Boulevard Primary Partnership

Knowledge and Skills Curriculum

January 2020

Contents

Science - BPP Knowledge and Skills Curriculum

	EYFS (understanding the world)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills – Working Scientifically	EYFS ELG's by the end of Reception year. Children begin to compare in order to know about similarities and differences in relation to places, objects, materials and living thing. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Outdoor learning links To investigate the world around them – i.e. different seasons, animals and changes in the environment.	**<u>Planning Experiments</u>** **1.1.a.1 Ask simple questions when prompted** - With prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat. **1.1.b.1 Suggest ways of answering a question** - Offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application. **<u>Conducting Experiments</u>** **1.2.a.1 Make relevant observations** - Examine objects to note key features, e.g. observe growth of plants they have planted. **1.2.b.1 Conduct simple tests, with support** - With support, conduct simple tests, e.g. comparing the properties of different materials. **<u>Recording Experiments</u>** **1.3.a.1 With prompting, suggest how findings could be recorded (+)** - With prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length. **<u>Conclusions and Predictions</u>** **1.5.a.1 Gather and record data (+)** Collect data, e.g. comparing and contrasting familiar plants. **1.5.b.1 Use observations to suggest answers to questions (+)** Suggest answers to enquiry questions using data, e.g. describe how to group plants. **<u>Reporting Findings</u>** **1.4.a.1 Recognise findings (+)** Identify key findings from an enquiry, e.g. noting how plants have changed over time.	**<u>Planning Experiments</u>** **2.1.a.1 Ask simple questions** - Ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. **2.1.b.1 Recognise that questions can be answered in different ways** - Suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. **<u>Conducting Experiments</u>** **2.2.a.1 Observe closely, using simple equipment** - Examine carefully, e.g. using a hand lens. **2.2.a.2 Perform simple tests** - Conduct simple tests, e.g. setting up comparative tests to show that plants need water and light. **<u>Recording Experiments</u>** **2.3.a.1 Record and communicate their findings in a range of ways and begin to use simple scientific language.** - With assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. **<u>Conclusions and Predictions</u>** **2.5.a.1: Gather and record data to help answer questions (+)** Collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed. **2.5.b.1 Use their observations and ideas to suggest answers to questions** Answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. **<u>Reporting Findings</u>** **2.4.a.1 Identify and classify** Identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms.	**Planning experiments** **3.1.a.1 Ask relevant questions when prompted (+)** - With support, develop relevant, testable questions, e.g. what happens to shadows when the light source moves. **3.1.b.1 Set up simple and practical enquiries, comparative and fair tests** - Plan enquiry, such as comparative or fair test, e.g. comparing the effect of different factors on plant growth. **3.1.c.1 Set up comparative tests** - Set up a comparative test, e.g. how far things move on different surfaces. **<u>Conducting Experiments</u>** **3.2.a.1 Make systematic observations, using simple equipment (+)** - Use various equipment, as instructed, e.g. using a hand lens to examine rocks. **3.2.b.1 Use standard units when taking measurements** - Use standard measurements when taking measurements, e.g. measuring distances between a light source and an object. **<u>Recording Experiments</u>** **3.3.a.1 Record findings in various ways (+)** - With prompting, draw and label diagrams, e.g. to show how water travels in a plant. **Year 3 Recording Evidence 3.3.b.1 With prompting, suggest how findings may be tabulated (+)** - With prompting, use tables to record evidence, e.g. recording what happens when various rocks are rubbed together. **3.3.c.1 With prompting, use various ways of recording, grouping and displaying evidence (+)** - With prompting, gather and display evidence in various ways, e.g. about the ways that magnets behave in relation to each other. **<u>Conclusions and Predictions</u>** **3.5.a.1 Gather and record data about similarities, differences and changes (+)** With prompting, recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets. **3.5.b.1 With prompting, suggest conclusions that can be drawn from data (+)** With support, use evidence to produce a simple conclusion, e.g. the changes that occur when rocks are in water. **3.5.c.1 Suggest possible improvements or further questions to investigate (+)** Suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets. **<u>Reporting Findings</u>** **3.4.a.1 With prompting, suggest conclusions from enquiries (+)** With prompting, write a conclusion based on evidence, e.g. exploring the strengths of different magnets. **3.4.b.1 Suggest how findings could be reported (+)** Indicate findings from an enquiry that could be reported, e.g. answering questions about how rocks are formed.	**<u>Planning Experiments</u>** **4.1.a.1 Ask relevant questions** - Develop relevant, testable questions, e.g. based on observations of animals. **4.1.b.1 Plan different types of scientific enquiries to answer questions** - Plan investigations using different types of scientific enquiry, e.g. exploring various materials by observing change over time, running comparative tests and conducting surveys. **4.1.c.1 Set up simple and practical enquiries, comparative and fair tests** - Set up comparative and fair tests, e.g. finding patterns in the sounds made by elastic bands of different thicknesses. **<u>Conducting Experiments</u>** **4.2.a.1 Make systematic and careful observations using a range of equipment, including thermometers and data loggers** - Use various equipment, as instructed, repeatedly and with care, e.g. thermometers. **4.2.b.1 Take accurate measurements using standard units, where appropriate (+)** - Recognise the importance of using standard units and measures accurately, e.g. measuring temperature when investigating its effect on washing drying. **<u>Recording Experiments</u>** **4.3.a.1 Record findings using simple scientific language, drawings and labelled diagrams (^)** - Use words and diagrams to record findings, e.g. how habitats change during the year. **4.3.b.1 Record findings using keys, bar charts, and tables (^)** - Use various ways to record evidence, e.g. comparing the teeth of herbivores and carnivores. **4.3.c.1 Gather, record, classify and present data in a variety of ways to help to answer questions** - Use various ways to record, group and display evidence, e.g. grouping and classifying various materials. **<u>Conclusions and Predictions</u>** **4.5.a.1 Identify differences, similarities or changes related to simple scientific ideas and processes** Recognise patterns that relate to scientific ideas, e.g. finding out which materials make better earmuffs. **4.5.b.1 Use straightforward scientific evidence to answer questions or to support their findings.** Use evidence to produce a simple conclusion, e.g. the effect of temperature on various substances. **4.5.c.1 Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions** Use evidence to suggest further relevant investigations, e.g. making own instruments, using ideas about pitch and volume. **<u>Reporting Findings</u>** **4.4.a.1 Report on findings from enquiries, including oral and written explanations, of results and conclusions (^)** Write a conclusion based on evidence, e.g. effect on brightness of bulbs if more cells are added. **PoS: L2.6 Report on findings from enquiries using displays or presentations (^)** Present findings either in writing or orally, e.g. relating to investigating which materials are conductors.	**<u>Planning Experiments</u>** **5.1.b.1 With prompting, plan different types of scientific enquiries to answer questions** - With support, can answer questions using evidence gathered from different types of scientific enquiry, e.g. comparing life cycles of different plants using change over time, surveys and secondary research. **5.1.c.1 With prompting, recognise and control variables where necessary** - With prompting, identifies and manages variables, e.g. when exploring falling paper cones. **<u>Conducting Experiments</u>** **5.2.a.1 Select, with prompting, and use appropriate equipment to take readings (+)** - Following discussion of alternatives, selects appropriate equipment, e.g. using a shadow stick and measuring length and angle of shadow. **5.2.b.1 Take precise measurements using standard units (+)** - Takes measurements that are precise as well as accurate, e.g. measuring the force needed to pull different shapes of boat through the water. **5.2.c.1 Take and process repeat readings (+)** - Knows how to process repeat readings, e.g. when timing falling objects. **<u>Recording Evidence</u>** **5.3.a.1 Record data and results (+)** - Starting to use labelled diagrams to show more complex outcomes, e.g. comparing the time of day at different places on the Earth. **5.3.b.1 Record data using labelled diagrams, keys, tables and charts (+)** - With prompting, uses various ways to record complex evidence, e.g. when investigating how gears and levers enable a small force to have a larger effect. **5.3.c.1 Use line graphs to record data (+)** - Use a line graph to record basic data, e.g. length and mass of a baby as it grows **<u>Conclusions and Predictions</u>** **5.5.b.1 Suggest how evidence can support conclusions (+)** Show how evidence supports a conclusion, e.g. researching gestation periods of various mammals and relating them to adult mass. **5.5.c.1 Suggest further comparative or fair tests (+)** Suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application. **<u>Reporting Findings</u>** **5.4.a.1 Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships (+)** With prompting, write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker. **5.4.b.1 With support, present findings from enquiries orally and in writing (+)**With support, display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals. **5.4.c.1 With prompting, identify that not all results may be trustworthy (+)** With support, indicate why some results may not be entirely trustworthy, e.g. when timing falling objects.	**<u>Planning Experiments</u>** **6.1.b.1 Plan different types of scientific enquiries to answer questions** - Can answer questions using evidence gathered from different types of scientific enquiry, e.g. operation of circulatory system from experiment, survey and secondary research. **6.1.c.1 Recognise and control variables where necessary** - Identifies and manages variables, e.g. distances and sizes in shadow formation. **<u>Conducting Experiments</u>** **6.2.a.1 Take measurements using a range of scientific equipment (^)** - Uses app. equip., such as meter rule, to take measurements, such as distance travelled by light. **6.2.b.1 Take measurements with increasing accuracy and precision (^)** - Considers how by modifying instrument or technique, measurements can be improved, e.g. when recording route of light rays. **6.2.c.1 Take repeat readings when appropriate (^)** - Identifies situations in which taking repeat readings will improve the quality of evidence, e.g. investigating the behaviour of components in a circuit. **<u>Recording Evidence</u>** **6.3.a.1 Record data and results of increasing complexity using scientific diagrams and labels (^)** - Use labelled diagrams to show complex outcomes, e.g. relating specific adaptations of organisms to env. factors. **6.3.b.1 Record data and results of inc. complexity using scientific diagrams and labels, classification keys, tables and bar charts (^)** - Uses various ways, as appropriate, to record complex evidence, e.g. in the construction of a key to aid plant identification. **6.3.c.1 Record data and results of increasing complexity using line graphs** - Use line graphs to display complex data, size of object in relation to the size of the shadow it casts. **<u>Conclusions and predictions</u>** **6.5.b.1 Identify scientific evidence that has been used to support or refute ideas or arguments (^)** - Identify how an idea is supported or refuted by evidence, e.g. selective breeding to produce animals or plants with desirable characteristics. **6.5.c.1 Use test results to make predictions to set up further comparative/ fair tests** - Use evidence to suggest further comparative or fair tests that would develop the investigation, e.g. in the design of rear view mirrors for cars. **<u>Reporting Findings</u>** **6.4.a.1 Report and present findings from enquiries, inc. conc. and causal relationships (^)** Write a conc. using evidence and identify causal links, e.g. in the design of a periscope. **6.4.b.1 Report and presents findings from enquiries in oral and written forms such as displays and other presentation (^)** Display and present key findings from enq orally and in writing -deciding how well classifications fit unfamiliar animals and plants. **6.4.c.1 Report and present findings from enquiries, including explanations of, and degree of, trust in results (^)** In conc., indicate how trustworthy they are

Biology, Physics and Chemistry Knowledge		**Plants - Biology** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees **Animals, including humans - Biology** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Everyday Materials - Chemistry** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties **Seasonal Changes - Physics** • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies Outdoor learning links To investigate the world around them – i.e. different animals, seasons and changes To identify different natural materials. To use and talk about different materials which can be used for simple projects – i.e. Den Making.	**Living things and their habitats - Biology** • explore and compare the differences between things that are living, dead, and things that have never been alive • identify 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 • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food **Plants - Biology** • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals, including humans - Biology** • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Uses of everyday materials - Chemistry** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Outdoor learning links To identify different natural materials. To use our senses in the outdoors to investigate. To use and talk about different materials which can be used for simple projects – i.e. Den Making.	**Plants - Biology** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Animals including humans - Biology** • identify 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Rocks - Chemistry** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. **Light - Physics** • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. **Forces and Magnets - Physics** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. Outdoor learning links To use different materials to create patterns and pictures in nature.	**Living things and their habitats - Biology** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. **Animals including humans - Biology** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. **States of matter - Chemistry** • compare and group materials together, according to whether they are solids, liquids or gases • observe 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Sound - Physics** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. **Electricity - Physics** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. Outdoor learning links Can match tracks and other signs to animals.	**Living things and their habitats - Biology** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals **Animals, including humans - Biology** • describe the changes as humans develop to old age **Properties and changes to materials - Chemistry** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Earth and Space = Physics** • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces - Physics** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect Outdoor learning links Can name, describe and record the world around them. Identifies natural materials and uses them for a purpose – i.e. willow sculptures.	**Living things and their habitats - Biology** • describe 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 • give reasons for classifying plants and animals based on specific characteristics **Animals, including humans - Biology** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans **Light - Physics** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **Electricity - Physics** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram Outdoor learning links Can name, describe and record the world around them.

ART - BPP Knowledge and Skills Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Artists
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	• Enjoy using a variety of media. Use and begin to control a range of media. Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. Outdoor learning links Mark making using natural materials	• Experiment with a variety of media. Begin to control the types of marks made with the range of media. Draw on different surfaces. • Start to record simple media explorations in a sketch book. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. Outdoor learning links Mark making using natural materials.	• Begin to control the types marks made with the range of media. • Control the types of marks made with the range of media. Draw on different surfaces with a range of media • Use a sketchbook to plan and develop simple ideas. • Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns.	• Developing intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • Begin to show an awareness of objects having a third dimension and perspective. • Create textures and patterns with a wide range of drawing implements. Outdoor learning links • Can collect patterns and shapes in nature.	• Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and developptone, understanding why they bestsuit. • Draw for a sustained period of time at an appropriate level. • Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. • Have opportunities to develop further drawings featuring the third dimension and perspective. Outdoor learning links • Can sketch natural objects i.e. trees and plants.	• Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern,texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. • Develop further simple perspective in using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finder. Outdoor learning links • Can sketch natural objects i.e. trees and plants.	• Draw for a sustained period of time over a number of sessions working on one piece. • Develop their own style of drawing through: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Develop their own style using tonal contrast and mixed media. • Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.	Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.
Painting (watercolour, ready mixed, acrylic,)	• Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Outdoor learning links • Mark making using natural materials	• Explore with a variety of media; different brush sizes and tools. • Explore lightening and darkening paint without the use of black or white. • Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. • Start to record simple media explorations in a sketch book. • Start to mix a range of secondary colours, moving towards predicting resulting colours. Outdoor learning links • Mark making using natural materials	• Begin to control the types of marks made with a range of painting techniques. e.g. layering, mixing media, and adding texture. • Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. • Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. • Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work e.g. small brush for small marks.	• Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Confidently create different effects and textures with paint according to what they need for the task.	• Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Start to look at working in the style of a selected artist (notcopying). Outdoor learning links Can use shapes in nature in artwork.	• Confidently control the types of marks made and experiment with different effects and textures. • Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Start to develop their own style using tonal contrast and mixed media. • Recognise the art of key artists and begin to place them in key movements or historical events.	• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. • Use sketchbooks to collect and record visualinformation from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work insketchbook.	Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.

Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	• Enjoy a range of malleable media such as clay, papier Mache, Saltdough. • Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects - e.g. recycled, natural and manmade materials. Outdoor learning links • Can create objects and models from natural materials.	• Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. • Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques: impressed, painted, applied. • Use tools and equipment safely and in the correct way. Outdoor learning links Can create objects and models from natural materials. • Can use clay to sculpt.	• Use equipment and media with increasing confidence. • Shape, form, construct and model from observation and imagination. • Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • Demonstrate experience in surface patterns/ textures and use them when appropriate. • Explore carving as a form of 3D art Outdoor learning links Can build using natural materials. • Can use clay to sculpt.	• Use equipment and media with confidence. Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique •	• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Adapt work as and when necessary and explainwhy. • Gain more confidence in carving as a form of 3Dart. • Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect oftime upon sculptures Outdoor learning links • Can join and balance natural materials when building.	• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understandingof different ways offinishing work: glaze, paint,polish • Gain experience in model ling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Use sketchbooks Plan a sculpture through drawing and other preparatory work. • Use the sketch book to plan how to join parts of the sculpture. • Adapt work as and when necessary and explain why. • Confidently carve a simple form. • Use language appropriate to skill and technique. Compare the style of different styles and approaches: Moore, Aztec Outdoor learning links Can use natural materials to sculpt.	• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model and develop work through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media. • Recognise sculptural forms in the environment: Furniture, buildings. • Use sketchbooks to collect and record visualinformation from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. • Confidently carve a simple form. • Solve problems as they occur Use language appropriate to skill and technique.	Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.
Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)	• Enjoy taking rubbings: leaf, brick, coin • Simple pictures by printing from objects. • Develop simple patterns byusing objects. • Enjoy using stencils to create a picture Outdoor learning links • Can print using natural materials.	• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels,sponge. • Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Outdoor learning links • Can print using natural materials.	• Continue to explore printing simple pictures with arange of hard and soft materials e.g. cork, pen barrels,sponge. • Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce aclean printedimage • Make simple marks on rollers and printing palettes Take simple prints - i.e. mono - printing. • Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. • Experiment with overprinting motifs and colour.	• Print simple pictures using different printing techniques. • Continue to exploreboth mono-printing and relief printing. • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Demonstrate experience in 3 colour printing. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Demonstrateexperiencein combining printstaken from different objects to produce an end piece. Outdoor learning links • Can use natural materials to create pictures.	• Increase awareness of mono and relief printing. • Demonstrate experience infabric printing. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns.	• Use tools in a safe way • Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery • Show experience in a range of mono print techniques. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works	• Develop ideas from a range of sources. • See positive and negative shapes. • Demonstrate experience in a range of printmaking techniques • Describe techniques and processes. • Use sketchbooks to collect and record visualinformation from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work insketchbook. • Develop their own style using tonal contrast and mixed media.	Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.

Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	• Enjoy playing with and using a variety of textilesand fabric. • Decorate a piece of fabric. • Showexperience in simple stitch work. • Showexperience in simple weaving: paper, twigs. • Showexperience in fabric collage: layeringfabric. • Use appropriatelanguage to describe colours, media, equipment and textures.	• Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. • Use more than one type o fstitch. Explain how to thread a needle and have ago. • Have some experience of weaving and understand the process and some techniques • Begin to identify different types and textures of fabric and materials forcollage. • Use appropriate language to describe colours, media, equipment and textures.	• Begin to identify different forms of textiles. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. • Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel • Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Outdoor learning links Can weave using wool and sticks.	• Show an awareness and name a range of different fabrics. Use a variety of • techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Apply decoration using beads, buttons, feathers etc. • Continue to gain experience in applying colour with printing. • Explore using resist paste and batik. • Show further experiencein changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Use a sketchbook toplan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. • Demonstrate experiencein looking at fabrics from other countries. Outdoor learning links • Can join natural materials together.	• Plan a design in a sketchbook and execute it. • Use a technique as a basis for stitch embroidery. • Apply decoration using needle and thread: buttons, sequins. • Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. • Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. • Adapt work as and when necessary and explain why. • Change and modify threads and fabrics, Use language appropriate to skill and technique. • Demonstrate experience in looking at fabricsfrom othercountries.	• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Demonstrate experience in 3D weaving. • Produce two colour tie dye. • Continue to ain experience in batik- use more than one colour. • Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. • Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. • Show awareness of the skills involved in aspects such as knitting, lace making. • Change and modify threads and fabrics, Use language appropriate toskill and technique. Outdoor learning links. Can use natural materials to sculpt – i.e. willow sculptures. • Can weave using natural materials.	• Experiment with a variety of techniques exploiting ideas from sketchbook. • Use a number of different stitches creatively to produce different patterns and textures. • Work in 2D and 3D as required. • Design, plan and decorate a fabric piece. • Recognise different forms of textiles and express opinions on them. • Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. • Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. • Use language appropriate to skill and technique. Outdoor learning links. • Can weave using natural materials.	Ashley, Fassett, African/Indian, Adire.

Computing - BPP Knowledge and Skills Curriculum

Computing area	EYFS (understanding the world – technology)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keyboard skills	• Explore keys and letters to support letter recognition. • Begin to understand how a keyboard works though simple games.	• Use tablets and computers to locate keys and begin to experiment with typing. • 2 type/2write	• Use keys on the keyboard with confidence. • Use typing programs in purple mash to create work. • Use dance mat typing to learn where all the key are • 2 type/2write	• Use keys on the keyboard with confidence. • Use dance mat typing to learn where all the key are • Be able to type the middle rows without looking.	• Be able to type the top and bottom rows without looking at the keyboard.	• Be able to work with confidence using the all of the keys on a keyboard.	• Type confidently without looking at the keyboard.
Text and graphics	• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. •	• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. • Pm Expressive art units. Being imaginative/ exploring and using media	• Unit 2.6 creating pictures • To be introduced to 2Paint a Picture. • Unit 1.6 animated story books To add animation to a story. To add sound to a story, including voice recording and music the children have • Unit 2.8 • Presenting ideas • To make a presentation to the class.	• Create word documents that include text, images and font styles. • Use comic life to create comics	• To be able to create multimedia presentations and animations in PowerPoint. • To be able to use Word confidently to present their work. • Use hyperlinks, sounds, images and animations	• To be able to use all office software to present work and research • To use I can present confidently	• To be able to use PPoint, Word, comic life and I can present confidently.
How do file structures work?	Can I click and open a file?	How do I save my work in purple mash?	• CAN I USE PURPLE MASH INDEPENDENTLY? • How do I turn on a computer and log onto to the server? • What is my password and user name? Why are these important?	• How do I log on? • How do I save files? • How do I locate files?	• Can I use USB devices to transfer files?	• Log onto systems • Access on screen files • Access servers • Inport and export files on external devices safety and securely • Access and download files from online sources. • Download content and save content onto a usb drive • Import content from a usb drive.	• Log onto systems • Access on screen files • Access servers • Inport and export files on external devices safety and securely • Access and download files from online sources. • Download content and save content onto a usb drive • Import content from a usb drive.
Programming on screen	How do we make things move on the screen?	To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result. To understand the functionality of the basic direction keys in Challenges 1 and 2. To be able to use the direction keys to complete the challenges successfully. To understand the functionality of the basic direction keys in Challenges 3 and 4. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To provide an opportunity for the children to set challenges for each other.	• Unit 2.1 Coding To understand what an algorithm is. • To create a computer program using simple algorithms. • Unit 2.4 questioning To construct a binary tree to separate different items. •	• Espresso Coding – block coding units 3S- 3C • To begin to use blocks to design games and solve problems. • Program beebots on screen	• Espresso Coding – block coding units 4S- 4C To be able to use a range of variables to program different small applications. To be able to start to debug programs with confidence.	• Espresso Coding – block coding units 5S- 5C To use block coding to design challenging games. To explore the use of score systems and debug programs confidently. To be able to use repeat loops and adjustable variables to manage the outcomes of applications.	• Create webpages in espresso coding • Have a good understanding of HTML • Design games in Kodu- Explore block coding and python

		To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.					
Digital creativity	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	To introduce e-books and 2Create a Story. To add animation to a story. To add sound to a story, including voice recording and music the children have . To work on a more complex story, including adding backgrounds and copying and pasting pages. To use additional features to enhance their stories. To share their e-books on a class display board. • books.	Unit 2.8 presenting ideas • To know that ideas can be presented in different ways. Unit 2.3 Spreadsheets To be able to present a set of data. Unit 2.6 creating pictures • To be able to use 2paint to create their own images.	To be able to use a range of software for different purposes.	To be able to use a range of software for different purposes.	To be able to use a range of software for different purposes.	• Use Tinkercad with confidence to create designs that solve real world problems
Multi media	How do we use a range of devices and which devices are all around us?	• Animated story books How do I add sounds and graphics to stories in Purple mash?	Unit 2.8 presenting ideas To know how to use different purple mash tools to present their ideas in different ways.	How do we insert images and video links into our presentations?	• Create multimedia PowerPoint presentations about topics	• Animations • Power points • Videos • Photo comics	• Make Star wars movies using Cameras, movie maker. • Import and export files from devices • Add soundtracks and merge movie files.
Research and communication	Can I type some of my ideas or talk to a device to record my thoughts?	• Unit 1.9 Technology outside of school To record examples of technology outside school.	• Unit 2.2. online safety • Unit 2.5 - Effective searching To be able to use the internet safely and effectively.	• Use the internet to research topics- The Romans, Mayans, Robots, • Teachers to locate suitable resources online	• Use the internet to research topics- The Romans, Mayans, Robots, • Pupils to locate suitable resources online	• Explore blogging and online forums. • Use the internet to research topics	• Use the internet confidently and safely to
3d cad design			Cross over unit in Morphi on the ipads – Teachers to bring pupils to Southwood to 3d print story characters.	• Can we create story character to retell a story? • Morphi • IPADS	*Can we create WW2 vehicles that are suitable for war?	• Can I design a moon base in Sketch up? • Can I design _____ using tinkercad • Can I follow the lessons in Tinkercad?	• Use Tinkercad and Sketch up to create online models to solve real world problems. • How to download these files and turn them into 3d renders on the 3d printers.
Photography	Can I take a photgraph? Outdoor learning links Can take a photograph outside.	• Unit 1.9 technology outside of school To record examples of technology outside school. Outdoor learning links Can take a photograph outside.		• How do digital cameras work? • How do we take a good photograph? Outdoor learning links. • Can take a photograph outside.	• To use editing software to improve photographs. • To use cameras to take high quality nature photographs. Outdoor learning links. • Can take a photograph outside.	• To use the digital cameras to take action photographs which can be imported into comic life	• To be able to use digital cameras to take photos and movies confidently. • To be able to import these images to improve digital content.
Programming physical devices		• BEE BOT PROGRAMMING	• Probot programming	• Program beebots • Program crumble kits to sequence lights.	• Can we use the on screen prompts to program the Lego WEDO kits?	•	• Progam crumble kits to make moving vehicles
Animation	•	1.6 animated story books To introduce e-books and 2Create a Story. To add animation to a story.	•	•	• Create on screen animations in powerpoint	• Titanic animations in ZU3d- • Use webcams and stop motion skills.	Can I confidently create animations as a creative way of presenting my work?

		To add sound to a story, including voice recording and music the children have To work on a more complex story, including adding backgrounds and copying and pasting pages. To use additional features to enhance their stories. To share their e-books on a class display board.					
Game design	• Play a range of on screen games.	• Espresso coding Year 1 • Unit 1.7 - Coding using 2code • To understand what coding means in computing.	• Espresso coding Year 2 units To be able to use block coding to piece together simple press and go games on screen.	• Espresso coding Year 3 units • What makes a good game?	• Espresso Coding Year 4 units • How do variables affect on screen creations?	• Espresso coding year 5 units How do scores and adjustable variables affect the outcome of a game?	• KODU • What is the best sandbox game that we can create? • Block coding and challenging
Computational thinking	What instructions do we follow?	Unit 1.2 Grouping and sorting • To sort items on the computer using the 'Grouping' activities in Purple Mash. Unit 1.7 coding • To understand what coding means in computing.	Unit 2.1 coding in 2code • To understand what an algorithm is. To create a computer program using simple algorithms.	• What is an algorithm? How can we use them to structure our thoughts?	• How does changing algorithms affect the outcome of programs?	• SEE ONSCREEN PROGRAMMING	• SEE ONSCREEN PROGRAMMING
Online safety	To log in safely. To start to understand the idea of 'ownership' of their creative work.	• How do we stay safe online? • Unit 1.1 online safety and how to use purple mash	• How do we stay safe online? • What is our online presence? • How do we use the computers in school safely? • Unit 2.2 online safety	• How do we stay safe online? • What is cyberbullying? • Do we know who we play against?	• General safety discussions at the start and throughout the computing units.	• Create multi media presentations to teach the school how to be safe online. • To blog safely • Use the internet safely • Report online concerns. • Exploitation • Stranger danger • Viruses and illegal downloads • ISP tracking • Parental controls • Sensible sharing of content • The permanent internet	• Children will know how: • How networks work and how information is passed/shared • To blog safely • Use the internet safely • Report online concerns. • Exploitation • Stranger danger • Viruses and illegal downloads • ISP tracking • Parental controls • Sensible sharing of content • The permanent internet

Design and Technology - BPP Knowledge and Skills Curriculum

	Nursery/ Reception EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Developing, planning **Communicating Ideas** (**Covered once a year)**	• Follow verbal instructions • Explain what they are making and which materials they are using to an adult • Name scissors, glue, card, paper	• Select materials from a limited range • Use pictures and words to convey what they want to design and make • Describe their models and drawings to an adult • Describe what they need to do next • Select and name the tools • Model ideas with kits, reclaimed materials • Use kits/reclaimed materials to develop an idea • Discuss their work as it progresses	• Describe what they need to do next • Select materials from a limited range that will meet the design criteria • Select and name the tools needed to work the materials • Select appropriate technique explaining First, Next, Last • Explore ideas by rearranging materials • Explain what they are making and which materials they are using • Name the tools they are using • Model ideas with kits, reclaimed materials • Select pictures to help develop ideas • Use pictures and words to convey what they want to design and make • Describe their models and drawings of ideas and intentions • Use kits/reclaimed materials to develop an idea	• Investigate similar products to the one to be made to give starting points for a design • Draw/sketch products to help analyse and understand how products are made • Think ahead about the order of their work and decide upon tools and materials • Plan a sequence of actions to make a product	• Investigate similar products to the one to be made to give starting points for a design • Draw/sketch products to help analyse and understand how products are made • Think ahead about the order of their work and decide upon tools and materials • Plan a sequence of actions to make a product • Record the plan by drawing (labelled sketches) or writing • Develop more than one prototype or adaptation of an initial design • Propose realistic suggestions as to how they can achieve their design ideas • Add notes to drawings to help explanations	• Investigate products/images to collect ideas • Sketch and model alternative ideas • Develop one idea in depth • Plan the sequence of work using a storyboard • Record ideas using annotated cross-sectional diagrams • Use models, kits and drawings to help formulate prototypes & pattern pieces	• Investigate products/images to collect ideas • Sketch and model alternative ideas • Develop one idea in depth • Combine modelling and drawing to refine ideas • Plan the sequence of work using a storyboard • Record ideas using annotated cross-sectional and exploded diagrams • Use models, kits and drawings to help formulate design ideas • Make prototypes & pattern pieces • Use found information to inform decisions • Use a computer to model ideas • Draw plans which can be read/followed by someone else • Give a report using correct technical vocabulary
Food/cooking (**Covered once a year)**	• Join in with mixing ingredients in a bowl • Knead, roll, rubbing in • use a knife to spread eg spreading jam, butter, • Try a range of foods that have been baked in class Outdoor learning links • Can make a simple drink/snack. i.e. toasted marshmallows.	• Develop a food vocabulary using taste ,smell, texture and feel • Group familiar food products e.g. fruit and vegetables • Cut and chop a range of ingredients • Work safely and hygienically • Understand simply the need for a variety of foods in a diet eg, healthy and unhealthy • Measure and weigh food items, using spoons, cups Outdoor learning links • Can make a simple drink/snack. i.e. toasted marshmallows.	• Develop a food vocabulary using taste ,smell, texture and feel • Group familiar food products e.g. fruit and vegetables and understand healthy food groups • Cut, peel, grate, chop a range of ingredients • Work safely and hygienically • Understand the need for a variety of foods in a diet • Measure and weigh food items, non-statutory measures e.g. spoons, cups and scales with support Outdoor learning links • Can make a simple snack i.e. toast.	• Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of foods • Read and follow the instructions more independently • Make healthy eating choices from and understanding of a balanced diet • Work safely and hygienically • Measure and weigh ingredients appropriately more independently Outdoor learning links • Can make a simple snack i.e. toast.	• Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of foods • Read and follow instructions • Make healthy eating choices from and understanding of a balanced diet • Join and combine a range of ingredients e.g. snack foods • Work safely and hygienically • Measure and weigh ingredients appropriately Outdoor learning links. • Can cook on an open fire.	• Prepare food products taking into account the properties of ingredients and sensory characteristics • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating independently • Join and combine ingredients appropriately e.g. beating, rubbing in • Decorate appropriately • Show awareness of a healthy diet from an understanding of a balanced diet • Work safely and hygienically Outdoor learning links • Can build and use a fire. I can tend to it safely.	• Prepare food products taking into account the properties of ingredients and sensory characteristics • Work safely and hygienically • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Join and combine ingredients appropriately e.g. beating, rubbing in • Decorate appropriately • Work safely and hygienically • Show awareness of a healthy diet from an understanding of a balanced diet • Outdoor learning links. Can start a fire without matches. • Can prepare and cook a meal outdoors.

Textiles **(Covered once a year)**	• Sew using laces through cotton reels and hole punched card. • Stick fabrics together using glue. • Colour fabrics using paint	• Colour fabrics using painting • Cut out FELT shapes which have been created by drawing round a template onto the fabric • Join fabrics by using glue, staples, tape • Decorate fabrics with buttons, beads, sequins joining using glue	• Colour fabrics using printing, fabric paints • Join fabrics by using running stitch, glue, staples ,over sewing, tape • Decorate fabrics with buttons, beads, sequins, braids, ribbons after joining Outdoor learning links Can weave using wool and sticks.	• Colour fabrics using printing • Use appropriate decoration techniques (glued or simple stitches) • Join fabrics using running stitch, over sewing • Explore fastenings and recreate some e.g. sew on buttons	• Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) • Join fabrics using running stitch, over sewing, cross stitch • Thread own needle • Create a simple pattern • Understand the need for patterns	• Understand seam allowance • Create 3D products using pattern pieces and seam allowance • Understand pattern layout • Decorate textiles appropriately often before joining components • Pin and tack fabric pieces together • Join fabrics using over sewing, back stitch, blanket stitch • Make quality products Outdoor learning links. Can use natural materials to sculpt i.e. willow.	• Create 3D products using pattern pieces and seam allowance • Understand pattern layout • Decorate textiles appropriately often before joining components • Pin and tack fabric pieces together • Join fabrics using a variety of all stitches taught • Combine fabrics to create more useful properties • Make quality products
Construction/Woodwork **(Covered once a year)**	• Join appropriately for different materials and situations e.g. glue, tape. • Use junk modelling to join with tape, glue stick and pva glue • Use bricks, blocks and lego to construct Outdoor learning links. Can join natural materials from outside.	• Make vehicles with construction kits which contain free running wheels • Use bricks, blocks and lego to construct Outdoor learning links Can join natural materials from outside.	• Use a range of materials to create models with wheels and axles e.g. tubes, • dowel, cotton reels • Attach wheels to a chassis using an axle • Join appropriately for different materials and situations e.g. glue, tape. • Mark out materials to be cut using a template • Cut strip wood/dowel using hacksaw and bench hook • Use a glue gun with adult nearby to supervise • deconstruct and construct nets in the form of boxes to use in making	• Create shell or frame structures, strengthen frames with diagonal struts • Make structures more stable by giving them a wide base • Prototype frame and shell structures with 90 degree joins • Use glue gun with close supervision Outdoor learning links. Can tie simple knots.	• Create shell or frame structures, strengthen frames with diagonal struts • Make structures more stable by giving them a wide base • Prototype frame and shell structures • Use glue gun INDEPENDENTLY Outdoor learning links. Can join/balance natural materials. Can tie secure knots.	• Use bradawl to mark hole positions • Use hand drill to drill tight and loose fit holes • Cut strip wood, dowel, square section wood accurately to 1mm • Join materials using appropriate methods • Incorporate motor and a switch into a model Outdoor learning links. Can construct for different purposes outside. Can join and cut wool. Can tie knots for different purposes.	• Join materials using appropriate methods • Use a cam to make an up and down mechanism. • Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms • Measure and mark mitre joint, cut and join • learn mitre joints to 45 degrees
ICT **(To be covered in ICT lessons or linked into other DT topics)**	• Begin to use a range of technological toys.		• use 2 simple to design and create nets • join together with support	• use 2 simple to design and create nets and join together independently	• Incorporate a circuit with a bulb or buzzer into a model	• Control a model using an ICT control programme	• Incorporate motor and a switch into a model • Control a model using an ICT control programme
Sheet Materials **(To be covered once a year)**	• Self select materials from DT area and join in a variety of ways Outdoor learning links Selects different natural materials.	• Fold, tear and cut paper and card • Roll paper to create tubes • Cut along lines, straight and curved • Curl paper • Use hole punch • Insert paper fasteners for card linkages • Use staples	• Create hinges • Use simple pop ups • Investigate strengthening sheet materials • Investigate joining temporary, paper clips, fixed staples, and moving split pins	• Cut slots • Cut internal shapes by folding sheet paper/card etc • Use and explore complex pop ups • Create nets from templates	• Cut slots • Cut internal shapes • Use lolly sticks/card to make levers and linkages • Use linkages to make movement larger or more varied. • Use and explore complex pop ups • Create nets from templates	• Cut slots • Cut accurately and safely to a marked line • Join and combining materials with temporary, fixed or moving joinings • Choose an appropriate sheet material for the purpose	• Cut slots • Cut accurately and safely to a marked line • Join and combine materials with temporary, fixed or moving joinings • Choose an appropriate sheet material for the purpose • Create own nets using rulers and join
Evaluation **(To be covered once a year, or more if relevant)**	• Talk to an adult about what can be better and what is successful	• Say what they like and do not like about items they have made and attempt to say why • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria	• Say what they like and do not like about items they have made and attempt to say why • Talk about their designs as they develop and identify good and bad points • Talk about changes made during the making process • Discuss how closely their finished products meet their design criteria	• Identify the strengths and weaknesses of their design ideas • Decide which design idea to develop • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. • Understand how key events and individuals in design and technology have helped shape the world	• Identify the strengths and weaknesses of their design ideas • Decide which design idea to develop • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.	• Use the design criteria to inform their decisions about ways to proceed • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the • needs of the user • Identify what does and does not work in the product. • Make suggestions as how their design could be improved	• Use the design criteria to inform their decisions about ways to proceed • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the needs of the user • Identify what does and does not work in the product. • Make suggestions as how their design could be improved

History - BPP Knowledge and Skills Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of study	Children can comment on: Changes in their lives. Significant past events Old and new. Content is related to pupil interest.	- Changes within living memory. - Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). - The lives of significant individuals in the past who have contributed to national and international achievements. - Significant historical events, people and places in their own locality.	- Changes within living memory. - Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). - The lives of significant individuals in the past who have contributed to national and international achievements. - Significant historical events, people and places in their own locality.	- Changes in Britain from the Stone age to Iron age. - A local history study. - The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study e.g. Ancient Egypt	- A study of an aspect or theme in British history that extends pupils' chronological knowledge between 1066. - A study about a key historical figure. - A non – European society that provides contrasts with British history. - The roman empire and its impact on Britain. - A local history study.	- The Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the confessor. -Ancient Greece – a study of Greek life and achievements and their influence on the western world.	- An extended study of an aspect or theme in British history.
Chronological understanding	Children can compare between now and then. Sequence stories and events in their lives.	- Understand the different between events that have happened past and present. -Sequence events or objects in chronological order. -Begin to use a timeline to order events.	- Use a timeline to place significant events. - Know and understand how people's lives have shaped from past to present and how Britain has been influenced by the wider world. - Use key vocabulary in discussions.	- Place the time period studied on a timeline. - Sequence events and artefacts using evidence to support. - Understand that a timeline can be divided into BC and AD	- Place events from periods studied on a time line. - Describe the main changes in a period in history. - Understand and use BC and AD when discussing and ordering events.	- Place current study on a timeline and compare to other times studied. - Make comparisons between different times in history. - Describe the main changes in a period of history.	- Use relevant dates and terms linked to areas of study. - Identify and compare changes within and across areas studied. - Understand that some significant events occurred concurrently.
Knowledge and understanding of events, people and changes in the past	They make observations and explain why some things occur, and talk about changes Children begin to compare in order to know about similarities and differences in relation to places, objects and people.	- Recall some facts about significant people and events before living memory. - Begin to discuss why people may have acted in a certain way. - Recognise the difference in past and present in their lives and in others.	- Use information to describe the past. - Recount main events from significant historical events. - Use evidence from historical artefacts to give and explain reasons why people acted the way they have.	- Use evidence to explore different areas of past life. - Look at everyday lives of people in time studied and compare with lives presently. -Study changes through the lives of significant individuals.	- Use evidence to reconstruct life in time periods studied, - Use evidence to describe how people lived and their civilisations in the past.	- study different aspects of different people. - compare life in early and late periods of time studied. - choose reliable sources of information to find out about the past. - use evidence to back up discussions.	-Choose reliable sources of information to find out about the past. - give reasons why changes may have occurred, backed up with evidence. - make links between some of the things studied from the past societies.
Historical interpretation	Begin to identify old and new.	- Begin to look at different ways to represent the past.	- Begin to identify different ways to represent the past.	- Identify and give reasons for different ways in which the past is represented. - Explore the idea that there are different accounts of history and begin to evaluate usefulness of sources.	- To look at different versions of the same event and identify similarities and differences between them. - Begin to evaluate the usefulness of different sources.	- Compare accounts of events from different sources. - Begin to offer some reasons for different versions of events. - Understand how different evidence can lead to different conclusions (propaganda).	- Link sources together to discuss how conclusions occurred. - Evaluate evidence to choose the most reliable form. - Understand how peoples point of view can affect interpretation.
Historical enquiry	Answer simple questions about events in their past.	- Answer simple questions about events in the past using a range of artefacts and resources.	- Using artefacts to begin to answer questions about the past. - To begin to ask questions about different historical artefacts	- Use a range of sources to find out about a period of time. - Use a range of sources and evidence to find out about the past. - Ask questions about past events.	- Use evidence to build up a picture of past events. - Ask appropriate questions about events and objects to further understanding.	- Use evidence to build a picture of a past event. - Choose reliable sources of evidence to answer questions.	- Choose reliable sources of evidence to answer question. - Pose questions to investigate aspects of history. - recognise primary and secondary sources.
Organisation and communication	Talk about their understanding. Communicate their understanding in different ways such as role play and pictures.	- Sort events or objects into specific groups. - Use timelines to order events and place significant people. - Communicate their understanding in different ways such as role play, writing, presentations etc.	- Describe significant people and events in history. - Use timelines to order events and place significant people. - Communicate ideas and understanding about the past in different ways.	- Communicate ideas about the past in different formats. - Use ICT to gather information to support their learning.	- Communicate ideas about the past in different formats. - Use ICT to gather information to support their learning.	- Recall, select and organise historical information. - Communicate their own knowledge and understanding.	- Select and organise information to produce structured work. - Communicate ideas about the past using different genres of writing.

Geography – BPP Knowledge and Skills Curriculum

	EYFS (Understanding of the World)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	• Children begin to compare in order to know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another.	• Name and locate the four countries and capital cities of the United Kingdom.	• Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's seven continents and five oceans.	• Locate and name the continents on a World Map. • Locate the main countries of Europe including Russia. • Identify capital cities of Europe. • Locate and name the countries making up the British Isles, with their capital cities. • Identify longest rivers in the world, largest deserts, highest mountains. • Compare with UK. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	• Locate and name the continents on a World Map. • Locate the main countries of Europe including Russia. • On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. • Locate and name the main counties and cities in/around Milton Keynes and Buckinghamshire.	• Locate the main countries in Europe and North or South America. Locate and name principal cities. • Compare 2 different regions in UK rural/urban. • Locate and name the main counties and cities in England. • Linking with History, compare land use maps of UK from past with the present, focusing on land use. • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	• On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. • Linking with local History, map how land use has changed in local area over time. • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge	• Children begin to compare in order to know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. Outdoor learning links Have an understanding of local environment – local area walks.	Understand human and physical geography of a small area of the United Kingdom (Milton Keynes).	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	• Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks.	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	• Compare a region in UK with a region in North or South America with significant differences and similarities. e.g. Link to Fairtrade of bananas in St Lucia (Rainforest Topic)	• Compare a region in UK with a region in North or South America with significant differences and similarities. • Understand some of the reasons for similarities and differences.
Human and Physical Geography	• They make observations of animals and plants and explain why some things occur, and talk about changes. • To compare different families, communities and traditions. Outdoor learning links Have seasonal knowledge – observing changes.	• Identify seasonal and daily weather patterns in the United Kingdom. • Know that there are hot and cold areas of the world. • Use basic geographical vocabulary to refer to: ○ key physical features, including: forest, hill, mountain, soil, valley, vegetation, • key human features, including: city, town, village, factory, farm, house, office. Outdoor learning links Have seasonal knowledge – observing changes.	• Identify seasonal and daily weather patterns in the United Kingdom. • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: • Physical geography including: rivers, mountains, hills, valleys, soil, vegetation, seasons, weather. • Human geography including: types of settlement and land use, economic activity and trade links, distribution of natural resources (energy, food, minerals, water). Link to the UK. •	Describe and understand key aspects of: • Physical geography, including: rivers, mountains, volcanoes and earthquakes. • Human geography including: types of settlement and land use, economic activity and trade links.	Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle (Rainforest topic). • Human geography including: types of settlement now and in Viking and Saxon Britain (History link), distribution of natural resources (energy, food, minerals, water). •	Describe and understand key aspects of: • Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. • Human geography including: distribution of natural resources focussing on energy and then the • fair/unfair distribution of other resources (Fairtrade). •

Geographical Skills and Field work	• Explore the outdoor area. • Local walks to explore their local environment.	• Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our local area and environment.	• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Outdoor learning links Can follow a map – local area walk following a map.	• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe and record the human and physical features in our local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Outdoor learning links Can carry out simple fieldwork.	• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Learn the eight points of a compass, four-figure grid references. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Outdoor learning links Can use natural navigation.	• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Outdoor learning links Can draw a map of the local area using symbols.	• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Extend to 6 figure grid references with teaching of latitude and longitude in depth. • Expand map skills to include non-UK countries. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Outdoor learning links Can draw maps using symbols.

Languages – BPP Knowledge and Skills Curriculum

	Year 3	Year 4	Year 5	Year 6
Listening	Understand a few familiar spoken words and phrases – e.g.: teacher's instructions; days of the week; a few words in a song; colours, numbers	Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school; Respond to a clear model of language	Understand the main points from a spoken passage made up of familiar language – e.g. short rhyme or song; basic telephone message; weather forecast	Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing; an announcement
Speaking	Say and/or repeat a few words and short simple phrases – e.g. what the weather is like; naming classroom objects Know how to pronounce some single letter sounds Imitate correct pronunciation with some success	Answer simple questions and give basic information – e.g. about the weather, brothers and sisters, pets Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood	Ask and answer simple questions– e.g. o taking part in an interview/survey about pets/favourite food/talking to a friend about hobbies Talk about personal interests. Know how to pronounce some letter strings.	Take part in a simple conversation. Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.
Reading	Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects/the date Understands some familiar written phrases – e.g. simple weather Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email Use visual clues to help with reading	Understands some familiar written phrases – e.g. simple weather phrases, basic descriptions of objects	Understands the main point(s) from a short written text – e.g. o simple messages on a postcard/in an email Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.	Understand the main points and some of the detail from a short written text. Begin to read independently. Use a bilingual Dictionary to look up new words.
Writing	Write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects Select appropriate words to complete short phrases or sentences.	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. shopping list, holiday greetings by email/postcard Begin to spell some commonly used words correctly	Write a few short sentences with support using already learnt – e.g. postcard, simple note or message, identity card Spell words that are readily understandable.	Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly.

Music – BPP Knowledge and Skills Curriculum

	EYFS (expressive arts and designs)	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Use of voice expressively and creatively	• Sing echo songs and perform movements to a steady beat. • Explore singing at different speeds and pitch to create moods and feelings. • Discover how to use the voice to create loud and soft sounds.	• Explore the use of the voice in different ways such as speaking, singing and chanting. • Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. • Find out how to sing with expression, confidence and creativity to an audience.	• Sing with a sense of the shape of a melody. • To represent sounds with symbols. • To improvise in making sounds with the voice. • Perform songs using creativity and expression and create dramatic effect.	**Play and Perform**	• Sing in tune. • Perform simple melodic and rhythmic parts. • Improvise repeated patterns. • Beginning to understand the importance of pronouncing the words in a song well. • Start to show control in voice. Perform with confidence.	• Sing in tune with awareness of others. • Perform simple melodic and rhythmic parts with awareness of others. • Improvise repeated patterns growing in sophistication. • Sing songs from memory with accurate pitch. • Maintain a simple part within a group. • Understand the importance of pronouncing the words in a song well. • Show control in voice. • Play notes on instruments with care so they sound clear. • Perform with control and awareness of what others in the group are singing or playing.	• Create songs with an understanding of the relationship between lyrics and melody. • Whilst performing by ear and from notations, maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect. • Breathe well and pronounce words, change pitch and show control in singing. • Perform songs with an awareness of the meaning of the words. • Hold a part in a round. • Perform songs in a way that reflects there meaning and the occasion. • Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).	• Perform significant parts from memory and from notations with awareness of my own contribution. • Refine and improve my own work. • Sing or play from memory with confidence, expressively and in tune. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Sing a harmony part confidently and accurately.
Play tuned and unturned instruments	• Play instruments to a steady beat. • Understand how to hold and play an instrument with care. • Explore the different sounds instruments make. • Choose an instrument to create a specific sound.	• Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols. • Understand how to play an instrument with care and attention.	• Perform simple patterns and accompaniments keeping to a steady pulse. • Recognise and explore how sounds can be organised. • Respond to starting points that have been given • Understand how to control playing a musical instrument so that they sound, as they should.	**Improvise and compose music**	• To compose music that combines musical elements. • Carefully choose sounds to achieve an effect. • Order my sounds to help create an effect. • Create short musical patterns with long and short sequences and rhythmic phrases.	• Compose music that combines several layers of sound. • Awareness of the effect of several layers of sound. • Compose and perform melodies and songs. (Including using ICT). • Use sound to create abstract effects. • Recognise and create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Carefully choose order, combine and control sounds with awareness of their combined effect.	• Use the venue and sense of occasion to create performances that are well appreciated by the audience. • Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phases as part of a group performance. • Improvise within a group. •	• Improvise melodic and rhythmic material within given structures. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Create my own musical patterns. • Use a variety of different musical devices including melody, rhythms, and chords. • Use the venue and sense of occasion to create performances that are well appreciated by the audience. •

Listen with concentration and understanding	• Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hand and whole body movements. • Listen to different sounds (animal noise, water etc.) and respond with voice and movement. Outdoor learning links Can investigate environmental sounds – i.e. go on a listening walk.	• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Reflect on music and say how it makes people feel, act and move. • Respond to different composers and discuss different genres of music.	• Notice how music can be used to create different moods and effects and to communicate ideas. • Listen and understand how to improve own composition. • Sort composers in to different genres and instruments in to different types.	**Listen with attention to detail and recall sounds**	• To notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians. Outdoor learning links Investigate the different sounds objects in our environment make to a planned effect.	• To notice, analyse and explore the way sounds can be combined and used expressively. • To comment on musicians use of technique to create effect.	• Notice and explore the relationship between sounds. • Notice and explore how music reflects different intentions.	• Notice, comment on and compare the use of musical devises. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions.
Experiment with, create, select and combine sounds	• Choose different instruments, including the voice, to create sound effects in play. • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat. Outdoor learning links Can investigate environmental sounds – i.e. go on a listeningwalk.	• Create a sequence of long and short sounds with help, including clapping longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc.). • Explore own ideas and change as desired.	• Choose carefully and order sounds in a beginning, middle and end. • Use sounds to achieve an effect. (including use of ICT) • Create short musical patterns. • Investigate long and short sounds • Explore changes in pitch to communicate an idea. Outdoor learning links Can investigate the different sounds objects in our environment make to a planned effect.	**Use and understand staff and other musical notation.**	• **N/A**	• Learn to read music during recorder lessons. • Use Staff and musical notation when composing work. • Know how many beats in a minim, crotchet and semibreve and recognise their symbols. • Know the symbol for a rest in music, and use silence for effect in music	• Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. • Read the musical stave and work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave.	• Use of a variety of notation when performing and composing. • Compose music for different occasions using appropriate musical devises. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. • Describe music using musical words and use this to identify strengths and weaknesses in music.
				Appreciate and understand a wide range of live and recorded music.	• Begin to recognise and identify instruments being played. • Comment on likes and dislikes. • Recognise how musical elements can be used together to compose music.	• Begin to recognise and identify instruments and numbers of instruments and voices being played. • Compare music and express growing tastes in music. • Explain how musical elements can be used together to compose music.	• Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.	• Analyse and compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.

Physical Education – BPP Knowledge and Skills Curriculum

	EYFS (Physical development)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Develop control and coordination in large and small movements. Move in a range of ways and learn to negotiate space safely They handle equipment and tools effectively and safely. They understand the importance of physical activity to good health.	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli.	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. *e.g using various levels, ways of travelling and motifs.* Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. *e.g using various levels, ways of travelling and motifs.* Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
Gym		**Develop control and coordination in large and small movements.** **Move in a range of ways and learn to negotiate space safely** **They handle equipment and tools effectively and safely.** **They understand the importance of physical activity to good health.**	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.
Games		Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation)	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking*

		Beginning to develop hand-eye coordination Participates in simple games	Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending	Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.	*e.g. dribbling, bouncing, kicking* Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Outdoor learning links Can create and play woodland versions of common games.	Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
Athletics		Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. *preparation for shot put and javelin* Can use equipment safely	Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country* Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Outdoor Adventurous Activities				Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Swimming			Demonstrates water confidence Begin to develop a range of strokes effectively e.g. front crawl, backstroke and breaststroke.		Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.		
Evaluation		Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.		Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.		Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.	
Healthy Lifestyles		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	

RE – BPP Knowledge and Skills Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing **Core Knowledge and Understanding of Texts, Stories and Key Beliefs**	• Recognise the core beliefs of the religion/s studied e.g. creation, salvation, incarnation; belief in one god (Christianity and Judaism). • Recall of a variety of religious stories used for different purposes.	• Give a simple account of the core beliefs of the religions studied. • Retell a selection of key stories, making links to the core beliefs.	• Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) • Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story).	• Describe the lives of the most important religious figures and their place within the belief system. • Suggest meaning for the various kinds of writing found within sacred texts.	• Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders. • Use technical and religious language to identify the different writings within sacred texts.	• Recognise the role of inspiration in the creation of sacred texts and the lives of leaders. • Explain the connections between sacred texts and beliefs using theological terms.
Belonging **Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally.**	• Give simple examples of how the stories and beliefs influence the behaviour of believers.	• Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).	• Identify the key practices of the faith and some of the differences between denominations or sects.	• Make links between the texts studied and the practice of faith in the community.	• Make clear links between the texts and concepts studied and common practice across denominations.	• Show how believers put their beliefs into practice in different ways (eg different denominations and sects).
Behaving **Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally.**	• Identify some elements of practice that arise from these beliefs.	• Give examples of how beliefs are linked to worship and prayer.	• Describe how beliefs influence worship and lifestyle.	• Describe the beliefs that have the greatest impact on practice.	• Describe the actions of believers in their communities, locally and globally that arise from their beliefs.	• Show how inspiration might play a part in how believers interpret the texts.
Reflecting, Responding and Making Links **Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives.**	• Talk about their own experiences in the light of the religious knowledge gained. • Express their own opinions appropriately. • Talk about the differences that beliefs make to the way believers live. • Make simple comparisons to their own lives.		• Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society. • Make links between the teachings of religious figures and current leaders. • Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.		• Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring. • Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be. • Compare the religious ideas to the opportunities and problems of the wider world.	

Outdoor learning links

Visits to any places of faith to link with topics in different year groups.

PSHE – BPP Knowledge and Skills Curriculum

PSHE	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1: Being Me in My World	Children learn about the other children in the class. Children learn about their feelings. Children learn about the rules of their class. Children learn how to care for other peoples feelings. Children learn how to work together as a team.	Children learn about the other children in the class. Children learn about their feelings. Children learn about the rules of the class. Children learn how to care for other peoples feelings. Children learn how to work together as a team.	Children know that they belong to a class. Children know that they have rights and responsibilities in class. Children value each others contribution. Children know that the choices they make have consequences.	Children can identify their hopes and fears for the year. Children can understand the rights and responsibilities of being a member of a class Children can recognise the choices they make and understand the consequences.	Children can identify positive things about themselves. Children learn to face new challenges positively. Children know why rules are needed. Children know that their actions affect other people and see things from others point of view.	Children know their attitudes make a difference to their class. Children understand who is in my school community and the roles they take. Children understand how groups work together to make decisions. Children understand how democracy benefits my school.	Children understand how they can face new challenges; Children understand their rights and responsibilities as a British Citizen and a member of the school. Children understand how an individual's behaviour impacts on the school. Children understand how democracy and having a voice benefits the school community.	Children understand their opinion is valued. Children understand their wants and needs and can compare them with others. Children understand that their actions affect others. Children understand how to contribute to the group and how they work as a class team.
Autumn 2: Celebrating Difference	Children can talk about things they are good at**.** Children are learning about differences within families. Children learn about different types of homes.	Children can talk about things they are good at**.** Children are learning about differences within families. Children learn about different types of homes.	Children can discuss some ways they are different from their friends	Children can identify some ways in which their friends are different from them.	Children can tell you about a time when their words affected someone's feelings and what the consequences were	Children can tell you a time when their first impression of someone changed as they got to know them	Children can explain the differences between direct and indirect types of bullying	Children can explain ways in which difference can be a source of conflict or a cause for celebration
Spring 1: Dreams and Goals	Children discuss things they find difficult. Children learn how to say kind things to each other. Children learn about jobs and what they need to do now to help them get a job in the future.	Children discuss things they find difficult. Children learn how to say kind things to each other. Children learn about jobs and what they need to do now to help them get a job in the future.	Children can discuss how they succeeded in a new challenge and how they celebrated it	Children can explain some of the ways they worked cooperatively in a group to create an end product	Children can evaluate their own learning process and identify how it can be better next time	Children know how to make a new plan and set new goals even if they have been disappointed	Children can describe the dreams and goals of a young person in a culture different from theirs.	Children can describe some ways in which they can work with other people to help make the world a better place
Spring 2: Healthy Me	Children learn about the affects of exercise on their body. Children learn about the affect of sleep on their body.	Children learn about the affects of exercise on their body. Children learn about the affect of sleep on their body	Children can tell you why they think their body is amazing and can identify some ways to keep it safe and healthy	Children can make some healthy snacks and explain why they are good for our body	Children can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe including who to go to for help	Children can recognise when people are putting them under pressure and can explain ways to resist this when they want to	Children can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	Children can evaluate when alcohol is being used responsibly, anti-socially or being misused
Summer 1: Relationships	Children can talk about their families. Children can talk about being a good friend. Children learn about emotions.	Children can talk about their families. Children can talk about being a good friend. Children learn about emotions.	Children can tell you why they appreciate someone who is special to them	Children can identify some of the things that cause conflict between them and their friends	Children can explain how some of the actions and work of people around the world help and influence their life	Children can explain different points of view on an animal rights issue	Children can explain how to stay safe when using technology to communicate with their friends	Children can recognise when people are trying to gain power or control
Summer 2: Changing Me	Children can name parts of their body. Children learn how to keep their body healthy. Children learn how they change as they grow.	Children can name parts of their body. Children learn how to keep their body healthy. Children learn how they change as they grow.	Children can identify the parts of the body that make boys different to girls.	Children can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private	Children can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	Children can identify what they are looking forward to when they are in Year 5	Children can describe how boys' and girls' bodies change during puberty	Children can describe how a baby develops from conception through the nine months of pregnancy, and how it is born