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| **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 English through which the above skills are taught. |
| ***Narrative*** | Stories with familiar settingsStories from a range of cultureStories with predictable and patterned languageFairy talesStories about fantasy worlds | Stories with familiar settingsTraditional storiesDifferent stories by the same author Extended stories/significant authors | Stories with familiar settings Plays Adventure and mystery storiesStories set in imaginary worlds | Plays Myths and LegendsNovels and stories by significant children’s authorsStories from other culturesStories which raise issues/dilemmas | Stories with historical settingsFilm narrativeTraditional stories, fables, myths and legendsDramatic conventionsStories from other culturesOlder literature | Fiction genresExtending narrative Authors and textsShort stories with flashbacksFilm narrative |
| ***Non-Fiction*** | Labels, lists and captions RecountsInstructionsInformation texts | ReportsInformation Texts LettersInstructions | Information TextsInstructionsReportsExplanations | 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 | Pattern and rhyme Descriptive languageSilly stuffNonsense, limericks and riddles | Poems to perform Shape poetry and calligramsLanguage Play | Creating imagesExploring form | Classic/narrative poems Choral and performance | The power of imagery Finding a voiceExploring form |
| **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 ValueAddition, Subtraction, Multiplication & 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 Scots | 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 ChinaVikings 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)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:Digital LiteracyComputer ScienceInformation Technology |
| **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** |  |  |  |  |  |  |
| **Music** | Sounds interesting – exploring sounds. Exploring duration.Exploring pitch: Christmas songsOn-going skills- preparation and rehearsals for Infant Show.Feel the pulse- exploring pulse and rhythmTaking off - exploring pitch. What's the score? Exploring instruments and symbols. Whole class composing. | The long and short of it - exploring duration Feel the pulse -exploring pulse & rhythmExploring pitch: Christmas songsOn-going skills- preparation and rehearsals for Infant ShowTaking Off -exploring pitch - Kodaly. Exploring rhythm and notation.What's the score? Exploring instruments and symbols. Use of outdoor area for creative group activities. |  Animal Magic exploring descriptive sounds (Salt, Pepper, Vinegar -composing songs and singing gamesThe Class Orchestra – exploring arrangements, Chinese New Year, Pentatonic scalePlay it again- exploring rhythmpatterns.On-going skills -preparation and rehearsals for concerts. | Composing songs. Dragon scales - exploring pentatonic scales - composing, arranging.Play it again -exploring rhythm patterns.Painting with sound - exploringsound colours, in composition.On-going skills -preparation and rehearsalsfor concertsSalt, Pepper, Vinegar (iii) composing, arranging and performing singing games (outdoor) | Exploring traditional rhythmic notation. Songwriting. Journey into the Unknown:Composing.Part-songs and rounds.Cyclic patterns. Songs from the Barnet Schools’ Music Festival.Songs for Summer.Roundabout: rounds and part-songs Songwriter: song compositionMusical processes - combining musical elementsPerforming together | Songwriting Cyclic patterns using African djembi Composition softwareSongs from the Barnet Schools’ Music Festival.African songs + rhythms. Rounds, part-songs.Songwriter: song composing. Cyclic patterns Exploring sound sources - using music computer programmes.Musical processes - combining musical elements. Performing together |
| **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** | Skills in PE are developed at the appropriate level using the *Holly Park Learning Journey*. The following are content areas through which the skills are taught (further breakdown for each area of PE is included on each Year Group’s ‘Breadth of Study’ grid. |
| 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 circuitsDanceGamesAthletics |