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| **Subject** | **Year 1** | **Year 2** | | | | **Year 3** | | | **Year 4** | | | **Year 5** | | | **Year 6** | |
| **English** | Skills as appropriate for each year group in the following areas:   * Spoken Language * Reading – Word and Comprehension * Writing – Transcription; Handwriting; Composition; Vocabulary, Grammar & Punctuation   The following are the areas of literacy through which the above skills are taught. | | | | | | | | | | | | | | | |
| ***Narrative*** | Stories with familiar settings  Stories from a range of cultures/Stories with predictable and patterned language  Traditional and fairy tales  Stories about fantasy worlds | Stories with familiar settings  Traditional stories  Different stories by the same author  Extended stories/significant authors | | | | Stories with familiar settings  Dialogue and plays  Myths and Legends  Adventure and mystery  Authors and letters | | | | Stories with historical settings  Plays  Stories set in imaginary worlds  Stories from other cultures  Stories which raise issues/dilemmas | | Novels and stories by significant children’s authors  Film narrative  Traditional stories, fables, myths and legends  Dramatic conventions  Stories from other cultures  Older literature | | | Fiction genres  Extending narrative  Authors and texts  Short stories with flashbacks | |
| ***Non-Fiction*** | Labels, lists and captions  Recount (fact and fiction)  Instructions  Recounts, dictionary  Information texts | Non-chronological reports  Information Texts  Explanations  Instructions | | | | Information Texts  Instructions  Reports | | | | Explanation texts  Information texts  Recounts: newspapers/magazines  Persuasive texts | | Recounts  Instructions  Persuasive  Writing | | | Formal/impersonal writing  Argument  Journalistic writing  Biography and autobiography | |
| ***Poetry*** | Poems on a theme  Pattern and Rhyme  Using the senses | Patterns on the page  Really  Looking Silly stuff | | | | Poems to perform  Shape poetry and calligrams  Language Play | | | | Creating images  Exploring form | | Poetic Style  Classic/narrative poems  Choral and performance | | | The power of imagery  Finding a voice | |
| **Mathematics** | *Skills as appropriate for Year 1 in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position | *Skills as appropriate for Year 2 in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Statistics | | | *Skills as appropriate for Year 3 in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Statistics | | | | | *Skills as appropriate for Year 4 in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Statistics | | *Skills as appropriate for Year 5 in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Statistics | | | *Skills as appropriate for Year 6 in:*  Number & Place Value  Multiplication & Division  Fractions  Ratio  Algebra  Measurement  Shape  Position  Statistics | |
| **Science** | Animals and Humans (human body; offspring; senses; healthy living)  Materials (everyday materials)  Living things and their habitats (living/dead/never been alive)  Plants (common plants; deciduous/evergreen- basic structure)  Earth and space (apparent movement of sun; seasonal changes including weather and length of day)  Forces and magnets (how things move) | Animals and humans (types of animals; basic needs; structure of animals)  Materials (grouping and comparing use)  Living things and their habitats (different habitats and their suitability)  Plants (how plants grow; functions of plant parts)  Light and seeing (sources of light; how we see)  Sound and hearing (sources of sound)  Evolution and inheritance (humans resembling their parents)  Electricity (common electrical appliances; creating a simple circuit) | | | | | | Animals and humans (skeletons and muscles; teeth)  Materials (rocks and fossils)  Living things and their habitats (classifying living things using keys)  Plants (life and growth; water transportation; plant life cycles)  Earth and space (Earth, Sun and Moon)  Forces and magnets (magnets) | | Animals and humans (nutrition and digestion)  Materials (solids, liquids, gases; changes; water cycle)  Living things and their habitats (changing environments and habitats)  Light and seeing (reflection and shadows)  Sound and hearing (how sound is made and changes)  Evolution and inheritance (resembling parents; fossils; adaptation)  Electricity (complete circuits; conductors and insulators) | | Animals and humans (human circulatory system)  Materials (grouping, dissolving and separating)  Living things and their habitats (life cycles; reproduction; impact of lifestyle on human body)  Earth and space (day and night)  Forces and magnets (magnetism; gravity; drag forces; pulleys, levers, gears, springs) | | | Materials (uses; reversible/irreversible changes)  Living things and their habitats (classification of living things; birth to old age)  Light and seeing (light travels in straight lines)  Sound and hearing (pitch and volume)  Evolution and inheritance (variation of offspring to parents; adaptation and evolution; changes of human skeleton over time)  Electricity (variations of how components function) | |
| **History** | Skills in History are developed at the appropriate level using the *Holly Park Learning Journey*.  The following are content areas through which the skills are taught. | | | | | | | | | | | | | | | |
| Changes *(within living memory – where appropriate these should be used to reveal aspects of change in national life)*  Significant historical people *(look at the lives of significant individuals in Britain’s past who have contributed to our nation’s achievements)* | Key events in the past (that are significant nationally or globally, beyond living memory)  Significant historical events, people and places in our locality | | Changes in Britain from the Stone Age to the Iron Age  The Roman Empire and its impact on Britain  Britain’s settlement by Anglo-Saxons and Scots  Vikings and Anglo-Saxons (struggle for the Kingdom of England to the time of Edward the Confessor) | | | | | Study of an aspect or theme in British history (extending chronological knowledge beyond 1066)  Achievements of the earliest civilisations and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China | | Study of an aspect or theme in British history (extending chronological knowledge beyond 1066)  Ancient Greece | | | A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad *c* AD900; Mayan civilisation *c* AD900; Benin (West Africa) *c* AD900-1300  A local history study | | |
| **Geography** | Skills in Geography are developed at the appropriate level using the *Holly Park Learning Journey*.  The following are content areas through which the skills are taught. | | | | | | | | | | | | | | | |
| Weather and climate (explore weather and climate in the UK and around the world)  Global sense: Australia and Antarctica (a study of significant places, features and environments)  Around our school (fieldwork – our place in the UK – investigate countries, capital cities and seas of the UK) | Contrasting localities (contrast a small area of the UK with a small area in a contrasting non-European country)  Global sense: Continents and oceans | | Global sense: Europe (locate the world’s countries, using maps to focus on Europe [including the location of Russia], concentrating on environmental regions, key physical and human characteristics, countries and major cities)  Study of the United Kingdom (counties, cities, human and physical characteristics, key topographical features etc.) | | | | | Global sense: Africa (a study of significant places, features and environments)  Study of region or area in a European country (understand geographical similarities and differences through the study of human and physical geography) | | Global sense: Asia (a study of significant places, features and environments)  Geographical zones – longitude and latitude – time zones (day and night) | | | Global sense: North and South America (a study of significant places, features and environments)  Study of a region of the United Kingdom (understand geographical similarities and differences through the study of human and physical geography)  Study of region within North or South America (understand geographical similarities and differences through the study of human and physical geography) | | |
| **Computing** | Skills as appropriate for each year group in the following areas:  Coding  Connecting  Communicating  Collecting | | | | | | | | | | | | | | | |
| **Art** | Skills as appropriate for each year group in the following areas:  Drawing  Painting  Collage  Sculpture  Print  Textiles  Digital Media | | | | | | | | | | | | | | | |
| **DT** | Skills in Design and Technology are developed at the appropriate level using the *Holly Park Learning Journey*.  The following are content areas through which the skills are taught. | | | | | | | | | | | | | | | |
| Food  Materials  Construction | Food  Textiles  Mechanics | | | | Food  Materials  Electrical and electronics | | | Food  Textiles  Computing | | | | Food  Mechanics  Construction | | Food  Electrical and electronics  Computing | |
| **RE** | We use the agreed Barnet Syllabus for Religious Education. The units we teach are as follows: | | | | | | | | | | | | | | | |
| Celebration  Special places in home and community  Story – did Jesus tell stories? | Believing in God  Leaders and teachers  Symbols | | | | Life of Jesus  Key beliefs and teachings of 8 religions  Places of worship in our community | | | Places of worship  Sacred texts, teaching and authority  Inspirational people | | | | Religion and the individual  Beliefs in action  Symbols and religious expression | | Pilgrimage & sacred places  Journey of Life & Death  Transition Unit | |
| **MFL** | In years 1 and 2 the children are introduced to basic elements of Spanish. These include greetings, basic phrases, basic vocabulary (like fruit, colours and body parts) numbers and the alphabet. Lessons involve skills and processes appropriate to KS1 like storytelling, songs and play. | | | | | | Skills as appropriate for year 3 in the following areas:  Greetings, using basic verbs, understanding masculine and feminine articles and nouns, using adjectives, prepositions and appropriate vocabulary. | | Skills as appropriate for year 4 in the following areas:  Greetings, using basic verbs, understanding masculine and feminine articles and nouns, using adjectives, prepositions and appropriate vocabulary. | | | | Skills as appropriate for year 5 in the following areas:  Greetings, using basic verbs, understanding masculine and feminine articles and nouns, using adjectives, prepositions and appropriate vocabulary. | | | Skills as appropriate for year 6 in the following areas:  Greetings, using basic verbs, understanding masculine and feminine articles and nouns, using adjectives, prepositions and appropriate vocabulary. |
| **Music** | Skills in Music are developed at the appropriate level using the *Holly Park Learning Journey*.  The following are content areas through which the skills are taught. | | | | | | | | | | | | | | | |
| Exploring sounds: different timbres.  Exploring duration.  On-going skills: singing, listening, aural memory, physical skills. Christmas/Winter festivals/Festivals of Light.  Exploring pitch: Infant Show songs.  Exploring pulse and  rhythm. Exploring pitch.  Revision of songs and year's study.  Notation: Exploring instruments and  symbols. | | Exploring duration.  Exploring pulse & rhythm.  On-going skills:  singing, listening, aural memory, physical skills. Christmas/Winter festivals/Festivals of Light.  Exploring pitch: Infant Show songs. Exploring pitch - Kodaly.  Exploring rhythm and notation.  Revision of songs and year's study.  Composing using instruments and symbols. | | | | Composing using descriptive sounds  On-going skills: singing, listening, aural memory, physical skills.  Christmas/Winter festivals/Festivals of Light.  Christmas Nativity.  Exploring musical arrangements for small ensembles.  Exploring rhythm patterns and notation.  Exploring playground singing games. | | Exploring pentatonic scales – composing and arranging.. Melodic shapes and contrast.  On-going skills: singing, listening, aural memory, physical skills.  Christmas/Winter festivals/Festivals of Light.  Exploring rhythm patterns: rhythmic notation.  Composing:  Painting with  sound - exploring sound colours.  Exploring playground singing games: composing, arranging and performing. | | | | Traditional rhythmic notation and pitch notation.  Composing: using inter-related Musical Dimensions.  On-going skills: singing, listening, aural memory, physical skills.  Christmas/Winter festivals/Festivals of Light. Part-songs and rounds.  Cyclic patterns: SAMBA PROJECT  Advanced choral singing. | | | Advanced rhythm patterns, syncopation and improvisation using African djembi.  Yr 6 Show songs.  On-going skills: singing, listening, aural memory, physical skills.  Christmas/Winter festivals/Festivals of Light.  Song writing: composing lyrics and melody.  Advanced choral singing inc. concerts at RAH+BSMF.  Composing and arranging using music computer programmes. |
| **PSHE & Citizenship** | Physical: Keeping safe and healthy  SRE: Growing and caring for ourselves  Social: Beginning to understand me and others  Emotional: Knowing what to do  Economic wellbeing: Learning about money  Being a responsible citizen: Taking part and belonging | Physical: Keeping myself healthy  SRE: Differences  Social: Others and me in my class  Emotional: Developing confidence  Economic wellbeing: Keeping money safe  Being a responsible citizen: Rights and responsibilities | | | | | Physical: Safe and healthy at home, school and locally  SRE: Valuing difference and keeping safe  Social: Supporting friends and other people  Emotional: More about me  Economic wellbeing: Let’s go shopping  Being a responsible citizen: Diversity and society | | Physical: Helping others to keep safe  SRE: Growing up  Social: Who are these people?  Emotional: Taking more control  Economic wellbeing: Work and money  Being a responsible citizen: The environment | | | | Physical: Drug education  SRE: Puberty  Social: Being strong  Emotional: Moving on with confidence and clarity  Economic wellbeing: Let’s make money  Being a responsible citizen: The media | | Physical: Safe and healthy in the future  SRE: Puberty, relationships and reproduction  Social: Me and my place in the world  Emotional: Celebrate the past and welcome the future  Economic wellbeing: Money in my future  Being a responsible citizen: Democracy and government | |
| **PE** | Gymnastics  Dance  Games  Athletics | Gymnastics  Dance  Games  Athletics | | | | | Striking and fielding games  Net/wall games  Invasion games  Dance  Gymnastics  Swimming  Athletics | | Swimming  Gymnastics  Net/wall games  Invasion games  Striking and fielding games  Athletics | | | | Fitness Circuits  Dance  Gymnastics  Net games  Invasion games  Striking and fielding games  Athletics | | Net games  Invasion games  Gymnastics  Fitness circuits  Dance  Games  Striking and fielding games  Athletics | |
| **Learning Skills**  **(We are linking our learning skills to English this year)** | **Autumn**  Self management  Take responsibility, Manage Risk. Organise belongings, respond to change  Link to English – Speaking & Listening – standard English when speaking, role play, hot seating, conscious alley, PHSE – Emotions  Creative  Ask questions, Ask what might be, make connections, explore ideas, make choices  Link to English – Speaking and listening – creating different worlds, story telling, freeze frame, mind tapping, Poetry – choral verse, performance  **Spring**  Enquiry  Look at learning in new ways, solve problems, explain reasons for decisions, find answers to questions  Link to English – Reading – different types of stories, ask questions about stories, changing the ending. Poetry – different styles of poetry  Team Workers  Take part in discussions, come to agreements, adapt to different roles, show consideration to others, give support and feedback to others  Link to English – Reading – discussing texts, characters and language. Shard reading of texts – listening to opinion and backing up explanations with evidence.  **Summer**  Commitment  Motivation, be resilient, participate and actively engage.  Links to English – Writing – motivation to write extended pieces, have a go attitude with spelling, shared writing  Reflection  Deal with setbacks, criticism and praise, Understand their own progress, evaluate own learning, setgoals, ask for feedback  Links to English – Writing – proof read and edit, respond to advice, use marking as a tool for next steps, make the most of magpie books for ideas | | | | | | | | | | | | | | | |