting.	Daily counting
<b><u>Y1</u></b> 5 hours 30 minutes	5 hours	30 minutes	Daily counting
<b><u>Y2</u></b> 6 hours	5 hours	1 hour (2 x 30 minutes)	2 x weekly
<b><u>Y3/Y4</u></b> 6 hours	5 hours	1 hour (2 x 30 minutes)	2 x 15 minute sessions per week
<b><u>Y5/Y6</u></b> 6 hours	5 hours	1 hour (2 x 30 minutes)	2 x 15 minute sessions per week

### Mathematics

- Arithmetic and reasoning lessons are 1 hour daily. Teachers should follow White Rose Maths planning structure, using assessment information from prior learning assessments (completed in advance), QLAs and on-going teacher assessment.
- Teach fluency and reasoning in conjunction. (**All** children should access reasoning at their level).
- Link topics and teaching areas such as measure and time in other areas of the curriculum (E.G. Time could be taught when learning to count in 5s/ fractions using analogue clocks or measure can be linked to multiplying and dividing by 10, 100 and 1000.)
- Children should be given time at the start of a lesson to complete a daily review/challenge task or correct mistakes in red.
- Mental Maths lessons should be teacher led (input/independent activity) and should focus on mental maths strategies/areas of weakness based on assessment.
- Mental Strategies (as per policy guidance) and times tables are taught alongside the assertive mentoring resources. Track scores every week.
- Children practise these skills daily in starter/warm-up activities and children link them when possible to what children are learning in the main lesson.
- Assertive Mentoring tests are completed weekly and are based on stages, which match year group expectations. If a child gets 20/25 or more, three weeks in a row, they can move to the next stage. Track scores every week.

## Foundation Subject timetables

Weekly subjects and timings are as follows

KS1	Science 100/ 120 mins	Humanities 100/120 mins	Spanish 30mins	Music 30/45 mins	RE 30/45 mins	Comp 60 mins	Art 60 mins	PSHE 30/45 mins	PE 120 mins
KS2	Science 90/120mins	Humanities 90/120 mins	Spanish 30mins LKS 60mins UKS2	Music 30/45 mins	RE 30/45 mins	Comp 60 mins	Art 60 mins	PSHE 60 mins	PE 120 mins

Art/DT and History/Geography should be taught on cycles throughout the year. Here is the following timetable to ensure each subject gets equal amounts of time. Please ensure you plan for these subjects (as the grid shows) on your MTPs.

AUTUMN 1 (8)	AUTUMN 2 (6)	SPRING (11)	SUMMER 1 (6)	SUMMER 2 (7)
ART	ART	D&T	ART	D&T
HISTORY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY

## HISTORY

Children should be taught History in chronological order and begin each topic with a timeline, so they understand where each period fits historically.

Topics for each year group are outlined below. Whilst these are taught standalone, children need to note connections, contrasts and trends over time. Children should make comparisons and connections between different periods of time and topics studied whilst also developing their factual knowledge about the specific period they are studying. As such teachers need to have a good understanding of all History topics and progression.

Each topic should start with a Knowledge Organiser outlining key facts along with key vocabulary that will be taught during the lessons.

Year	UNIT 1	UNIT 2	UNIT 3
1	Great Fire of London Events beyond Living Memory	Florence Nightingale Life of a significant individual	Seaside Changes within living memory/Places in own locality
2	Travel and Transport Events beyond Living Memory/Significant individuals/People and places in own locality.	Sinking of the Titanic Events beyond Living Memory	Great Explorers (Famous Britain) Life of a significant individual
3	Stone Age	Iron Age	Romans
4	Anglo-Saxons	Egyptians	Vikings
5	Local history study	Greeks	Tudors
6	Maya	Victorians - Childhood through the ages.	WW1 - Evolution of War.

## **GEOGRAPHY**

Children should be taught a progression of geographical skills, recapping and building on knowledge and skills each year. Children should be introduced to a vast range of vocabulary to identify names and places, the features within them and the human and physical processes at work there. This will equip children with the building blocks for a deeper explanation and understanding as well as allowing geographical conversations about the world. Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales. Geography should deal with 'here' and 'now' of real life. Geography should be enquiry led learning and children should be encouraged to seek answers to fundamental questions and debate current global issues. Teachers need to have a good understanding of all Geography topics, skills and progression.

Topics for each year group are outlined below and follow the PlanBee scheme of learning across each year group. Planning should be adapted to cater to the needs of all children and ensure both challenge and inclusion.

Each topic should start with a Knowledge Organiser outlining key facts along with key vocabulary that will be taught during the lessons.

Year	AUTUMN	SPRING	SUMMER
1	The Four Seasons	Life in the City	Around the World
2	Where Do I Live?	Let's Go to the Arctic	Map Makers
3	The Rainforest	Our European Neighbours	Investigating India
4	Countries of the World	Volcanoes	Earning a Living
5	Investigating Coasts	Extreme Earth	The Grand Canyon
6	Exploring Scandinavia	South America	Our Local Area

## SCIENCE

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>YEAR 1</b>	My Body Everyday materials	Seasonal changes	Identifying animals Plants
<b>YEAR 2</b>	Animals inc humans Use of everyday materials	Plants	Living things and their habitats
<b>YEAR 3</b>	Rocks & Soils Skeletons & Movement	Forces & Magnets	Light inc. reflections and shadows. Animals inc. humans with health and nutrition
<b>YEAR 4</b>	Sound States of matter	Electricity	Animals – teeth, eating and digestion Environment – Living things and their habitats
<b>YEAR 5</b>	Properties of materials Forces	Earth & Space Animals – Human life cycles	Materials – reversible and irreversible changes Living things & their habitats
<b>YEAR 6</b>	Animals – Exercise, health and the Circulatory System Living Things and Their Habitats – Classification	Light	Electricity Living Things and Their Habitats – Evolution and Inheritance

**PE**

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	External Provider – Nicola (Hall)	External Provider – Nicola (Hall)	External Provider – Nicola (Hall)  Inspiring Healthy Lifestyles (Hall)	Teacher Led x 2 sessions. (Hall Thursday PM)	Teacher Led x 2 sessions. (Hall Thursday PM)
Y1	External Provider – Nicola (Hall) <b>Yoga</b>	External Provider – Nicola (Hall) <b>Dance</b>	External Provider – Nicola (Hall) <b>Gymnastics</b>	External Provider – Nicola (Hall) <b>Yoga</b>	External Provider – Nicola (Hall) <b>Dance</b>
	Class Teacher (Outdoors) <b>Dance/Gymnastics/Athletics</b>	Class Teacher (Outdoors) <b>Basic Ball Skills</b>	Class Teacher (Outdoors) <b>Football Skills</b>	Class Teacher (Outdoors) <b>Basketball Skills</b>	Class Teacher (Outdoors) <b>Athletics</b>
Y2	External Provider – Andy (Hall) <b>Athletics</b>	External Provider – Andy (Hall) <b>Invasion Games</b>	External Provider – Andy (Hall) <b>Gymnastics</b>	External Provider – Andy (Hall) <b>Striking and Fielding</b>	External Provider – Andy (Hall) <b>Athletics</b>
	Class Teacher (Outdoors) <b>Dance/Gymnastics/Yoga</b>	Class Teacher (Outdoors) <b>Basic Ball Skills</b>	Class Teacher (Outdoors) <b>Net and Wall Games</b>	Class Teacher (Indoors – Monday AM) <b>Dance</b>	Class Teacher (Outdoors) <b>Football</b>

Y3	External Provider – WA (Hall) <b>Athletics</b>	External Provider – WA (Hall) <b>Dance</b>	External Provider – WA (Hall) <b>Throwing and Catching</b>	External Provider – WA (Outdoors) <b>Team Challenges</b>	External Provider – WA (Outdoors) <b>Competitive Games</b>
	Class Teacher (Outdoors) <b>Dance/Gymnastics/Yoga</b> Half of year group will do swimming instead of this session.	Class Teacher (Outdoors) <b>Invasion Games</b> Half of year group will do swimming instead of this session.	Class Teacher (Outdoors) <b>Striking and Fielding</b> Half of year group will do swimming instead of this session.	Class Teacher (Indoors – Wednesday PM) <b>Dance</b> Half of year group will do swimming instead of this session.	Class Teacher (Indoors – Wednesday PM) <b>Gymnastics</b> Half of year group will do swimming instead of this session.
Y4	External Provider – Andy (Hall) <b>Athletics</b> Do work on personal bests here	External Provider – Andy (Hall) <b>Invasion Games</b>	External Provider – Andy (Hall) <b>Gymnastics</b>	External Provider – Andy (Outdoors) <b>Outdoor Team Building</b>	External Provider – Andy (Outdoors) <b>Athletics</b>
	Class Teacher (Outdoors) <b>Dance/Gymnastics/Yoga</b>	Class Teacher (Outdoors) <b>Football</b>	Class Teacher (Outdoors) <b>Striking and Fielding Skills</b>	Class Teacher (Indoors – Monday PM) <b>Dance Outdoor Adventurous Activities (Anderton Centre)</b>	Class Teacher (Outdoors) <b>Basketball</b>
Y5	External Provider – Nicola (Hall) <b>Topic: Yoga</b>	External Provider – Nicola (Hall) <b>Topic: Dance</b>	External Provider – Nicola (Hall) <b>Topic: Gymnastics</b>	External Provider – Nicola (Hall) <b>Topic: Yoga</b>	External Provider – Nicola (Hall) <b>Topic: Dance</b>
	Class Teacher (Outdoors) <b>Dance/Gymnastics/Athletics</b>	Class Teacher (Outdoors) <b>Invasion Games</b>	Class Teacher (Outdoors) <b>Netball</b>	Class Teacher (Outdoors) <b>Hockey</b>	Class Teacher (Outdoors) <b>Athletics</b>
Y6	External Provider – WA (Hall) <b>Gymnastics</b>	External Provider – WA (Hall) <b>Dance</b>	External Provider – WA (Hall) <b>Skills for Competitive Games</b>	External Provider – WA (Outdoors) <b>Outdoor Competitive Games</b>	External Provider – WA (Outdoors) <b>Outdoor Competitive Games</b>
	Class Teacher (Outdoors) <b>Dance/Athletics/Yoga</b>	Class Teacher (Outdoors) <b>Tag Rugby</b>	Class Teacher (Outdoors) <b>Hockey</b>	Class Teacher (Outdoors) <b>Striking and Fielding (Rounders)</b>	Class Teacher (Outdoors) <b>Athletics</b>

## ART AND DESIGN OVERVIEW

Each year group has been allocated specific artists to study for the year.

Everyone should study drawing in autumn 1, making sure to complete a baseline drawing assessment that will then be repeated at regular points throughout the year. During the drawing block, feel free to take influence from the work of other artists (provided they are not already allocated to another year group) or from your topic in another subject area, or plan a completely separate topic. The subject matter for the drawing topic can be chosen by you.

There are suggested media for each year group, taking into account the given artists and their styles of work. Other media may be used in addition to those suggested.

It is also a good idea to take advantage of opportunities to create artwork during other subjects as well.

Please also be prepared to take part in creating work for the WOWS art festival, which takes place every two years in June.

YEAR	ARTIST/S CRAFTMAKERS DESIGNERS (KS1) ARTIST/S ARCHITECTS DESIGNERS (KS2)	MEDIA/TECHNIQUE	CULTURES	AUTUMN 1	AUTUMN 2	SUMMER 2
R	Andy Goldsworthy Georgia O'Keefe	Drawing Nature sculpture/craft Painting Printing Collage	African art linked to Handa's Surprise (Kenya)	Drawing Georgia O'Keefe	African art	Andy Goldsworthy
1	Wassily Kandinsky (Russian painter/abstract art 1866 – 1944) Jackson Pollock (American Expressionist 1912 – 1956) Frida Kahlo (Mexican portrait/nature artist 1907 – 1954)	Drawing Painting Collage	Mexican art (Frida Kahlo)	Drawing	Portraits	Colour Chaos (Pollock, Kandinsky)
2	Joan Miro (Spanish painter, sculptor and ceramicist 1893 – 1983) Henri Matisse (Fauvism/impressionism 1869 – 1954)	Drawing Painting Sculpture Printing Collage/ Paper/ cut-out	Spanish art (Miro) French art (Matisse)	Drawing	Joan Miro	Henri Matisse

3	Andy Warhol (American artist, director and producer 1928 – 1987) Georges Seurat (Post-impressionist artist best known for pointillism 1859 – 1891)	Drawing Painting Printing Collage Mosaic	USA art/pop art (Warhol) French art (Seurat)	Drawing	Georges Seurat	Andy Warhol
4	Joseph Mallord William Turner (1775 – 1851) Architecture: Famous Buildings (Christopher Wren)	Drawing Painting Architecture	UK art (Turner)	Drawing	Turner	Architects (Plan Bee Famous Buildings)
5	Leonardo da Vinci (Italian Renaissance 1452 – 1519) Designers : William Morris, Cath Kidston, Emma Bridgewater, Jimmy Choo, Vivienne Westwood, Christian Louboutin, Dan Sullivan, Mary Quant, Stella McCartney, Alexander McQueen.	Drawing Painting Printing Collage	Italian art (da Vinci)	Drawing	da Vinci (Plan Bee)	Designers (Famous Fashions - Plan Bee)
6	Claude Monet (French Impressionist Painter 1840 – 1926)	Drawing Painting	French (Monet)	Drawing	Monet (Plan Bee)	Cityscapes (Plan Bee)

## Design and Technology Information 2019/20

These are the areas of D&T that each year group will be covering. Each area will be covered at least twice in the children's time at Marus Bridge. This will enable children to build on skills as they move up through school.

I have included examples of what you could do for each area. After discussions in year groups, you may wish to change them to something more suitable/cross-curricular.

Plan Bee does have lots of units of work that link to each of these areas. Feel free to have a look on there and see if there are any you would like for your year group. We could then look at purchasing specific units as I don't think we need the whole school scheme.

YEAR		
Y1	Textiles E.g. Puppets	Mechanisms E.g. Moving picture
Y2	Structures E.g. Packaging	Food E.g. Dips and Dippers
Y3	Mechanisms E.g. Pulley for puppet theatre	Textiles E.g. Making a pencil case
Y4	Structures E.g. Bug hotel	Electrical Components E.g. Lighting up
Y5	Mechanisms E.g. Moving Toys	Food E.g. Tudor Food / Salads in around the world
Y6	Electrical Components E.g. Moving fairground ride	Structures E.g. Shelters

### Food

I know a lot of year groups like to use food in other subject areas e.g. making bread when studying The Little Red Hen in KS1. It would be great if these activities continue as I know the children enjoy them and they are great for bringing subjects/topics to life. These activities will meet some D&T objectives but will have to be additional to the areas

## PSHCE/RELATIONSHIPS EDUCATION

### HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES

\*Please Note that the topics and themes are the same for Y1, Y3, Y5 and for Y2, Y4, Y6. However, the lessons and content are progressive as pupils move up through school.

YEAR 1, 3, 5	WE'RE ALL STARS!	BE FRIENDLY, BE WISE	LIVING LONG, LIVING STRONG	DARING TO BE DIFFERENT	DEAR DIARY	JOINING IN AND JOINING UP
YEAR 2, 4, 6	IT'S OUR WORLD	SAY NO!	MONEY MATTERS	WHO LIKES CHOCOLATE ?	PEOPLE AROUND US	GROWING UP

**Religious Education** – All lesson plans can be found in appropriate LCP planning file with accompanying resources.

<u>Year 1</u>	Myself Celebrations	Stories Special People	Belonging Belief
<u>Year 2</u>	Myself Celebrations	Stories Leaders & Teachers	Belonging Beliefs
<u>Year 3</u>	4 wks Creation (1,2,3,4) 3 wks Caring for the Environment (1,2,5)	3 wks Right & Wrong(1,2,3) 4 wks Birth Ceremonies (1,2,3,4)	Judaism (1,2,3,4,5,6)
<u>Year 4</u>	(3 wks) Neighbours (1,2,5) (3 wks) Christianity (1,2,3)	(3wks) Inspirational People (2,3 &5) Christianity-Easter(4 wks) (Ash Wednesday and lent, Palm Sunday, last Supper/Good Friday & Easter Sunday)	(4 wks) Sikhism (2,3,4 & Amrit)  (3 wks) Becoming an adult (1,2,3)
<u>Year 5</u>	Islam (3,4,5) Marriage (4,5,6)	Christianity (2,3,4,6,7) inc lesson 3 from Marriage )(Christian Wedding	Life's Big Questions (1-6)
<u>Year 6</u>	Belief (1-5)	Race & Diversity(1-6)	Hinduism (1,2,4,6,10)

**Spanish** – Y1-Y4 is taught by class teachers whilst Y5-Y6 is taught by outside providers

YEAR 1	Greetings Farewells Name phrase Colours Numbers 1-10 Greetings	Songs about Epiphany. Songs and rhymes about animals Songs about carnivals Animals Songs about the farmyard	1-10 Greetings/farewells Name phrases Names of members of a family Exploring the weather and performing weather songs and rhymes. Linking weather to seasons.
YEAR 2	Greetings Farewells Name phrases 1-10 Tooth Fairy focus Colours Parts of body	Months Minibeasts Snails Bees Butterflies Colours Easter bells	Revisiting numbers and colours. Growing things Party celebrations with piñatas
YEAR 3	I can recognise days and Months ( and respond to simple questions). Ask which day / month it is. Ask someone for their birthday month. Celebrate Christmas.	Celebrating Epiphany. Names of domestic animals. Ask and answer a like/dislike questions. Colours. Ask what colour something is and giving a response. State my likes and dislikes. Celebrating Easter.	Fruit and vegetables. Breakfast foods. State my likes and dislikes. Ask for a food item politely. Name Foods for a picnic. Ask and answer question about where I live Count from 0-15 (0-20)
YEAR 4	Welcome to our school super learners. Welcome to our school. My local area, your local area. Robots, commands, actions. Shops, signs , directions. Let's Sparkle Xmas poem.	Family tree and faces. Epiphany time again. Meet the alien family Celebrating carnival/body parts. Carnival of animals. Body parts and aliens. Alien family "Easter egg hunt,"	Feeling unwell/ Jungle animals. I don't feel well. Walking through the jungle (story and rhyme) plus dragons and unicorns – fantastical animal descriptions. Summer time. Weather plus Enormous Turnip performance story. Ice creams and simple ice cream roleplay.

<p>YEAR 5</p>	<p>Counting to 39</p> <p>Say For my birthday I would like</p> <p>Toys / Give the price for toys</p> <p>Counting in euros and ask how much something costs</p> <p>Express opinions – I would like/I like/I don't like</p>	<p>Counting from 39-60</p> <p>Counting from 60 -100</p> <p>Sleeping Beauty Video (in Spanish)</p> <p>Revision of masculine and feminine rule and introduction of articles in more detail.</p> <p>Making children aware of the adjectival endings rule.</p> <p>More classroom instructions and explanation of the imperative</p>	<p>Sports</p> <p>Expressing opinions – I like ... but I prefer ...</p> <p>Recognizing and using which verbs use Juego (I play) and Hago (I do)</p> <p>Days of the week</p> <p>Saying which sports, we play on the days of the week</p>
<p>YEAR 6</p>	<p>Jungle/Woodland/Dessert/Sea animals &amp; their habitats</p> <p>Practising the adjectival endings rule for adjectives ending in a vowel or consonant</p> <p>Describing the animals using adjectives</p> <p>Making sentences e.g the lion is ferocious and lives in the desert</p> <p>Telling the time – O'clock only</p>	<p>Describing the weather &amp; temperature</p> <p>The four seasons</p> <p>Clothes with revision of adjectival endings</p> <p>Saying what we wear when the weather is ...?</p> <p>Revision of numbers 1-100</p> <p>Understanding telephone numbers</p>	<p>Ingredients for a sandwich</p> <p>What I find in my lunch box</p> <p>Forming plurals in Spanish</p> <p>I eat and I ate – Introducing preterite tense</p> <p>I like ....., but I prefer</p> <p>Write instructions in a recipe</p> <p>Learn about a Spanish festival – La Tomatina, Valencia, Spain</p> <p>General revision of vocabulary and grammar and preparation for transition into Y7</p>

## Computing

scheme of work: ICOMPUTE

	Autumn	Spring	Summer
Year 1	iWrite iSafe	iAlgorithm iProgram	iModel iData
Year 2	iAnimate iBlog iSafe	iDo Mail iSearch	iPub iProgram
Year 3	iSimulate iSafe	iNetwork iProgram	iData iConnect
Year 4	iSafe iMail	iAnimate	iProgram iData
Year 5	iSafe iWeb	iProgram (Unit 1) iProgram (Unit 2)	iCrypto iAlgorithm
Year 6	iProgram (Unit 1) iSafe	iNetwork iProgram (Unit 2)	iApp iData

**Music** – Charanga is available as a teaching resource but isn't something that teachers need to religiously follow. They dip in and out of it. Charanga can be followed, but teachers also need to add to the content to ensure that year group objectives are met.

Year 1	Hey You!	Rhythm in the way we walk & banana rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart		I Wanna Play in a Band		Friendship Song	Reflect, Rewind and Replay
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song		Classical Composers
Year 4	Brass - making music and appraisal	Brass - making music and appraisal	Brass - making music and appraisal	Brass - making music and appraisal	Brass - making music and appraisal	Brass - making music and appraisal
Year 5	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
Year 6		Classroom Jazz 2		Happy		Reflect, Rewind and Replay

## **Our Curriculum Statement**

### **Rationale**

Our curriculum is rich, stimulating and varied. We carefully sequence and revisit learning so that skills are developed and knowledge is gained and retained every day.

### **Intent**

We provide a broad and balanced curriculum. Children gain knowledge year on year in the full range of NC subjects. Learning is academic, cultural, social, spiritual and moral. We aim to prepare children for the next stage of education and to create the Marus Bridge graduate: a confident, articulate, literate and numerate citizen.

The breadth of our curriculum is designed with three goals in mind:

- 1) To provide our children with the knowledge and skills for today and tomorrow, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- 2) We start with children's prior learning and build their knowledge, understanding and skills over time.
- 3) We provide enrichment opportunities to engage children in academic, practical and cultural experiences. We believe that childhood should be a happy, fulfilling time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

### **Implementation**

Faculty and subject leaders write and review curriculum objectives and schemes of learning. They check on children's learning throughout the year, ensuring all pupils have equal access to a rich diet of learning.

### **The Marus Bridge 10**

This document sets out our approach to teaching and learning. We have written it following reading a wide range of research evidence, including the magenta principles and visible learning.

We use the EYFS and the National Curriculum our schemes of learning. All children from Year 1 to 6 follow the National Curriculum which covers English, Mathematics, Science, Computing, History, Geography, Music, Physical Education (PE), Design Technology, Art and Design. In addition to the National Curriculum, we teach Personal, Social, Health, Education (PSHE), Religious Education (RE) and Spanish.

**The Bridge Builder Scheme** greatly augments and complements our curriculum, providing opportunities for extended learning at home, in school and in the community

In KS1, the school follows the structure of guided reading, literacy, phonics, handwriting and mathematics. There is a strong focus on the development of phonics for reading, writing and spelling, alongside the development of letter formation and cursive handwriting. Children's ability to read at the age of seven is paramount.

In KS2, the curriculum broadens further. Children read, speak, listen and write across a range of subjects every day. Children study and practise mathematics daily. Children have opportunities to practise numeracy and literacy in several subjects. However, we never compromise subject disciplines. History is history, geography is geography and so on.

- a) Sequenced curriculum plans allowing the curriculum to be dynamic, adding appropriate challenge and adapted to the children's individual needs, particularly for children with SEND.
- b) Curriculum maps for each year group show the big picture for teachers, children and parents. MTPs are the key aspects of each subject that will shape pupils as, for example, historians, geographers etc.
- c) Medium Term Plans set out the knowledge children will learn and the skills they will develop.

## **Impact**

We assess children's growing knowledge in every lesson (see the MB10) and at the end of each milestone (autumn 1 and 2, spring, summer 1 and 2). The vast majority of pupils achieve the expected standard in a range of subjects. Some pupils demonstrate a greater depth of understanding. We check all judgements carefully and support each other to be consistent.

We use monitoring throughout the year to gauge the impact of the curriculum. We check knowledge carefully to ensure pupils are on track to reach age-related expectations. We plan lessons based on checks of prior learning, revisiting knowledge when necessary and giving pupils opportunities to retrieve knowledge and re-learn when necessary.

We schedule termly Knowledge Reviews to check on retention of skills throughout the year. The SLT Curriculum Lead and Faculty Leaders oversee the work of Subject Leaders who audit learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development.

We audit curriculum quality throughout the year. We check progress in pupils' workbooks, assessment data and through pupil interviews and lesson observations.

We take a supportive coaching approach that fosters wellbeing and professional growth amongst teachers whilst ensuring that children receive effective teaching every day.

## SUBJECT INTENT, IMPLEMENTATION AND IMPACT

Subject	Intent	Implementation	Impact
<b>ENGLISH</b>	To deliver an exciting, innovative English curriculum centred around a love for reading which enables and empowers children's written and oral communication and creativity.	<p>At Marus Bridge we choose high quality texts* that the children enjoy and that develop and extend vocabulary. We use our working wall to display this.</p> <p>Children read daily, write daily, discuss, speak and listen daily.</p> <p>Reading skills are taught / modelled in lessons to develop fluency: echo reading, paired reading, performance reading, text talk / text marking, speed-reading (see PiXL resources) We use Text talk / text-marking skills (effective in pairs or groups): identify and discuss words they don't understand; make links to other books, own experiences, wider world; make predictions, ask questions, wonder; identify key words / phrases; find clues; summarise the general meaning.</p> <p>As teachers we devise questions that mirror reading test papers: multiple-choice, extended constructed questions, tabulated questions, ranking/ordering, labelling, find and copy, short constructed response question types. Use Pixl resources.</p> <p>We practise reading skills across the curriculum but remember that science is science, history is history. Also practising writing skills to be across the curriculum: daily sentence work, daily prose, pencil grip, handwriting.</p> <p>Assessment for learning should occur throughout the entire lesson, enabling</p>	<p>Children will be fluent readers with a good understanding of what they've read</p> <p>Children use phonics skills to help them become confident readers</p> <p>Children can retain knowledge of spelling rules and apply them in their writing</p> <p>Children draw on reading and life experiences to confidently communicate ideas</p> <p>Children learn new words in every lesson and apply them in context in all areas of learning. They are encouraged to extend their range of vocabulary</p> <p>Children can structure cohesive pieces of writing and use a variety of sentences and are punctuated correctly, with neat and legible handwriting</p>

		<p>teachers/teaching assistants to adapt their teaching/input to meet the children's needs. This feedback should be incisive and regular and if further support and intervention is needed this can be put in place early.</p> <p>Children should be active; practising skills they haven't yet mastered (perhaps recapping on class targets/correcting errors from a previous lesson); learning something new or learning to apply their knowledge to different contexts. They should be: 'doing' very quickly; working at a good pace and being productive; sharing their thoughts and methods and being successful.</p> <p>*A range of fiction, non-fiction and poetry</p>	
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<p>MATHS</p>	<p>All children develop a sound understanding of all areas of Mathematics, through fun, enjoyable and interactive lessons. All pupils are encouraged to become independent and motivated mathematicians. Our progressive curriculum enables pupils to scaffold, support and challenge their own learning equipping them with valuable numeric, reasoning and problem-solving skills for life.</p>	<p>In the Foundation Stage, children are given the opportunity to develop their understanding of number, measurement, pattern and shape and space through a combination of short, formal teaching as well as a range of planned structured play situations, where there is plenty of scope for exploration.</p> <p>White Rose Maths planning structure is followed from Y1 – Y6 alongside other resources, chosen by the teacher, allowing for appropriate differentiation and teaching based on children’s needs.</p> <p>A progression towards efficient written calculations should be developed and applied consistently in each year-group. The school Mental to Written Calculation Policy should be closely followed.</p> <p>Prior learning is completed before a new topic/concept is taught to inform teacher’s planning for groups and individual pupils.</p> <p>Assessment for learning should occur throughout the entire maths lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children’s needs. This feedback should be incisive and regular and if further support and intervention is needed this can be put in place early.</p>	<p>Children use facile knowledge of number facts to support their learning and functionality in and outside of school.</p> <p>Children skilfully draw from a range of mental strategies to solve increasingly challenging calculations and problems.</p> <p>Children retain skills and knowledge and build on them progressively over time.</p> <p>Children have the opportunity to problem solve through decision making and reasoning in a range of contexts.</p> <p>Children explore features of shape and space and develop measuring skills to equip them with life skills.</p> <p>Children develop mathematical communication through speaking and listening, practical activities and recording work.</p> <p>Children practise and apply skills in the wider curriculum to ensure they are retained.</p>
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		<p>Though the nature of lessons will be very different depending on the needs of the class, children should be active; practising skills they haven't yet mastered (perhaps recapping on class targets/correcting errors from a previous lesson); learning something new or learning to apply their knowledge to different contexts. They should be: 'doing' very quickly; working at a good pace and being productive; sharing their thoughts and methods and being successful. They should move from concrete, to pictorial to abstract representations before applying their knowledge to different situations.</p> <p>Daily counting and mental strategies (number bonds, times tables facts and various strategies for calculation taught) are taught and practised weekly through morning tasks and mental maths lessons.</p> <p>All children should access fluency and problem-solving activities on a weekly basis and should be encouraged at all times to communicate their understanding of maths so that it clarifies their thoughts.</p> <p>Termly summative assessments should take place to provide further understanding of the level a child is working at and to inform a more rounded judgement of their abilities.</p>	
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<p>SCIENCE</p>	<p>Science, at Marus Bridge is about developing children’s ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. Our teachers ensure that all children are exposed to high quality teaching and learning experiences, which allow children to explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills. They are immersed in scientific vocabulary, which aids children’s knowledge and understanding not only of the topic they are studying, but of the world around them. We intend to provide all children regardless of ethnic origin, gender, class, aptitude or disability, with a broad and balanced science curriculum.</p>	<p>At Marus Bridge teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children can achieve high standards in science.</p> <p>Our teachers have the professional flexibility to plan from a variety of resources that include the newly purchased Plan Bee scheme of work.</p> <p>Our planning provides problem solving opportunities that allow children to find out for themselves. They are encouraged to ask questions and be encouraged to use their scientific skills and research to discover their answers. We celebrate this curiosity in our classrooms.</p> <p>Our teachers plan engaging lessons using our wide range of quality resources to aid the understanding of conceptual knowledge. Teachers use a variety of formative assessments, including precise questioning, to test conceptual knowledge and skills and identify those children with gaps in their learning, ensuring they keep up.</p> <p>Our science curriculum is progressive and as the children move up the school it builds on the learning and skills development of the previous year.</p>	<p>Our approach to science teaching at Marus Bridge results in a fun, engaging and rich experience for our children.</p> <p>It develops an innate sense of appreciation, wonderment and awe at the world around them.</p> <p>Children at Marus Bridge will develop age related knowledge and the scientific skills to equip them for everyday life.</p> <p>As the children’s knowledge and understanding increases and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.</p> <p>Children will have developed a rich scientific vocabulary which will enable them to articulate their understanding of taught concepts.</p> <p>Our engagement with the children’s local environment ensures they learn through varied and first hand experiences of the world around them.</p> <p>Through trips, visitors and interaction with experts, children have the understanding that</p>
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		<p>Working Scientifically skills are embedded into lessons to ensure these are being developed.</p> <p>Our teachers demonstrate how to use scientific equipment and the Working Scientifically skills in order to embed scientific understanding.</p> <p>Every opportunity is explored to use our extensive school grounds, all year round, to develop the children's understanding of the world around them.</p> <p>Scientific vocabulary is displayed on working walls and underpins every lesson. Key vocabulary is progressive throughout year groups.</p> <p>Trips, visitors and annual Science weeks are used to further develop children's understanding of the world and their surroundings.</p>	<p>science has changed our lives.</p>
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<p>COMPUTING</p>	<p>We are passionate about equipping pupils with creative computational thinking in this ever-growing technology based world. We need to provide a wide range of transferrable skills – that are progression throughout year groups – in computer science and ensuring pupils become digitally literate.</p>	<p>Across the school, ICOMPUTE Computing scheme is being taught. Ensure all lessons are skills based and are progressive from year group to year group.</p> <p>Pupils are immersed in high-quality computing lessons weekly, using a range of hardware and software to follow the Rising Stars Switched on Computing scheme.</p> <p>Basic ICT skills and different forms of digital literacy are taught across the curriculum, enabling children to use a range of ICT skills to apply their learning in various ways. This will free up computing time to focus on Computer Science.</p> <p>E-Safety is taught to a high-standard across the school and is embedded into all teaching and learning of Computing.</p> <p>Key vocabulary is at the heart of Computing teaching and learning and underpins every lesson. Key vocabulary is progressive throughout year groups and displayed in each classroom.</p>	<p>Progression is evident through all year groups.</p> <p>Skills are transferable and built upon.</p> <p>The core of computing is computer science in which children understand how digital systems work through knowledge of programming.</p> <p>Children are able to express themselves through effective communication as active participants in a digital world.</p> <p>Children have a growing understanding of technological implications of the world we live in.</p> <p>Children are able to investigate and invent new technologies for others to explore.</p>
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<p>PE &amp; Sport</p>	<p>Every pupil has the knowledge and skills that they need to live a healthy lifestyle. They enjoy taking part in competitive and non-competitive sports and put their skills into practice to reach a goal. They are resilient and work collaboratively to achieve a shared goal.</p>	<p>Pupils are very lucky to have the opportunity to work with a variety of specialist sports providers as well as class teachers to deliver the PE curriculum. MBPS employ a specialist dance teacher, High school PE specialist and Wigan Athletic Community Trust.</p> <p>Pupils at MBPS participate in weekly high- quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.</p> <p>We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events.</p> <p>We have an inclusive approach which endeavours to encourage not only physical development but also well-being.</p>	<p>Children competently complete a range of physical skills in line with their age-related expectations.</p> <p>They are motivated to be physically active for a sustained period of time.</p> <p>They live healthy lifestyles by choosing to take part in sports outside of lesson time.</p> <p>Children build their skills sequentially throughout the year groups.</p> <p>They know how to improve their skills.</p>
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<p>Humanities (History &amp; Geography)</p>	<p>Develop children's experiences and gain a range of skills within Geography and History, inspiring and igniting their curiosity about the world. A progressive History and Geography curriculum will help pupils develop a deeper understanding of the wider world they live in and understand how events of the past have influenced the world they live in.</p>	<p>In ensuring high standards of teaching and learning in Geography, we implement a curriculum (using a scheme from Plan Bee, as appropriate) that is progressive throughout the whole school.</p> <p>History topics are taught in KS2 in chronological order, which carefully plans for progression and depth of learning from one-year group to the next.</p> <p>Geography and History is taught in blocks allowing for continuous learning and regular recap to retain information; focusing and building on knowledge and skills stated in the National Curriculum.</p> <p>Geographical/historical vocabulary is encouraged and used, progressively building upon vocabulary word banks across year groups. Teachers use a knowledge organiser for children to access to support their understanding.</p> <p>Teachers are encouraged to teach Humanities with cross curricular links, particularly to core subjects, and enhance learning experiences through making lessons interactive and enjoyable e.g. With the use of digital technologies, outdoor learning, field trips, debates, map making, exploring the local area etc.</p> <p>Trips and visiting experts will enhance the learning experience for children across the school.</p>	<p>Progression is evident through all year groups.</p> <p>Children retain knowledge of periods over time and where they fit into a timeline.</p> <p>Children gain a geographical and historical understanding about their own locality.</p> <p>They can compare and understand how historical events have impacted on life today.</p> <p>Equip children with geographical skills and knowledge that will equip them for life as an adult in their local community and the wider world.</p> <p>Key vocabulary from the national curriculum is taught sequentially throughout the school.</p>
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<p>MFL</p>	<p>We believe that learning another language should foster children’s curiosity and deepen their understanding of the world. Marus Bridge is committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It helps children develop skills that will open further opportunities later in life.</p>	<p>Children at Marus Bridge are introduced to Spanish from Early years through songs, games and rhyme. They receive a weekly 30-minute lesson throughout KS1 to LKS2, progressing to one-hour weekly in UKS2. UKS2 are taught by an outside provider.</p> <p>Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.</p> <p>Children develop an appreciation of a variety of stories, songs and poems and rhymes in Spanish that are delivered through the curriculum content.</p> <p>We are embedding the Janet Lloyd Primary Languages Spanish Scheme of Work across the school from September 2019.</p> <p>A Hispanic Day is planned for Summer 2021 to enable the whole school to be immersed in the inclusion of the culture and to use the language in a meaningful context.</p>	<p>Children enjoy learning a new language and all about the culture in a different country, giving them knowledge about the world around them.</p> <p>Children can hold a basic conversation speaking with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say.</p> <p>A progressive approach will ensure that children can speak with a wider vocabulary base, referring to key words and phrases they have been taught.</p> <p>Children can hold a discussion, ask questions and continually improve the accuracy of their pronunciation and intonation.</p> <p>Develop the learning of Spanish across the school, preparing children for future opportunities in Spanish speaking countries.</p> <p>Provides a valuable educational, social and cultural experience for our pupils. Helps them to develop communication skills in speaking, listening, reading and writing.</p>
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<p>PSHCE</p>	<p>Our relationships education programme aims to equip all our pupils with accurate, unbiased knowledge about relationships, communities in local and global context. It should give pupils the opportunity to acquire life skills that will help them become a positive member of a global community. Our curriculum is age appropriate, progressive and inclusive to all.</p>	<p>Clear and comprehensive scheme of work in line with the National Curriculum. The school curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world. The Scheme of work also includes opportunities to link British Values, SMSC and schools Key skills into the curriculum.</p> <p>All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff.</p> <p>Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.</p> <p>We deliver the PSHE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils.</p> <p>We expect teachers to use a PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>We believe that the purpose of PSHE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: ie, drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle</p>	<p>Children are equipped to live healthy, safe, productive, capable, responsible and balanced lives.</p> <p>Children are enterprising in making effective transitions, positive learners, achievements in economic wellbeing and skills to make suitable career choices.</p> <p>Children are able to independently identify and manage risk, make informed choices and understand what influences their decisions.</p> <p>Children are able to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.</p>
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<p>Art</p>	<p>Children develop a love of art because they are able to explore a range of different media whilst learning about and taking influence from a host of artists throughout history, including present-day. They will learn a variety of skills relating to drawing, painting, printing and collage.</p>	<p>Across school we employ a combination of Plan Bee and Twinkl short term planning for Art and Design. Alongside this, teachers are welcome to adapt and add in their own ideas, provided the skills set out for each year group are taught and assessed.</p> <p>Each year group has been allocated two artists and/or designers to study during the year. It has also been suggested which media the children should explore during the study of those artists. The media suggested broadly reflects those used by the given artists.</p> <p>There will be a focus on the teaching of drawing in every year group during the autumn term. This will include a baseline and final assessment piece. The drawing skills taught reflect progression throughout the year groups.</p> <p>In key stage two there is a strong emphasis on the use of sketch books. Each year the children's use of sketch books becomes more sophisticated as they learn to use them as reflective records of their learning, as well as a space to discover and develop their creative talents.</p> <p>Children in all year groups learn and practise new skills, while building up to a 'final piece' that demonstrates what they have achieved.</p>	<p>Key vocabulary from the national curriculum is taught sequentially throughout the school and used appropriately by the children.</p> <p>Children practice a range of artistic skills.</p> <p>Children have knowledge of a range of artists from a range of cultures. They can discuss, appraise and take influence from the work of other artists across a range of media.</p> <p>ICT is used to create digital art and design.</p>
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<p>RE</p>	<p>We believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education children develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.</p>	<p>We are using the LCP scheme as the Agreed Syllabus, the following religions have been selected for study:          Christianity          Islam          Judaism          Hinduism          Sikhism          As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children</p>	<p>Children will ask questions about the world and to reflect on their own beliefs, values and experiences</p> <p>Children will develop empathetic skills and be tolerant of other faiths, religions and cultures.</p> <p>Progression is evident through all year groups.</p> <p>Children retain knowledge of different faiths, beliefs and traditions.</p> <p>Key vocabulary from the national curriculum is taught sequentially throughout the school.</p>
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<p>Music</p>	<p>Children have a secure understanding of musical styles, composers and vocabulary. They use this knowledge to appraise music and describe how it makes them feel. They are inspired to create their own compositions and demonstrate their musical skills related to rhythm, pitch and creativity. Their knowledge shapes their interactions with music in their world.</p>	<p>We follow a school scheme called Charanga.</p> <p>Subject objectives are now specific in terms of what vocabulary is to be taught in each year group.</p> <p>Handouts have been distributed to teachers with vocabulary definitions.</p> <p>Staff to have training on Charanga and termly monitoring of the frequency of its delivery.</p> <p>'Composer of the Month' to be introduced and played in assembly time. Reception to play music at tidy up time.</p>	<p>Key vocabulary from the national curriculum is taught sequentially throughout the school.</p> <p>Children have a passion for music and show a desire to develop and showcase their musical skills.</p> <p>All children receive regular music lessons.</p> <p>Children have an understanding of styles and composers.</p> <p>Children know how to improve their singing skills.</p>
<p>Design Technology</p>	<p>We are committed to providing a progressive and inspired Design Technology curriculum whereby all children develop skills both within and beyond school. The skills that are developed in this subject can be transferred across the curriculum and thus aid learning. Children will engage with a range of techniques and cover all areas of Design Technology throughout their Primary education.</p>	<p>The subject has been divided into the following areas: Textiles Mechanisms Structures Food Electrical Components</p> <p>Each year group has been given two areas of Design Technology that will be taught in that year. Objectives have been made specific in the planning and assessment document.</p> <p>Children will be taught age specific skills for the area in which they are taught. Staff will have a guide to help them with this.</p> <p>Each area will be revisited at least twice in the children's time at Marus Bridge. This will allow for skills to progress.</p>	<p>Children have the opportunity to develop skills, knowledge and understanding of designing, making and evaluating functional models.</p> <p>Children develop skills in design, structures, mechanisms, electrical controls and a range of materials including food and textiles.</p> <p>Skills progress through each year group.</p>



## FOUNDATION SUBJECT SKILLS YEAR 1

### HISTORY

I can use words and phrases like; old, new and a long time ago  
 I can recognise that some objects belonged to the past.  
 I can explain how some people have helped us to have better lives.  
 I can give examples of things that were different when my grandparents were children.  
 I can find out things about the past by talking to an older person.  
 I can compare my life to an older person.  
 I can ask questions about old and new objects.  
 I can spot old and new things in a picture.  
 I can explain what an object from the past may have been used for.

### GEOGRAPHY

I can keep a weather chart and answer questions about the weather.  
 I can name the four seasons.  
 I can identify seasonal and daily weather patterns.  
 I can explain how the weather changes throughout the year.  
 I can explain the clothes I would wear in hot and cold places.  
 I can show an awareness of the different continents using globes.  
 I can explain the difference between human and physical geographical features.  
 I can compare the human and physical geography of a small area of the UK and a non-European country using key vocabulary.  
  
 Key vocab to be covered; city, town, village, factory, house, office, farm, shop, beach, forest, season and weather.

### MUSIC

**Making Music:**  
 I can use my voice to speak, sing and chant (a capella and with backing).  
 I know how to stay vocally healthy.  
 I can follow instructions about when to play and sing.  
 I can use untuned instruments to perform.  
 I can clap short rhythmic patterns.  
 I can repeat short rhythmic and melodic patterns.  
 I can make a sequence of sounds.  
 I can choose sounds to represent different things.  
**Appraisal:**  
 I can respond to different moods in music.  
 I can say whether I like or dislike live and recorded music.  
 I can comment on tempo and volume/dynamics.  
 Perform music and sing to an audience.  
 Listen and comment on different genres of music.

### ART

I can copy a picture accurately, taking the size of my drawing into account.  
 I can use a pencil to create lines of different thickness in drawings.  
 I can name the 3 primary and 3 secondary colours.  
 I can create a repeating pattern in print.  
  
 When examining the work of an artist, I can describe what I see and give an opinion about it. (Wassily Kandinsky/Jackson Pollock/Frida Kahlo)  
 I can use different materials to create a collage in response to the work of an artist. (Wassily Kandinsky/Jackson Pollock/Frida Kahlo)  
 I can use ICT software to create a picture in response to the work of an artist. (Wassily Kandinsky/Jackson Pollock/Frida Kahlo)  
 I can use drawing, and painting to create my own artwork in response to the work of an artist. (Wassily Kandinsky/Jackson Pollock/Frida Kahlo)

### COMPUTING

I understand that algorithms are precise instructions that can be followed  
 I can follow a simple algorithm  
 I can devise a simple algorithm  
 I can understand that programs execute by following precise and unambiguous instructions  
 I can plan, test and debug a simple algorithm  
 I can make predictions about an outcome based on a simple algorithm  
 I understand conditions and outcomes  
 I understand that some statements can only be true or false  
 I understand why pictograms are useful  
 I can collect and organise information to solve a problem  
 I can create a pictogram using collected data  
 I can sort information  
 I can present data using a graph  
 I understand that computers can show real events and things  
 I use a mouse to move things accurately on screen  
 I understand that computers can be used to make choices  
 I understand that a computer can be used to model an environment where choices can be made  
 I understand that a computer model is not an exact replica of real life environments and/or scenarios  
 I can create a representation of a real or fantasy game or story  
 I understand that algorithms are implemented as programs on a range of digital devices  
 I can give instructions to a programmable toy  
 I can plan a simple algorithm to that controls a toy  
 I can program a virtual object to move to on screen objects  
 I can record a sequence of instructions in a common form and to understand what being online may look like, the different feelings we can experience online and how to identify adults who can help  
 to understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.

### DESIGN & TECHNOLOGY

**Mechanisms and Textiles**  
 I can use my own ideas to make something.  
 I can describe how something works.  
 I can make a product that moves.  
 I can explain to someone else how I want to make my product.  
 I can choose appropriate resources and tools.  
 I can make a simple plan before making.  
 I can use simple levers and sliding mechanisms to create movement.  
 I know that levers are used in products eg scissors, balances and moving books.  
 I can use basic sewing techniques.  
 I can compare joining techniques.  
 I can use simple vocabulary associated with the use of textiles.

I understand that photos can be shared online  
 I understand the importance of seeking permission before sharing a photo  
 I understand how to identify and approach adults who can help  
 I understand that people online may try to manipulate others, how this can make someone feel  
 and how to identify and approach adults who can help  
 I can recognise that text can be created in a number of ways  
 I can use word processing software to create text  
 I understand that a computer can be connected to a printer  
 I can select and insert text into a word processing application  
 I can open and save a word processing document  
 I understand the value of using a word processor to produce text

**PHYSICAL EDUCATION**

**Agility/Balance/Co-ordination/Dance**

I can jump in different ways.  
 I can copy some movements.  
 I can change our body shape in a range of ways.  
 I can perform simple and random dance moves.  
 I can show some rhythm in movement and dance.

**Team Games**

I can move a ball using simple throwing techniques.  
 I can explore different ways of moving a ball.  
 I can sometimes catch a ball.  
 I can stop a ball moving in other ways.  
 I can play simple ball games involving kicking, catching or throwing.

**Personal Development**

I can comment on others' actions.  
 I can suggest simple improvements.  
 I can talk about how our body feels during activity.  
 I understand that physical activity is good for me.

**SPANISH**

**Listening**

I can listen and join in with the main parts of a song or rhyme.  
 I can listen to and enjoy a story.  
 I am beginning to identify accurately some sounds in Spanish.

**Speaking**

I can say a few important words e.g. greetings and polite responses.  
 I can say my name and how I am feeling.  
 I can attempt to repeat accurately some sounds in Spanish.

**Reading**

I am beginning to read some important words in Spanish, such as greetings or numbers.

**RELIGIOUS EDUCATION/ PSHE & C**

**PSHCE**

I know that I belong to the class and school community  
 I can help make my class a safe and fair place.  
 I feel good about my strengths.  
 I know some ways to calm myself down when I feel scared or upset  
 I know some ways to solve a problem.  
 I can recognise when someone is feeling upset, scared or nervous and how to make them feel better.  
 I can give and receive a compliment.  
 I know some ways to calm down when I start to feel angry.  
 I can tell you what bullying is and what to do if I am bullied.  
 I know what to do in an emergency.  
 I know the safety code for crossing a road.  
 I know how to keep clean and look after myself  
 I know how people grow and change.  
 I understand there are different types of families.  
 I can give examples of what keeps me healthy and why.  
 I can recognise and respect each other's differences.  
 I can tell you something that makes me special.  
 I can tell when I am feeling worried or anxious.  
 I can tell when it is right for me to stand up for myself.  
 I can recognise those people in the community who help us and can recognise times when I have needed help.  
 I can deal with my own hurt feelings without hurting others.  
 I can talk about ways to deal with my worries and help others feel better if they have a worry.  
 I can take part in making a decision on a class or school issue.  
 I can break friends with someone without hurting their feelings  
 (Consider how we interact via the Internet & phones etc.)  
 I understand what good animal welfare is.

**RELIGIOUS EDUCATION**

I learn about celebrations of different faith types.  
 I know about special people.  
 I learn stories about people from various faiths.  
 I know about different beliefs from different faith backgrounds.  
 I know what belonging to a faith is.  
 I know all about myself including my identity and emotions.  
 Learn how to be safe.

## SCIENCE SKILLS YEAR 1

Working Scientifically	Animals including Humans
<p><b>I can ask</b> simple scientific questions.</p> <p><b>I can use</b> simple equipment to make observations.</p> <p><b>I can carry out</b> simple tests.</p> <p><b>I can identify</b> and classify things.</p> <p><b>I can suggest</b> what I have found out.</p> <p><b>I can use</b> simple data to answer questions.</p>	<p><b>I can name</b> a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p><b>I can classify</b> and name animals by what they eat (carnivore, herbivore and omnivore).</p> <p><b>I can sort</b> animals into categories (including fish, amphibians, reptiles, birds and mammals and pets).</p> <p><b>I can sort</b> living and non-living things.</p> <p><b>I can identify, name, draw and label</b> the basic parts of the human body that I can see.</p> <p><b>I can link</b> the correct part of the body with each sense.</p> <p><b>I know how to</b> treat animals with sensitivity – I can create a leaflet showing how to care for a pet.</p>
Seasonal Changes	Plants
<p><b>I can observe</b> and comment on changes across the four seasons.</p> <p><b>I can name</b> the seasons and describe the weather associated with the seasons and how day length varies.</p> <p><b>I can keep</b> a nature diary across the year (include all four seasons, pictures, notes, observations, examples of leaves/flowers, photos).</p>	<p><b>I can name</b> a variety of common wild and garden plants.</p> <p><b>I can name</b> the petals, stem, leaf and root of a plant.</p> <p><b>I can name</b> the roots, trunk, branches and leaves of a tree.</p> <p><b>I can identify</b> deciduous and evergreen trees.</p> <p><b>I can identify</b> the plants and trees in our school or my home environment and create a picture/collage/display.</p>
Everyday Materials	
<p><b>I can distinguish</b> between an object and the material from which it is made.</p> <p><b>I can identify</b> and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p><b>I can describe</b> the simple physical properties of a variety of everyday materials.</p> <p><b>I can compare</b> and group together a variety of everyday materials on the basis of their simple physical properties.</p>	

## FOUNDATION SUBJECT SKILLS YEAR 2

HISTORY	GEOGRAPHY
<p>I can use words and phrases like; before, after, past, present, then and now, yesterday.</p> <p>I can recount the life of some famous people from Britain who lived in the past.</p> <p>I can explain how a famous person has influenced Britain.</p> <p>I can explain how a famous person has contributed to national or international achievements.</p> <p>I can explain how our locality has changed over time – comparing and contrasting.</p> <p>I can answer questions using books and the internet.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p>	<p>I can name the four countries in the United Kingdom (and their capital cities) and locate them on a map.</p> <p>I can use an atlas to find a map of the UK and tell someone where I live.</p> <p>I can name the seven continents of the world and locate them on a map.</p> <p>I can name the world oceans and locate them on a map.</p> <p>I can describe a place outside Europe using geographical words.</p> <p>I can explain the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>I can use simple compass directions and locational directional language to describe the location of features and routes on a map.</p> <p>I can use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map using and constructing basic symbols in a key.</p> <p>I can observe and study the geography of the school and its grounds, and the key human and physical features.</p> <p>Key vocab to be covered; sea, ocean, river, soil, valley, hill, mountain, vegetation, port, harbour, North, East, South, West.</p>
MUSIC	ART
<p><b>Making Music:</b></p> <p>I warm my voice up in different ways to promote vocal health.</p> <p>I can follow a melody when singing/playing.</p> <p>I can perform simple patterns keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on tuned and untuned instrument.</p> <p>I can sing and clap increasing and decreasing tempo.</p> <p>I can choose sounds which create an effect.</p> <p>I can improve my own work.</p> <p><b>Appraisal:</b></p> <p>I can identify structure in live and recorded music (verse, chorus etc...).</p> <p>I can listen for particular things in music (Eg – Instruments, tempo, volume, structure).</p> <p>Perform music and sing to an audience.</p> <p>Listen and comment on different genres of music.</p>	<p>I can use a viewfinder to copy a section of a picture accurately, taking the size and line thickness of my drawing into account.</p> <p>I can draw an object from observation, taking the size of my drawing into account.</p> <p>I can choose and use three different grades of pencil when drawing and use the vocabulary relating to them (H=hard, B=black).</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p>I can name and mix the 3 secondary colours using paint.</p> <p>I can mix brown with paint.</p> <p>I can create tints with paint by adding white.</p> <p>I can create tones in paint by adding black.</p> <p>I can name and use some different effects within an ICT paint package when creating digital art in response to the work of an artist (Joan Miro, Henri Matisse)</p> <p>When examining the work of an artist, I can suggest how they have used colour, pattern and shape. (Joan Miro, Henri Matisse)</p> <p>I can use a range of media to create mixed-media/collage work in response to the work of an artist. (Joan Miro, Henri Matisse)</p> <p>I can use drawing, sculpture, printing and painting to create my own artwork in response to the work of an artist, utilising the skills taught so far. (Joan Miro, Henri Matisse)</p>
COMPUTING	DESIGN & TECHNOLOGY
<p>I understand what an animation is</p> <p>I understand the premise of a stop frame animation</p> <p>I understand that an animation consists of characters, a stage, props, sound, text and a story</p> <p>I understand the importance of a storyboard in the story planning process</p> <p>I can create a storyboard</p> <p>I understand that animations need to be scripted</p> <p>I understand that stop frame animations involve physical characters, settings and props</p> <p>I can work collaboratively in a group to achieve a common goal</p>	<p><b>Food and Structures</b></p> <p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can join materials in different ways.</p> <p>I can explain what went well with my work.</p> <p>I can measure materials to use in a model or structure.</p> <p>I can find out what other users say about a specific product.</p>

I can create a stop frame animation  
I know what a blog is and how it will be used in the classroom  
I can log in to the class blog  
I know how to respond to the writing of others  
I know how to post on a blog  
I know how to respond to someone else's post on the class blog  
I can explain what you think and why  
I can use a blog to demonstrate and share learning  
I can reflect on work and make improvements  
I understand that messages can be sent electronically over distances and that people can reply to them  
I understand that communication can be images, sound and text  
I understand that an algorithm is a process that consists of a series of steps that achieves a specific goal  
I understand algorithms can describe everyday activities and can be followed by humans and computers  
I understand that algorithms are made up of steps  
I know that steps can be repeated  
I understand that computers need more precise instructions than humans do  
I use digital drawing tools (Scratch) to create images  
I can program a simple animation involving movement  
I can write a simple program that produces an output (text)<sup>8</sup>  
I can combine images and text to create a simple animation  
I understand the world wide web and how it has developed throughout time  
I can consider how technology changes with time  
I can share knowledge through multimedia presentations  
I can plan/produce a presentation of research findings  
I can create an interactive eBook  
I understand that personal information is unique to themselves  
I understand that personal information should only be given to trusted adults  
I begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe  
I understand that emotions can be a tool to help judge unsafe situations  
I understand the importance of checking with an adult before participating in an online environment  
I understand that the world wide web contains large amounts of information  
I can use links to navigate a website  
I know that the world wide web can be used to answer questions  
I can navigate a website user hyperlinks  
I can locate specific information using a website  
I can collect information from a number of different online resources and check they are the same

I know that 3D shapes can be constructed from nets and that the final 3D shape is dependent on the shape of the net.  
I can evaluate my design ideas as they develop and indicate ways of improving my ideas.  
I can evaluate against design criteria.  
I can describe the ingredients I am using.  
I know and practise the hygiene rules for food preparation.

## PHYSICAL EDUCATION

### **Agility/Balance/Co-ordination/Dance**

I can explore, copy, and repeat simple skills and actions.  
I can copy, repeat and remember simple sequences in dance or gym.  
I can make a short dance sequence by putting some movements together.  
I can begin to use rhythm in dance.  
I can begin to move with increasing care, control and co-ordination.

### **Team Games**

I can kick and throw a ball but not always with accuracy.  
I understand the importance of stopping a ball in different ways.  
I can begin to be able to work with a partner.  
I can start to link skills and actions within simple games.  
I can begin to understand some concepts of games e.g. opponent, teammate.  
I can begin to show some understanding of simple tactics.

### **Personal Development**

I can talk about what I am doing and describe the work of others.  
I can suggest ways to improve my own and others work.  
I can understand the importance of being active.  
I can talk about how to exercise safely and how our bodies feel during an activity.

## SPANISH

### **Listening**

I can listen and join in with a song.  
I can listen to and enjoy a story.  
I can identify accurately some sounds in Spanish.

### **Speaking**

I can say a few important words e.g. greetings and polite responses.  
I can say my name and how I am feeling.  
I can say a sequence of items e.g. several numbers or colours.  
I can repeat accurately some sounds in Spanish.

### **Reading**

I can recognise some important words written in Spanish e.g. greetings or a number/day of the week.

### **Writing**

I can attempt to copy some important words written in Spanish e.g. greetings or a number/day of the week.

## RELIGIOUS EDUCATION/ PSHE & C

### **PSHCE**

I can make simple rules  
I can tell you how I am the same and different from my friends  
I understand what a community is.  
I know ways to save energy in school and at home.  
I know ways to recycle and re-use things.  
I know the main causes of pollution.  
I know that medicines are meant to help us feel better and have different uses.  
I know that smoking is not good for my health.  
I know some of the ways in which alcohol can affect my health.  
I can identify hazards and know how to keep myself safe.  
I can tell you what bullying is and can tell you how someone who's bullied feels.  
I understand where money comes from and what it is used for.  
I understand the meaning of affording something.  
I know the difference between wants and needs.  
I can set a simple goal and achieve it.  
I know that some foods are grown locally, and some are imported from around the world.

I can name some of the customs within my local community.  
I understand why we use chocolate for special foods and celebrations.  
I can tell you the main countries chocolate comes from and how it is grown.  
I understand what fair trade means.  
I can describe why certain people are special.  
I can describe situations when I might need help and identify people who I can ask for help.  
I know there are different types of families.  
I understand that people have to make hard choices and sometimes they have no choice.  
I can recognise and respect the similarities and differences between people in different places.  
I can name the male and female body parts.  
I understand sometimes I might need to change my behaviour.

### **RELIGIOUS EDUCATION**

I know who leaders and teaches are in different religions.  
I know different stories from multi faiths.  
I know what it means to belong within a faith.  
I can talk about beliefs of different religions.  
I know about myself and my place within religion.  
I understand why celebrations are important for all faiths.  
Understand a different culture and way of life link to our community.

SCIENCE SKILLS YEAR 2

Working Scientifically	Animals including Humans
<p><b>I can ask</b> simple scientific questions.</p> <p><b>I can use</b> simple equipment to make observations.</p> <p><b>I can carry out</b> simple tests.</p> <p><b>I can identify</b> and classify things.</p> <p><b>I can suggest</b> what I have found out.</p> <p><b>I can use</b> simple data to answer questions.</p>	<p><b>I can recognise</b> that animals, including humans have offspring that grow into adults.</p> <p><b>I can describe</b> the basic stages of a life cycle for both an animal and a human.</p> <p><b>I can describe</b> the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>I can plan</b> a healthy meal for my family/friends.</p> <p><b>I can describe</b> the basic needs of humans and animals for survival (water, food and air).</p>
Living Things and Their Habitats	Plants
<p><b>I can explore</b> and compare the differences between things that are living, dead, and things that have never been.</p> <p><b>I can identify</b> that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><b>I can identify</b> and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p><b>I know</b> it is important to look after habitats and can create a poster of different habitats.</p> <p><b>I can describe</b> how animals obtain food from plants and other animals, using the idea of simple food chain and identify and name different sources of food.</p> <p><b>I can observe</b> living things in their habitats during different seasonal changes (keep a nature diary)</p>	<p><b>I can observe</b> and describe how seeds and bulbs grow into mature plants.</p> <p><b>I can find out</b> and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>I can enter</b> the tallest sunflower competition.</p>
Everyday Materials	
<p><b>I can identify and compare</b> the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><b>I can find out how</b> the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	

**FOUNDATION SUBJECT SKILLS YEAR 3**

HISTORY	GEOGRAPHY
<p>Use appropriate historical vocabulary to communicate, including; BC, AD, century, decade, legacy, chronology, archaeology, empire, change.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can use research skills to answer specific historical questions.</p> <p>I can research in order to find similarities and differences between two or more periods of history.</p> <p>I can compare modern day Britain to the past making connections, contrasts and finding trends.</p>	<p>I can use an atlas by using the index to find places.</p> <p>I can name a number of countries in Europe including Russia.</p> <p>I can name and locate the capital cities of neighbouring European countries.</p> <p>I can carry out research to discover features of cities.</p> <p>I can explain why people may be attracted to live in cities.</p> <p>I can explain why people may choose to live in one place rather than another.</p> <p>I can identify the Equator, the Tropic of Cancer and the Tropic of Capricorn on a world map.</p> <p>I can explore features of a rainforest.</p>
MUSIC	ART
<p><b>Making Music:</b></p> <p>I can sing a tune with expression.</p> <p>I can play clear notes on an instrument.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose patterns and tunes.</p> <p>I can combine different sounds to create different moods and feelings.</p> <p><b>Appraisal:</b></p> <p>I can use musical words to describe a piece of music and compositions (<u>tempo, structure, dynamics/volume, pitch.</u>)</p> <p>I can use musical words to describe what I like and dislike about a piece of music.</p> <p>I can recognise the work of at least one classical composer (Mozart, Beethoven, Haydn).</p> <p>Perform singing to an audience.</p> <p>Listen and comment on different genres of music.</p>	<p>I can use observation to extend a drawing, when given a starting point.</p> <p>I can draw an object from observation, taking into account the size of my drawing and the thickness of the lines.</p> <p>I can use different grades of pencil to shade and to show different tones and textures.</p> <p>I can create a background using a wash.</p> <p>I can choose an appropriate brush to use with different types of paint and taking the size of the painting into account.</p> <p>I can incorporate digital images when using ICT to create art.</p> <p>I use my sketch book effectively in response to my study of artists (Andy Warhol, Georges Seurat)</p> <p>When examining the work of artists, I can identify and comment on some of the techniques used. (Andy Warhol, Georges Seurat)</p> <p>I can compare the work of different artists. (Andy Warhol, Georges Seurat)</p> <p>I can use drawing and painting and printing to create my own artwork in response to the work of an artist, utilising the skills taught so far. (Andy Warhol, Georges Seurat)</p> <p>I can recognise when art is from different cultures.</p> <p>I can recognise when art is from different historical periods.</p>
COMPUTING	DESIGN & TECHNOLOGY
<p>I can find the best method of sorting a group of unknown weights into order</p> <p>I can understand that information is easier to find in a sorted order</p> <p>I can understand that splitting problems up and solving parts at the same time can speed up finding a solution</p> <p>I can understand that algorithms are a set of instructions that complete a task</p> <p>I can understand that computers work by following a set of instructions – called a program</p> <p>I can understand that the internet is many computers that are connected</p> <p>I can understand some of the services available on the internet</p> <p>I can understand that you can move around the web using hyperlinks</p> <p>I can understand how information in a database is organised</p> <p>I can understand the advantages of a computer based database over a paper one</p> <p>I can find and enter information to create additional records in a database</p> <p>I can demonstrate the knowledge skills and understanding I have learned during a unit</p> <p>I can understand what a network is</p> <p>I can explain key parts of a computer network</p> <p>I can understand how information is exchanged between devices</p> <p>I can understand that the internet is the physical connections between computers and networks</p> <p>I can understand how data travels throughout a network</p> <p>I can understand that devices on networks have a unique address</p> <p>I can understand that a program is a sequence of statements written in a programming language (Scratch)</p> <p>I can program an animation that executes a sequence of statements</p> <p>I can understand that physical devices can be programmed</p> <p>I can understand that computer programs consist of a instructions that can be followed by a robot</p> <p>I can use sequence and repetition in programs</p> <p>I can understand that robots can respond to surroundings using sensors</p> <p>I can understand that behaviour can be programmed to respond to data from sensors</p> <p>I can understand that objects in the real world move using gears</p> <p>I can recognise when something encountered online does not feel right</p> <p>I can identify some of the risks of sharing publically online</p> <p>I can understand some measures that can be taken to stay safe</p> <p>I can raise awareness about appropriate and inappropriate content for online sharing</p> <p>I can understand potential consequences of sharing without consent</p>	<p><b>Mechanisms and Textiles</b></p> <p>I can prove that my design meets some set criteria.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p> <p>I can design a product and make sure that it looks attractive.</p> <p>I can choose a textile for both its suitability and its appearance.</p> <p>I can select the most appropriate tools and techniques for a given task.</p> <p>I can make a product which uses mechanical components.</p> <p>I can work accurately to measure and make cuts.</p> <p>I know how to sew using a range of different stitches.</p> <p>I can use simple decorative techniques.</p> <p>I can evaluate my product identifying strengths and areas for development against the original specifications.</p>

I can understand some of the ways we can protect ourselves online against manipulation  
 I can understand the ways the internet can make young people feel about themselves  
 I can understand the need for strong Passwords  
 I can Identify several different forms advertising can take online  
 I can recognise common uses of information technology beyond school  
 I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  
 I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output  
 I can recognise common uses of information technology beyond school

**SPANISH**

**Listening**

I can understand a few familiar spoken words and phrases in Spanish.

**Speaking**

I can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.

**Reading**

I can recognise and read out a few familiar words and phrases in Spanish.

**Writing**

I can write or copy a few simple words or symbols as an emergent writer in Spanish.

**PHYSICAL EDUCATION**

**Dance/Gymnastics**

I can move across a room in different ways and with an awareness of space.  
 I can make increasingly clear and fluent movements.  
 I can understand different uses of tense, relax, stretch, curl in movement.  
 I can improvise with ideas and movements.  
 I begin to sequence moves and link actions.  
 I begin to choose movement to show ideas.

**Invasions Games/Striking and Fielding/Athletics**

I can show increasing confidence when rolling, hitting, kicking a ball.  
 I can understand the importance of rules and fairness.  
 I can follow rules in games.  
 I understand the concept of both team and opponent.  
 I can develop and use simple tactics in team games.  
 I can complete in a sport.

**Personal Development**

I can comment on the skills and techniques used in our own and others' work.  
 I can refine movement after evaluation from others.  
 I understand the importance of practice.  
 I can describe what effects exercise has on our bodies.  
 I understand the importance of warming up and cooling down.  
 I could learn to swim.

**RELIGIOUS EDUCATION/ PSHE & C**

**PSHCE**

I understand my rights and responsibilities in the school.  
 I know that I am valued at school for my gifts and talents.  
 I know how it feels to do or start something new, and some ways to cope with these feelings.  
 I know how to support other people.  
 I can express my opinions confidently and see things from another's point of view.  
 I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.  
 I can tell you what bullying is and what a witness is.  
 I know that fire can be dangerous.  
 I know what to do in an emergency.  
 I know how to keep safe on the internet.  
 I know how to keep clean and look after myself.  
 I know how people grow and change.  
 I understand there are different types of families.  
 I can give examples of what keeps me healthy and why.  
 I can choose a realistic goal and break it down into small steps.  
 I can identify different types of touch that people like and do not like  
 And can talk about ways of dealing with unwanted touch.  
 I can identify who to go to for help and support.  
 I understand why rest and relaxation is an important part of being healthy.  
 I know that there are similarities and differences between everyone.  
 I can choose when to show my feelings and when to hide them.  
 I know about the work carried out at a police station and ask relevant questions and identify key points  
 I understand what taking responsibility means.  
 To appreciate the feeling of loss.  
 I understand how people are represented in school and the local community.  
 I understand what debating and voting is and can express my views in a debate.  
 I can work as part of a group and contribute to a project that supports the local community.

**RELIGIOUS EDUCATION**

I know about the story of creation  
 I know how religion helps with caring for the environment.  
 I know about right and wrong.  
 I understand a different culture and way of life.  
 I can talk about Judaism.  
 Follow and comment on current affairs.  
 Raise money for people in another country

## SCIENCE SKILLS YEAR 3

Working Scientifically	Animals including Humans Health and Nutrition
<p><b>I can ask</b> relevant questions and use different types of scientific enquiries to answer them.</p> <p><b>I can set up</b> simple practical enquiries, comparative and fair tests.</p> <p><b>I can make</b> systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>I can gather</b>, record, classify and present data in a variety of ways to help in answering questions.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p><b>I can report</b> on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>I can use</b> results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>I can identify</b> differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>I can use</b> straightforward scientific evidence to answer questions or to support my findings.</p>	<p><b>I can identify</b> that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p><b>I can explain</b> why an adequate and varied diet is beneficial to health (along with a good supply of air and clean water).</p> <p><b>I can explain</b> why regular and varied exercise is beneficial to health.</p> <p><b>I can plan</b> a diet and exercise programme for my family.</p>
Animals including Humans Skeletons and Movement	Plants
<p><b>I can identify</b> that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>I can identify</b> animals (vertebrates) which have a skeleton which supports their body, aids movement &amp; protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected).</p> <p><b>I can identify</b> animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move &amp; protect their vital organs.</p>	<p><b>I can identify</b>, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p><b>I can explore</b> the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p><b>I can investigate</b> the way in which water is transported within plants.</p> <p><b>I can explore</b> the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>I can observe</b> life cycles of plants across the year/seasons. (Keep an observational/nature diary)</p> <p><b>I can identify</b> various plants in our school environment and how they reproduce – create a class display.</p>
Forces and Magnets	Light including reflection and shadows
<p><b>I can compare</b> how some things move on different surfaces.</p> <p><b>I notice</b> that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p><b>I can observe</b> how magnets attract or repel each other and only attract some materials.</p> <p><b>I can compare and group</b> together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.</p> <p><b>I can describe</b> magnets as having two poles (like and unlike poles).</p> <p><b>I can predict</b> whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>I can recognise</b> which metals we have around school and ensure they are recycled correctly.</p>	<p><b>I recognise</b> that we need light in order to see things and that dark is the absence of light.</p> <p><b>I notice</b> that light is reflected from surfaces and explore how light behaves</p> <p><b>I can make</b> a periscope for the younger children to explore their world.</p> <p><b>I recognise</b> that light from the sun can be dangerous and that there are ways to protect my eyes.</p> <p><b>I know</b> that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p><b>I recognise</b> that shadows are formed when the light from a light source is blocked by a solid object.</p> <p><b>I can find</b> patterns, when measuring, in the way that the size of shadows can change.</p>
Rocks	Rocks
<p><b>I can compare and group</b> together different kinds of rocks based on their appearance and simple physical properties.</p> <p><b>I can describe</b> in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><b>I recognise</b> that soils are made from rocks and organic matter.</p>	<p><b>I can make</b> compost from organic materials for our gardens.</p> <p><b>I recognise</b> that rocks and soil can feel and look different.</p> <p><b>I recognise</b> that rocks and soils can be different in different places/environments.</p> <p><b>I can draw</b> a simple geological map of our local area naming the different types of rock found there. (Geography link).</p>

**FOUNDATION SUBJECT SKILLS YEAR 4**

HISTORY	GEOGRAPHY
<p>Use appropriate historical vocabulary to communicate, including; BC, AD, century, decade, legacy, reign, invasion, conquest, change, peasantry.</p> <p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can explain how an event from the past has shaped our life today.</p> <p>I can research what it was like for children in a given period of history and present my findings to an audience.</p>	<p>I can locate and name some of the most famous volcanoes.</p> <p>I can identify vegetation belts and world biomes.</p> <p>I can name and locate many of the world's major rivers using an atlas.</p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>I can explore the features of a desert.</p> <p>I can identify and locate countries on a world map.</p> <p>I can explain how land is used in the U.K. and how this has changed over time.</p> <p>I can understand the importance of economic activity in relation to employment.</p>
MUSIC	ART
<p><b>Making Music:</b></p> <p>I can learn to play clear notes on a brass instrument.</p> <p>I can keep a steady tempo/pulse whilst performing music.</p> <p>I can perform a simple part rhythmically.</p> <p>I can sing songs from memory with accurate pitch (a <u>capella</u> and with backing).</p> <p>I can use and understand staff and some musical notations related to pitch and value.</p> <p>I can sing in <u>rounds/canon</u>.</p> <p><b>Appraisal:</b></p> <p>I can identify and describe the different purposes of music.</p> <p>I can evaluate music using musical vocabulary (<u>tempo, structure, dynamics/volume, pitch, timbre</u>)</p>	<p>I can accurately copy a more detailed drawing, taking into account line, shape, texture and form.</p> <p>I can accurately draw an object from observation, taking into account the size of my drawing, the thickness of the lines, shape, form and texture.</p> <p>I can choose and use a wider range of pencil grades when drawing, to show tones and textures in my art.</p> <p>I can sculpt clay and other mouldable materials.</p> <p>I use my sketch book effectively, understanding the process of developing, evaluating and editing ideas, when working in response to my study of artists. (Turner)</p> <p>I can name and mix the 6 tertiary colours.</p> <p>When examining the work of artists, I can compare, contrast and attempt some of the techniques used. (Turner)</p> <p>I can explain some of the features of art from historical periods.</p> <p>I can use drawing, painting and sculpting to create my own artwork in response to the work of an artist or architect, utilising the skills taught so far. (Turner, Wren)</p>
COMPUTING	DESIGN & TECHNOLOGY
<p>I can understand what an animation is</p> <p>I can create a scene for an animation</p> <p>I understand that animations can be created using digital tools</p> <p>I can create an animated scene</p> <p>I can storyboard and create a short animation</p> <p>I can sort record cards using field names</p> <p>I can understand that information can be stored as numbers, text and choices (e.g. yes/no)</p> <p>I understand that storing information in an organised way helps answer questions</p> <p>I can search a database to answer questions</p> <p>I can use the information in a database to create a simple chart</p> <p>I understand that messages can be used to communicate over distance a number of ways</p> <p>I understand how email travels and how to retrieve it</p> <p>I can send and reply to emails</p> <p>I can attach a file to an email</p> <p>I can understand the advantages of attaching files to emails</p> <p>I can use email to communicate ideas</p> <p>I understand that a program is a sequence of statements written in a programming language</p> <p>I can program a sequence of statements</p> <p>I can program an object to move and draw</p> <p>I understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not</p> <p>I can combine repetition and conditional statements in a program</p> <p>I can distinguish between personal information, which is safe to share online, and private information which is unsafe to share</p> <p>I can use keywords in search engines to refine online searches</p> <p>I can understand when it is acceptable to use the work of others</p> <p>I can use strong passwords</p> <p>I can explore strategies for safely managing spam</p> <p>I can analyse why private information should not be shared without permission</p> <p>I can identify strategies for dealing responsibly with cyberbullying</p>	<p><b>Structures and Electrical Components</b></p> <p>I can produce a plan and explain it.</p> <p>I can evaluate and suggest improvements for my designs.</p> <p>I can evaluate products for both purpose and audience.</p> <p>I can explain how I have improved my original design.</p> <p>I can present a product in an interesting way.</p> <p>I can measure accurately.</p> <p>I can persevere and adapt my work when my original ideas do not work.</p> <p>I know how materials can be combined and mixed in order to create more useful properties.</p> <p>I can join and combine materials accurately.</p> <p>I can work safely when using electricity.</p> <p>I can make a simple circuit incorporating a battery, light bulb, switch and connecting wires in a safe manner.</p> <p>I can find a fault in a simple circuit and correct it.</p>

## PHYSICAL EDUCATION

### Dance/Gymnastics

- I can move in an increasingly coordinated way.
- I can control take-off and landing when jumping.
- I show increasing control in balance and agility.
- I use movements to communicate an idea, using expression and conveying emotion.
- I can refine movements into increasingly complex sequences.
- I can cooperate with others to form sequences.
- I can use different parts of the body for different effects.

### Invasions Games/Striking and Fielding/Athletics

- I can throw, catch, strike, field and stop a ball with increasing control and accuracy.
- I am increasingly accurate in throwing for distance.
- I can decide the best way to move a ball for different purposes and needs.
- I can choose an appropriate speed to move a ball.
- I can decide on the best position in team games.
- I can begin to make use of space.
- I can vary skills, actions and ideas within simple games.

### Personal Development

- I can understand how performances can be improved, through practice and reflection.
- I can explain how the body reacts during different types of exercise.
- I can warm up and cool down appropriately.
- I can learn to swim.

## SPANISH

### Listening

- I can understand a range of familiar spoken phrases in Spanish.
- I am able to listen for and recognise specific words and phrases.

### Speaking

- I can ask and answer simple questions.
- I can give basic information about myself in my answers.
- I can pronounce familiar words and some new words accurately.

### Reading

- I can understand simple written phrases.
- I can match sounds to familiar written words.

### Writing

- I can spell some familiar written words and phrases accurately.
- I can write simple sentences with limited mistakes so that the message is understood.

## RELIGIOUS EDUCATION/ PSHE & C

### PSHCE

- I can describe democracy in simple terms.
- I know ways to save energy in the home and why we need to.
- I understand what climate change is and its impact on the environment.
- I understand what a risk is and that it has pros and cons.
- I understand what a 'drug' is and can identify some of the different types of drugs.
- I understand the risks of smoking to my health.
- I can resist peer pressure and understand the difference between a group and a gang.
- I can recognise that pressure comes from a variety of sources.
- I know the difference between legal and illegal drugs.
- I know the dangers and consequences of carrying knives.
- I can make a contribution to develop strategies to prevent bullying.
- I know a range of different ways to pay for things, some may involve debt or credit.
- I know what makes up family expenses.
- I understand what a charity does.
- I understand there is a moral and ethical side to cost.
- I understand how the media presents information.
- I understand that advertising can influence what we buy.
- I can tell you what a stereotype is.
- I can appreciate the need for tolerance and respect for people's differences.
- I can recognise and respect the similarities and differences between people in different places.
- I can describe the body changes that happen when a child grows up.
- I understand some of the reasons why change can feel uncomfortable and know some coping strategies.

### RELIGIOUS EDUCATION

- I can talk about neighbours in religion.
- I can talk about the Christian faith: Advent, Christmas, Lent and Easter.
- I can talk about Sikhism.
- I know about inspirational people including those of multi faith.
- I know about becoming an adult and my role.
- Understand a different culture and way of life link to overseas.
- Learn how to be safe.
- Follow and comment on current affairs.

**SCIENCE SKILLS YEAR 4**

<b>Working Scientifically</b>	<b>Electricity</b>
<p><b>I can ask</b> relevant questions and use different types of scientific enquiries to answer them.</p> <p><b>I can set up</b> simple practical enquiries, comparative and fair tests.</p> <p><b>I can make</b> systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>I can gather</b>, record, classify and present data in a variety of ways to help in answering questions.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p><b>I can report</b> on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>I can use</b> results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>I can identify</b> differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>I can use</b> straightforward scientific evidence to answer questions or to support my findings.</p>	<p><b>I can identify</b> common appliances that run on electricity.</p> <p><b>I can construct</b> a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p><b>I can identify</b> whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p><b>I can recognise</b> that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p><b>I can recognise</b> some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>I can create</b> a poster for younger children illustrating the dangers of electricity.</p> <p><b>I know</b> that electricity sources can be mains or battery.</p> <p><b>I know</b> that batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work.</p> <p><b>I know</b> that faults in circuits can be found by methodically testing connections.</p> <p>Drawings, photographs and diagrams can be used to represent circuits (<i>although standard symbols need not be introduced until UKS2</i>).</p>
<b>Animals – Teeth – Eating and Digestion</b>	<b>Environment – Living Things and their Habitats</b>
<p><b>I can describe</b> the simple functions of the basic parts of the digestive system in humans.</p> <p><b>I can identify</b> the different types of teeth in humans and their simple functions.</p> <p><b>I can construct and interpret</b> a variety of food chains, identifying producers, predators and prey.</p> <p><b>I can describe</b> how teeth and gums have to be cared for in order to keep them healthy.</p> <p><b>I can write</b> an information leaflet for Y1 on How to care for your Teeth</p>	<p><b>I recognise</b> that living things can be grouped in a variety of ways.</p> <p><b>I can explore</b> and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p><b>I recognise</b> that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>I can research</b> an endangered environment and present my findings to the class.</p> <p><b>I can get involved</b> in caring for an environment either through school clubs or at home/in the community.</p> <p><b>I can use and make</b> identification keys for plants and animals.</p>
<b>Sound</b>	<b>States of Matter</b>
<p><b>I can identify</b> how sounds are made, associating some of them with something vibrating.</p> <p><b>I can recognise</b> that vibrations from sounds travel through a medium to the ear.</p> <p><b>I can find</b> patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p><b>I can recognise</b> that sounds get fainter as the distance from the sound source increases.</p> <p><b>I can find</b> patterns between the pitch of a sound and features of the object that produced it.</p> <p><b>I can recognise</b> that vibrations from sounds travel through a medium to the ear.</p>	<p><b>I can compare</b> and group materials together, according to whether they are solids, liquids or gases.</p> <p><b>I can observe</b> that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p><b>I can identify</b> the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>

**FOUNDATION SUBJECT SKILLS YEAR 5**

HISTORY	GEOGRAPHY
<p>Use appropriate historical vocabulary to communicate, including; dates, times, period era, change, chronology, continuity, century, decade and legacy.</p> <p>I can compare two or more historical periods; explaining things, which stayed the same and things which changed.</p> <p>I can draw a timeline with different historical periods showing key historical events and lives of significant people.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can explain how parliament affects decision making in England and compare it to a past society.</p> <p>I can compare and contrast a period of history to present day.</p> <p>I can explain how our locality has changed over time.</p> <p>I can use sources to form an argument and justify my conclusions about life in a past society.</p> <p>I can use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p>	<p>I can describe how volcanoes are created.</p> <p>I can describe how earthquakes are created.</p> <p>I can use a range of geographical resources to give detailed descriptions of a location outside of Europe.</p> <p>I can explain how time zones work and calculate time differences throughout the world.</p> <p>I can explain the different climate zones of the world.</p> <p>I can understand the significance of latitude and longitude.</p> <p>I can understand the physical features of coasts and the process of erosion.</p> <p>I can identify settlements and land use.</p> <p>I can find at least six cities in the United Kingdom on a map.</p>
MUSIC	ART
<p><b>Making Music:</b></p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others perform their parts.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can change sounds or organise them differently to change the effect</p> <p>I can compose music that meets a specific criterion</p> <p>I can use notation to record my compositions (on staff if possible.)</p> <p>I can choose an appropriate tempo for a piece of music.</p> <p><b>Appraisal:</b></p> <p>I can describe, compare and evaluate music using musical vocabulary</p> <p>I can compare and contrast classical and romantic composers. (Eg- Tchaikovsky and Beethoven)</p> <p>I can listen and comment on different genres of music.</p>	<p>I can accurately copy a more detailed drawing, taking into account line, shape, shade, texture and form.</p> <p>I can accurately draw a small scene/collection of objects from observation, taking into account, the size of my drawing, the thickness of the lines, shape, form and texture.</p> <p>I can choose and use a wider range of pencil grades, pastels and charcoal when drawing, to show tones and textures in my art.</p> <p>When using my sketch book, I can take influence from a range of sources (magazines, books, online) and present ideas in an organised but imaginative fashion.</p> <p>When studying the work of designers, I can take influence to design my own print. (William Morris, Cath Kidston, Emma Bridgewater)</p> <p>I can use my own print design to create a printed textile.</p> <p>I can design a range of products, utilising my own print design (notebooks, mugs, purses etc)</p> <p>When creating digital art, I can use images which I have created, scanned and found; altering them as necessary.</p> <p>I can research the work of artists and designers, using them to influence my own work.</p> <p>I can use drawing, painting, printing and collage to create my own artwork in response to the work of an artist or designer, utilising the skills taught so far. (Leonardo da Vinci, William Morris, Cath Kidston, Emma Bridgewater, Jimmy Choo, Vivienne Westwood, Christian Louboutin, Dan Sullivan, Mary Quant, Stella McCartney, Alexander McQueen).</p>
COMPUTING	DESIGN & TECHNOLOGY
<p>I understand that a linear search involves checking information one-by- one</p> <p>I understand that networks connect a group of things</p> <p>I find the most efficient way of connecting a group of houses</p> <p>I work cooperatively as a group on a network to avoid deadlock</p> <p>I find the quickest route on a map to a given location</p> <p>I understand that messages can be sent and received secretly</p> <p>I can learn to encrypt/decrypt simple messages</p> <p>I understand that messages can be sent electronically over distances</p> <p>I understand that data can be transmitted as binary (on or off)</p> <p>I understand the algorithm of a simple shift cipher</p> <p>I use frequency analysis to decipher encrypted text</p> <p>I understand the importance of cryptography historically and today</p> <p>I understand that computer programs containing graphics use x y coordinates and turns are measured in degrees</p> <p>I can use conditional (if) statements</p> <p>I understand that some variables can only be true or false</p> <p>I understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)</p> <p>I can use variables in programs</p> <p>I can distinguish between personal information, which is safe to share online, and private information which is unsafe to share</p> <p>I understand the risks and benefits of various modes of communication</p>	<p><b>Food and Mechanisms</b></p> <p>I can use acquired healthy eating knowledge to design and make a food product.</p> <p>I can use the internet to research a selection of different food products.</p> <p>I can develop and practise my food skills by preparing ingredients safely and hygienically.</p> <p>I can use a range of tools/equipment competently.</p> <p>I can come up with a range of ideas after collecting information from a range of sources.</p> <p>I can produce a detailed step by step plan.</p> <p>I can suggest alternatives, outlining positive features and drawbacks</p> <p>I can explain how my product will appeal to different audiences.</p> <p>I can evaluate appearance and function against original criteria.</p> <p>Ensure products have a high-quality finish.</p> <p>I can evaluate the design of products suggesting improvements in needed to the user's experience.</p> <p>I can consider the characteristics of mechanisms when designing the moving part of my product.</p>

I can begin to make sensible and considered judgments about whether or not to trust online content and people when online  
 I can identify different forms of cyber bullying  
 I understand what to do if confronted with cyber bullying  
 I understand that the world wide web is one of the services offered on the internet  
 I know that the world wide web consists of many websites and web pages that can be accessed using the internet  
 I know that websites are written in HTML code  
 I can read basic HTML code  
 I understand how HTML provides structure for web content

**PHYSICAL EDUCATION**

**Dance/Gymnastics**

I can show control/coordination in travel and balance.  
 I can perform a range of jumps showing control.  
 I show increasing clarity and fluency in movements.  
 I can make good use of creativity/imagination when making sequences in dance and/or gym.  
 I can combine changes of shape, speed and level in sequences.  
 I can use movement expressively, to convey an idea, mood or feeling.  
 I apply actions, skills and ideas with increasing coordination and control.

**Invasions Games/Striking and Fielding/Athletics**

I use a range of throwing techniques with increasing power and accuracy.  
 I apply a broad range of skills to different situations.  
 I use a range of fielding skills and throw with accuracy.  
 I can plan different approaches to attacking and defending.  
 I can choose the best pace to use in athletics or games.  
 I can show a growing awareness of space in team games.  
 I can keep possession.

**Personal Development**

I can lead a warm up and cool down appropriately.  
 I can analyse and comment on skills and techniques.  
 I can become aware of my strengths and development points.  
 I can demonstrate a good sporting attitude regardless of the outcome.

**SPANISH**

I can listen attentively to spoken language and show understanding by joining in and responding.  
 I can appreciate stories, songs, poems and rhymes in the language.  
 I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  
 I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  
 I can speak in sentences, using familiar vocabulary, phrases and basic language structures.  
 I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  
 I can present ideas and information orally to the class.  
 I can read carefully and show understanding of a wider range of words, phrases and simple writing  
 I can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a Spanish dictionary.  
 I can write words /short phrases from memory and adapt these to create new sentences, to express ideas clearly.  
 I can compose and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.  
 I can assess the effectiveness of my own writing

**RELIGIOUS EDUCATION/ PSHE & C**

**PSHCE**

I understand my rights and responsibilities in our school.  
 I know some strategies to cope with uncomfortable feelings and to calm myself when necessary.  
 I can engage in a discussion, offer my own opinions and listen to the views of others.  
 I can contribute to a simple debate.  
 I can tell the difference between a friend and an acquaintance.  
 I can say and do things that are likely to make a conflict situation better.  
 I can tell you what bullying is (inc. cyber-bullying)  
 I know what to do if bullying is going on.  
 I can recognise an emergency and call emergency services.  
 I know the dangers of the internet  
 I know how to keep my personal details safe.  
 Explain the main physical and emotional changes that happen during puberty.  
 I can describe how to manage physical and emotional changes.  
 I know how to get help and support during puberty.  
 I understand the importance of a balanced lifestyle.  
 I can explain how we interact via the Internet & phones etc. In a safe way.  
 I can make a judgement about whether to take a risk.  
 I can behave in an assertive way using appropriate body language and tone of voice.  
 I know I can prevent bullying using different strategies.  
 I know what facilities exist in my local area and nationally for young people.  
 I can recognise a put-down and know how a boost-up or put-down can make someone feel.  
 I am aware of anti-social behaviour and the consequences of crime.  
 I know why laws are important.  
 I can recognise and resist negative peer pressure.  
 I am aware of the British legal system and how it works.  
 I can work as part of a group and contribute to a project that supports the local community.  
**RELIGIOUS EDUCATION**  
 I know about life's big views of multi faiths.  
 I can talk about the religion of Islam.  
 I know about marriage ceremonies and how different faiths celebrate this.  
 I have a further understanding of the Christian religion.

Year 5 Science

Working Scientifically	Earth and Space
<p><b>I can plan</b> different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>I can take measurements</b>, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p><b>I can record data and results</b> of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p><b>I can use test results</b> to make predictions to set up further comparative and fair tests</p> <p><b>I can report and present findings</b> from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p><b>I can describe</b> the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.</p> <p><b>I can describe</b> the movement of the Moon relative to the Earth.</p> <p><b>I can describe</b> Sun/Earth/Moon as approximately spherical bodies.</p> <p><b>I can use</b> the idea of the Earth's rotation to explain day and night.</p> <p><b>I can use</b> the Earth's movement in space to explain the apparent movement of the sun across the sky.</p>
Animals – Human Life Cycles	Environment Living Things and Their Habitats – Observing Life Cycles
<p><b>I can describe</b> the changes as humans develop to old age.</p> <p><b>I recognise</b> that animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</p> <p><b>I can draw</b> a timeline to indicate stages in the growth and development of humans.</p> <p><b>I can research</b> the gestation periods other animals and <b>compare</b> them with humans.</p> <p><b>I can find out</b> and <b>record</b> the length and mass of a baby as it grows. (They should learn about the changes experienced in puberty – covered in separate sessions by the nurse.)</p>	<p><b>I can describe</b> the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><b>I can describe</b> the life process of reproduction in some plants and animals.</p> <p><b>I can name, locate and describe</b> the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary)</p> <p><b>I can record</b> in an observational diary over the school year of life cycles in our environment.</p> <p><b>I can research and present</b> a non-chronological report on the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p><b>I can observe</b> and <b>compare</b> the life cycles of plants and animals in my local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</p> <p><b>I can suggest reasons</b> for similarities &amp; differences [<b>grouping and classifying</b>].</p> <p><b>I can observe changes</b> in an animal <b>over a period of time</b> (for example, by hatching &amp; rearing chicks).</p> <p><b>I can compare</b> how different animals reproduce and grow.</p>
Material Changes – Irreversible Changes	Materials – Reversible Changes
<p><b>I can explain</b> that some changes result in the formation of new materials.</p> <p><b>I recognise</b> that and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda (producing a gas / fizzing).</p>	<p><b>I know</b> that some materials will dissolve in liquid to form a solution.</p> <p><b>I can describe</b> how to recover a substance from a solution.</p> <p><b>I can use my knowledge</b> of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p><b>I can demonstrate</b> that dissolving, mixing and changes of state are reversible changes.</p> <p><b>I recognise</b> that some changes can occur when different materials are mixed.</p> <p><b>I recognise</b> that dissolving is a reversible change and recognise everyday situations where dissolving occurs.</p> <p><b>I can distinguish</b> between melting and dissolving.</p> <p><b>I know</b> that mixtures of solids (of different particle size) can be separated by sieving.</p> <p><b>I know</b> that mixtures of solids and liquids can be separated by filtering if the solid is insoluble (un-dissolved).</p> <p><b>I know</b> that evaporation helps us separate soluble materials from water.</p> <p><b>I know</b> that changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed, etc).</p> <p><b>I recognise</b> that freezing, melting and boiling changes can be reversed (revision from YR4).</p>
Material Properties – Testing Material Properties.	Forces
<p><b>I can compare and group</b> together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p><b>I can give reasons</b>, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (advantages and disadvantages).</p> <p><b>I can compare</b> a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity).</p>	<p><b>I can explain</b> that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p><b>I can identify</b> the effects of air resistance, water resistance and friction that act between moving surfaces (causing things to slow down) and recognise their usefulness and that they can be reduced or increased.</p> <p><b>I can recognise</b> that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>I know</b> that there are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, and gravity) which have different effects on objects.</p> <p><b>I know</b> that gravity can act without direct contact between the Earth and an object.</p>



**FOUNDATION SUBJECT SKILLS YEAR 6****HISTORY**

I can identify and explain differences, similarities and changes between different periods in history.

I can describe a key event from the past using evidence from different sources.

I can research two versions of an event and explain how it can differ.

I can describe the social, ethnic, cultural or religious diversity of the past society.

I can summarise how Britain has had a major influence on the world.

I can summarise how Britain may have learned from other countries and civilisations.

I can place features of historical events and people from the past societies and periods in a chronological framework.

I can summarise the main events from a period in history, explaining the order of events and what happened.

I can identify and explain propaganda.

I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

I can use appropriate historical vocabulary to communicate including: dates, time, period, era, change, chronology, continuity, century, decade, legacy and significance.

I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

I can use original ways to present information and ideas.

**GEOGRAPHY**

I can explain the difference between the British Isles, Great Britain and the United Kingdom naming surrounding islands.

I can locate the Northern and Southern Hemisphere as well as the Arctic and Antarctic circles.

I can describe how some places are similar and dissimilar in relation to our human and physical features.

I can use the eight points of a compass.

I can use ordnance survey symbols alongside four and six figure grid references.

I can answer questions by using a map.

I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.

I can collect and analyse statistics and other information in order to draw clear conclusions about locations.

I can understand the importance of economic activity in relation to trade.

**MUSIC****Making Music:**

I can sing in two parts confidently and accurately.

I can sing following notes on a staff to help with pitch.

I can perform from memory after internalising notations.

I can consider the effect of musical devices in my compositions including melody and rhythms.

**Appraisal:**

I can evaluate how the venue, occasion and purpose affect the way a piece of music is interpreted/ timbre.

I can use musical vocabulary appropriately: (tempo, structure, dynamics/volume, pitch, timbre, rounds)

I can explore and appraise the work of a contemporary composer and explain how they differ from, classical and romantic composers.

**ART**

I can accurately copy a detailed drawing, taking into account line, shape, shade, texture and form and making informed choices about the pencil grade/type of pencil (lead, charcoal, pastel).

I can accurately draw a still life scene from observation, taking into account the size of my drawing, the thickness of the lines, shape, form and texture, and using a selection of pencil, charcoal/pastel to draw and colour it.

When using my sketch book, I can take influence from a range of sources (magazines, books, online) and present ideas in a creative fashion that reflects my own developing artistic style.

I use my knowledge of a wide range of artistic tools to choose the appropriate ones with which to create artwork.

I can explain why I have chosen specific tools and techniques to create my art.

I can give and take feedback about my art and the artwork of others.

I can use feedback to make amendments and improve my art.

I can use my extensive knowledge of colour mixing to create a colour palette based upon colours in the natural or man-made world.

I can use a variety of techniques to add interest and effects, such as reflections, shadows and direction of sunlight.

I can overprint to create different patterns.

I can use a range of e-resources to create art.

I can explain the style of my work and how it's been influenced by a famous artist.

**COMPUTING**

I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;

I can solve problems by decomposing them into smaller parts

I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output

I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

I understand that spreadsheets can be used to store numerical data and to make calculations

I enter a formula to calculate totals

I understand that graphs and charts can be created and easily be changed from spreadsheet data

**DESIGN & TECHNOLOGY****Structures and Electrical Components**

I can follow and refine my plans

I can justify my plans in a convincing way.

I can show that I test and evaluate products against clear criteria.

I can ensure products have a high-quality finish.

I can create innovative designs that improve upon existing products.

I can evaluate the design of products and suggest improvements to the user experience.

I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.

I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross sectional and exploded diagrams.

I can use the appropriate vocabulary related to control systems.

I can use electrical systems in my product.

I understand the SUM function can be used to create formulas that will perform addition calculations

I use a spreadsheet to model a costing exercise

I understand that a computer network is a group of computers that are connected

I know that computer networks allow users to communicate and share

I understand that the internet is many networks that are connected to each other

I know that a router sends/receives information as packets of data

I know that internet search engines maintain, and rank, a list (or index) of other websites available on the World Wide Web

I know that web pages are written in HTML

I can recognise and use basic HTML syntax

I can program a computer game by sequencing conditional statements

I can use variables in programs

I can use procedures in programs

I understand that the behaviour of a computer program should be planned

I understand that programs are developed according to a plan

I can develop strategies for testing and debugging computer programs

I can recognise the importance of never sharing passwords, except with parents or guardians

I know how to create passwords that are hard to guess, yet easy to remember

I can customize privacy settings for the online services they use

I can learn specific ways to respond to bullying when you see it

I know how to behave if you experience harassment

I can make good decisions when choosing how and what to communicate and whether to communicate at all

I am aware of online tools for reporting abuse

#### PHYSICAL EDUCATION

##### Dance/Gymnastics

I can demonstrate precision, control and fluency sustaining movements over a longer period of time.

I can convey expression and emotion in performance.

I can use changes in, and combinations of direction, level and speed with increasingly complex sequences.

I can begin to improvise based on previous skills.

I can plan, perform and repeat sequences including changes in speed and level.

##### Invasions Games/Striking and Fielding/Athletics

I can throw with accuracy and power.

I can combine, vary and choose appropriate strategies and tactics.

I can choose the most appropriate skills, tactics and actions to cause problems for another team.

I can keep and gain possession.

I can work within a team showing teamwork skills.

##### Personal Development

I can use a range of criteria to judge my own and others work.

I understand how heart rate and breathing slows after exercise, monitoring my own.

I know and use the relationship between power and stamina.

I can show desire to improve and increase on past performance.

#### RELIGIOUS EDUCATION/ PSHE & C

##### PSHCE

I understand why we need rules and laws and understand how democracy works.

I know that we have a responsibility to look after our environment.

I know how climate change is impacting on our lives and can relate this to others.

I understand that the environment is a collective and political responsibility as well as an individual one.

I can recognise that pressure comes from a variety of sources.

I understand that there are laws around drugs, alcohol and tobacco and know the difference between legal and illegal drugs.

I know how to keep safe in my local area (knife crime)

I can tell you how someone who's bullied feels and explain the viewpoint of a victim.

I know that people earn and spend money in different ways.

I can make informed choices and compare prices to get 'value for money.'

I understand that 'poverty' might have different meanings to different people in different circumstances.

I can identify rich and poor nations around the world.

I understand that trade relies on profit and that profit is not always equally shared.

I can tell the difference between fact and opinion.

I can explain how the range of identities in the United Kingdom combine to bring a richness to society.

I am aware there are different types of relationships and know what makes a healthy relationship.

I can recognise and try to challenge stereotypes.

Describe how and why the body changes during puberty in preparation for reproduction.

I can complete SRE lessons including conception and pregnancy (five sessions).

I can decide on appropriate questions/research strategies to investigate issues affecting society.

I can interpret different sources of information and assess these for validity.

I am aware of the diversity of viewpoints and can describe some of the influences that shape these.

## **SPANISH**

I can listen attentively to spoken language and show understanding by joining in and responding.

I can appreciate stories, songs, poems and rhymes in the language.

I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

I can speak in sentences, using familiar vocabulary, phrases and basic language structures.

I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

I can present ideas and information orally to the class.

I can read carefully and show understanding of a wider range of words, phrases and simple writing

I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through using a Spanish dictionary and adapt these to create new sentences, to express ideas clearly.

I can write more difficult words /short phrases from memory and adapt these to create new sentences, to express ideas clearly.

I can compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.

I can assess the effectiveness of their own writing.

I can describe an animal and its habitat using adjectives.

I can use the first two or three letters of a word to check its spelling in a dictionary (if school has Spanish dictionaries)

I can plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn

I can begin to compare democracy and justice in the UK and different parts of the world. I can explain that different rights need to be protected, supported and balanced drawing on examples from local and global contexts.

I can describe changing identities and communities in the UK, explaining some of the political, social economic interdependencies with the wider world.

## **RELIGIOUS EDUCATION**

I know what it means to have a belief and talk about different ones.

I know and can talk about the religion of Hinduism.

I know and can explain about race and diversity in the world and what it means.

I can understand a different culture and way of life.

## Year 6 science

<b>Working Scientifically</b>	<b>Animals – Exercise, health and the Circulatory System</b>
<p><b>I can plan</b> different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><b>I can take measurements</b>, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p><b>I can record data and results</b> of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><b>I can use test results</b> to make predictions to set up further comparative and fair tests.</p> <p><b>I can report and present findings</b> from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>I can identify and name</b> the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p><b>I recognise</b> the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term).</p> <p><b>I can describe</b> the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>I can devise</b> an exercise programme for my class that demonstrates my knowledge of all the above.</p> <p><b>I can design and produce</b> a poster to promote all aspects of healthy living and a healthy lifestyle for children in our school.</p>
<b>Living Things and Their Habitats – - Classification</b>	<b>Living Things and Their Habitats – Evolution and Inheritance</b>
<p><b>I can describe</b> how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p><b>I can give reasons</b> for classifying plants and animals based on specific characteristics.</p> <p><b>I know</b> living things can be grouped into;</p> <ul style="list-style-type: none"> <li>• Micro-organisms, plants and animals.</li> <li>• Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.</li> <li>• Invertebrates can be grouped as snails and slugs, worms, spiders and insects.</li> <li>• Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).</li> </ul>	<p><b>I recognise</b> that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p><b>I recognise</b> that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p><b>I can identify</b> how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>Pupils might work scientifically by:</b></p> <p><b>Observing</b> and <b>raising questions</b> about local animals and how they are adapted to the environment.</p> <p><b>Comparing</b> how some living things adapt to survive in extreme conditions, e.g. cactuses, penguins and camels.</p> <p><b>Analysing the advantages and disadvantages</b> of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p><b>I can research and present ideas on</b> how living things on earth have changed over time. For example -appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes’ necks got longer, or the development of insulating fur on the arctic fox.</p> <p><b>I can research and present</b> a biography on palaeontologists such as Mary Anning or a report on how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>
<b>Light – How Light Travels</b>	<b>Electricity</b>
<p><b>I can recognise</b> that light appears to travel in straight lines.</p> <p><b>I can use</b> the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p><b>I can explain</b> that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form).</p> <p><b>I can use</b> the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>I can observe/explore</b> where to place rear-view mirrors on cars.</p> <p><b>I can design and make [Create / Invent / Design]</b> a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> <p><b>I can Investigate</b> the relationship [<b>looking for patterns</b>] between light sources, objects and shadows by using shadow puppets. – I can create a shadow puppet show for reception children.</p> <p>I can <b>explore and observe</b> light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters. (they do not need to explain why these phenomena occur).</p>	<p><b>I can associate and explain the</b> brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p><b>I can compare and give reasons</b> for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p><b>I can use</b> recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.</p> <p><b>I can use/interpret</b> circuit diagrams to construct a variety of more complex circuits predicting whether they will ‘work’.</p> <p><b>I can systematically identify [test]</b> the effect of changing one [thing] component at a time in a circuit.</p> <p><b>I can design and make [Create / Invent / Design]</b> a set of traffic lights, a burglar alarm or some other useful circuit.</p>