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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 settingsStories from a range of cultures/Stories with predictable and patterned languageTraditional and fairy talesStories about fantasy worlds | Stories with familiar settingsTraditional storiesDifferent stories by the same author Extended stories/significant authors | Stories with familiar settings Dialogue and plays Myths and LegendsAdventure and mystery Authors and letters | Stories with historical settingsPlays Stories set in imaginary worldsStories from other culturesStories which raise issues/dilemmas | Novels and stories by significant children’s authorsFilm narrativeTraditional stories, fables, myths and legendsDramatic conventionsStories from other culturesOlder literature | Fiction genresExtending narrative Authors and textsShort stories with flashbacks |
| ***Non-Fiction*** | Labels, lists and captions Recount (fact and fiction)InstructionsRecounts, dictionaryInformation texts | Non-chronological reportsInformation Texts Explanations Instructions | Information TextsInstructionsReports | Explanation textsInformation textsRecounts: newspapers/magazinesPersuasive texts | RecountsInstructionsPersuasiveWriting | Formal/impersonal writing ArgumentJournalistic writingBiography 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 calligramsLanguage Play | Creating imagesExploring form | Poetic StyleClassic/narrative poems Choral and performance | The power of imagery Finding a voice |
| **Mathematics** | *Skills as appropriate for Year 1 in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePosition | *Skills as appropriate for Year 2 in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionStatistics | *Skills as appropriate for Year 3 in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapeStatistics | *Skills as appropriate for Year 4 in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionStatistics | *Skills as appropriate for Year 5 in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionStatistics | *Skills as appropriate for Year 6 in:*Number & Place ValueMultiplication & DivisionFractionsRatioAlgebraMeasurementShapePositionStatistics |
| **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 AgeThe Roman Empire and its impact on BritainBritain’s settlement by Anglo-Saxons and ScotsVikings 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* AD900-1300A 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:CodingConnectingCommunicatingCollecting |
| **Art** | Skills as appropriate for each year group in the following areas:DrawingPaintingCollageSculpturePrintTextilesDigital 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. |
| FoodMaterialsConstruction | FoodTextilesMechanics | FoodMaterialsElectrical and electronics | FoodTextilesComputing | FoodMechanicsConstruction | FoodElectrical and electronicsComputing |
| **RE** | We use the agreed Barnet Syllabus for Religious Education. The units we teach are as follows: |
| CelebrationSpecial places in home and communityStory – did Jesus tell stories? | Believing in GodLeaders and teachersSymbols | Life of JesusKey beliefs and teachings of 8 religionsPlaces of worship in our community | Places of worshipSacred texts, teaching and authorityInspirational people | Religion and the individualBeliefs in actionSymbols and religious expression | Pilgrimage & sacred placesJourney of Life & DeathTransition 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 rhythmpatterns 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 rhythmpatterns: rhythmic notation. Composing: Painting with sound - exploringsound 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 healthySRE: Growing and caring for ourselvesSocial: Beginning to understand me and othersEmotional: Knowing what to doEconomic wellbeing: Learning about moneyBeing a responsible citizen: Taking part and belonging | Physical: Keeping myself healthySRE: DifferencesSocial: Others and me in my classEmotional: Developing confidenceEconomic wellbeing: Keeping money safeBeing a responsible citizen: Rights and responsibilities | Physical: Safe and healthy at home, school and locallySRE: Valuing difference and keeping safeSocial: Supporting friends and other peopleEmotional: More about meEconomic wellbeing: Let’s go shoppingBeing a responsible citizen: Diversity and society | Physical: Helping others to keep safeSRE: Growing upSocial: Who are these people?Emotional: Taking more controlEconomic wellbeing: Work and moneyBeing a responsible citizen: The environment |  Physical: Drug educationSRE: PubertySocial: Being strongEmotional: Moving on with confidence and clarityEconomic wellbeing: Let’s make moneyBeing a responsible citizen: The media | Physical: Safe and healthy in the futureSRE: Puberty, relationships and reproductionSocial: Me and my place in the worldEmotional: Celebrate the past and welcome the futureEconomic wellbeing: Money in my futureBeing a responsible citizen: Democracy and government |
| **PE** | GymnasticsDanceGamesAthletics | GymnasticsDanceGamesAthletics | Striking and fielding gamesNet/wall gamesInvasion gamesDanceGymnasticsSwimmingAthletics | SwimmingGymnasticsNet/wall gamesInvasion gamesStriking and fielding gamesAthletics | Fitness CircuitsDanceGymnasticsNet gamesInvasion gamesStriking and fielding gamesAthletics | Net gamesInvasion gamesGymnasticsFitness circuitsDanceGamesStriking and fielding gamesAthletics |
| **Learning Skills****(We are linking our learning skills to English this year)** | **Autumn** Self managementTake responsibility, Manage Risk. Organise belongings, respond to changeLink to English – Speaking & Listening – standard English when speaking, role play, hot seating, conscious alley, PHSE – EmotionsCreative Ask questions, Ask what might be, make connections, explore ideas, make choicesLink to English – Speaking and listening – creating different worlds, story telling, freeze frame, mind tapping, Poetry – choral verse, performance**Spring** EnquiryLook at learning in new ways, solve problems, explain reasons for decisions, find answers to questionsLink to English – Reading – different types of stories, ask questions about stories, changing the ending. Poetry – different styles of poetryTeam WorkersTake part in discussions, come to agreements, adapt to different roles, show consideration to others, give support and feedback to othersLink to English – Reading – discussing texts, characters and language. Shard reading of texts – listening to opinion and backing up explanations with evidence.**Summer** CommitmentMotivation, be resilient, participate and actively engage.Links to English – Writing – motivation to write extended pieces, have a go attitude with spelling, shared writingReflectionDeal with setbacks, criticism and praise, Understand their own progress, evaluate own learning, setgoals, ask for feedbackLinks 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 |