



# Curriculum Intent

1

# Contents



|  | Page |
|--|------|
| <a href="#"><u>Our Curriculum Vision</u></a>   | 3    |
| <a href="#"><u>Science</u></a>                 | 4    |
| <a href="#"><u>History</u></a>                 | 17   |
| <a href="#"><u>Geography</u></a>               | 24   |
| <a href="#"><u>RE</u></a>                      | 32   |
| <a href="#"><u>Computing</u></a>               | 36   |
| <a href="#"><u>RHSE</u></a>                    | 42   |
| <a href="#"><u>Music</u></a>                   | 47   |
| <a href="#"><u>DT</u></a>                      | 51   |
| <a href="#"><u>Art</u></a>                     | 58   |
| <a href="#"><u>MFL</u></a>                     | 71   |
| <a href="#"><u>PE</u></a>                      | 76   |
| <a href="#"><u>Fernwood Days</u></a>           | 88   |
| <a href="#"><u>Visits and Residentials</u></a> | 91   |
|  |      |
|  |      |

## Our Curriculum

(Curriculum Vision Statement to go here)

## **FPNS Science Curriculum Intent Progression Document**

### Science

#### **N**

- a. To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (UTW-TNW)
- b. To talk about why things happen and how things work. (UTW-TNW)
- c. To show care and concern for living things and the environment. (UTW-TNW)

Vocabulary: sort, group, natural, tree, trunk, leaves, plants, animals, human, environment, head, face, hair, leg, toes, fingers, garden, forest, water, sound, loud, quiet, Earth, moon, fabric,

#### **F2**

- a. To explore the natural world around them, making observations and drawing pictures of animals and plants. (UTW-TNW) **Na,**
- b. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW-TNW) **Nc,**
- c. To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW-TNW) **Nb,**

Vocabulary: compare, flowers, fruit, roots, woodland, summer, spring, autumn, winter, volume, planet, space, sun, star, materials,

## **Year 1**

### **Knowledge**

#### **Plants (Biology)**

- a. To identify and name some common wild and garden plants, including deciduous and evergreen trees. **Fa**,
- b. To identify and describe the structure of a variety of flowering plants, including trees. **Nc**

#### **Animals including humans (Biology)**

- c. To identify and name some common animals including fish, amphibians, reptiles, birds and mammals. **Fa**,
- d. To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- e. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). **Fa**
- f. To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### **Materials (Chemistry)**

- g. To distinguish between an object and the material from which it is made.
- h. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. **Fa, Fb**,
- i. To describe the simple physical properties of a variety of everyday materials.
- j. To compare and group together a variety of everyday materials on the basis of their simple physical properties.

#### **The seasons (Biology)**

- k. To observe changes across the four seasons. **Fc**
- l. To observe and describe weather associated with the seasons and how day length varies. **Fc**

## Working Scientifically

### **Asking simple questions and recognising they can be answered in different ways**

m. Talk about what they can see and do. Does a tree always look the same? What material should we build a model house with? What is the weather like? **Fa**

### **Observing closely and using simple equipment**

n. Magnifying glasses, QR codes, iPads.

### **Performing simple tests**

o. Test ideas suggested to them. Grow cress, tests related to the 5 senses—feely bag, smelly socks, tasting different flavours, testing materials—strength, waterproof, absorbency.

**Nc,**

### **Identifying and Classifying**

p. Plants (Wollaton Park Plant Hunt), Animals, Materials. **Fa**

q. Begin to compare some living things.

r. Make simple comparisons and groupings.

### **Using observations and ideas to suggest answers to questions**

s. What is the weather like? Which animals make good pets? Why? **Fa, Fc**

t. Cinderella needs a mop. Which material would be best? How could we find out?

### **Gathering and recording data to help answer questions**

u. Use simple charts/ICT/simple writing/labelling to communicate findings. Weather chart.

v. Writing *What I did...* and *what happened?*

w. Drawing ideas and simple pictures. **Fa**

x. Recording classification of animals for display/in a chart.

Vocabulary: test, results, diagram, describe, similarities, differences, identify, observe, deciduous, evergreen, wild plants, flowering, fish, amphibian, reptile, mammal, carnivore, herbivore, omnivore, skeleton, size, senses, ears, eyes, mouth, nose, tongue, touch, taste, smell, hearing, sight, metal, plastic, glass, clay, rock, waterproof/not waterproof, absorbent/not absorbant, stretchy/stiff, magnetic, lets light through, hard/soft, rough/smooth, shiny/dull, bendy/not bendy, strong, weak, change, weather, storm, heat, rain, wind, opaque/transparent

## **Year 2**

### **Knowledge**

#### **Plants (Biology)**

- a. To observe and describe how seeds and bulbs grow into mature plants. **1a, 1b**
- b. To experiment and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Nc**

#### **Animals including humans (Biology)**

- c. To know that animals, including humans, have offspring which grow into adults.
- d. To describe the basic needs of animals, including humans, for survival (water, food and air). **1d**
- e. To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### **Living things and their habitats—chicks/the pond and the farm (Biology)**

- f. To explore and compare the differences between things that are living, dead, and things that have never been alive.
- g. To 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. **Nc, Fb**
- h. To identify and name a variety of plants and animals in their habitats, including micro-habitats. **1a, 1c,**
- i. To 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. **1d**

#### **Materials (Chemistry)**

- j. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **1h,**
- k. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **1i, 1j,**

## Working Scientifically

### **Asking simple questions and recognising that they can be answered in different ways**

l. Describe observations using some scientific vocabulary. What does a plant need to grow? How could we make a test to find out? I wonder where a frog lives? Why is that a good place for a frog to live? What do animals need to survive? **Fa, 1m,**

### **Observing closely and using simple equipment**

m. Timer, ruler (cms).

### **To perform simple tests**

n. Grow a bean/Testing materials—changes including twist, bend and stretch. **1i, 1j,**  
o. Begin to recognise when a test is fair.

### **Identifying and Classifying**

p. Plants (grown from bulbs and seed). Animals (matched to their habitats). Materials (matched to particular uses). **1b**

### **Using observations and ideas to suggest answers to questions**

q. What happens to these seeds if we leave them in the dark? **Nc,**  
r. What happens to my body when I exercise? Why is that important?  
s. What is a food chain? Can we describe one?

### **Gathering and recording data to help answer questions**

t. Writing '*What I did...*' in more detail. **1v,**  
u. Suggesting '*What might happen....?*' Writing '*What happened?*' **1v**  
v. Experiments which require measurement/observations over time including growing experiment.

Vocabulary: record, charts, observation, describe, bulb, flower, leaf, seeds, temperature, conditions, reproduce, offspring, young, healthy, food groups, fruit, vegetables, meat, hygiene, living, dead, habitat, food chain, predator, prey, consumer, producer, micro habitat, seashore, woodland, ocean, rainforest, germination, squashing bending, twisting and stretching.



## **Year 3**

### **Knowledge**

#### **Plants (Biology)**

- a. To know about the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. **1b**,
- b. To 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. **2b**
- c. To investigate the way in which water is transported within plants. **2b**
- d. To know the part that flowers play in the life cycle of flowering plants—pollination, seed formation and dispersal. **1b**

#### **Animals, including humans (Biology)**

- e. To know 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. **2d**
- f. To know that humans and some other animals have skeletons and muscles for support, protection and movement. **1e**

#### **Rocks (Chemistry)**

- g. To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. **Fa, Fb, 1h, 2j**
- h. To describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- i. To know that soils are made from rocks and organic matter.

#### **Light (Physics)**

- j. To know light is needed in order to see things and that dark is the absence of light.
- k. To know that light is reflected from surfaces.
- l. To know that light from the sun can be dangerous and that there are ways to protect our eyes.
- m. To know that shadows are formed when the light from a light source is blocked by an opaque object.
- n. To find patterns in the way that the size of shadows change.

#### **Forces and magnets (Physics)**

- o. To compare how things move on different surfaces.
- p. To know that some forces need contact between two objects, but magnetic forces can act at a distance.
- q. To observe how magnets attract or repel each other and attract some materials and not others.
- r. To 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. **1j**
- s. To describe magnets as having two poles.
- t. To predict whether two magnets will attract or repel each other, depending on which ways the poles are facing.

## **Working Scientifically**

**Asking relevant questions/use different types of science enquiries to answer them.**

u. What do you know about magnets? How do things move on different surfaces?

**Setting up simple practical enquiries, comparative and fair tests.**

v. Carry out a fair test with support. Friction investigation (same ramp height etc). 2o

**Making systematic and careful observations/accurate measurements using standard units/equipment.**

w. Measure shadows (metre rulers/cms). How does friction affect distance of travel? 2m

**Gathering, recording, classifying and presenting data in a variety of ways to help answer questions**

x. Body measurements and ability investigation. Permeability and strength of rocks. 2j

**Recording findings using simple language, drawings, labelled diagrams, keys, bar charts and tables.**

y. Keys to classify leaves/create a bar chart from findings. Conditions for seed growth.

**Reporting on findings—oral and written, displays or presentations of results and conclusions.**

z. Oral and written presentation on rock findings. Record investigations in charts and graphs.

**Using results to draw simple conclusions, making predictions for new values, suggesting improvements and raising further questions**

aa. Bigger/smaller magnet investigation. Shadow investigation.

**Identifying differences/similarities/changes related to simple scientific ideas and processes**

ab. Animals including humans—compare teeth of carnivores, herbivores and omnivores. 1d

**Using straightforward scientific evidence to answer questions or to support findings**

ac. Shadow investigation/Light investigation.

Vocabulary: explanations, predictions, conclusions, improve, relevant question, data, standard units, bar charts, nutrients, absorption, transport, germination, seed dispersal, life cycle, pollination, nutrition, cereals, sugars, starches, protein, carbohydrate, fats, vertebrate, invertebrate, support, protection, movement, (muscles of the human body), rocks, appearance, physical properties, slate, granite, sandstone, chalk, soil, clay, limestone, quartz, marble, stone, pebble, texture, absorbent, surface, characteristic, fossils, igneous, metamorphic, sedimentary, ammonite, cast, palaeontology, trilobite, light, reflection, refraction, shadow, light source, opaque, transparent, translucent, magnetic, north and south pole, opposites, attract, repel, force, friction, fair test, investigation, permeability,

## **Year 4**

### **Knowledge**

#### **Living things and their habitats (Biology)**

- a. To recognise that living things can be grouped in a variety of ways. **1a,**
- b. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- c. To recognise that environments can change and that this can sometimes pose dangers to living things. **Fb,**

#### **Animals, including humans (Biology)**

- d. To describe the simple functions of the basic parts of the digestive system in humans.
- e. To identify the different types of teeth in humans and their simple functions. **3aa,**
- f. To construct and interpret a variety of food chains, identifying producers, predators and prey. **1d, 2c, 2i**

#### **States of Matter (Chemistry)**

- g. To compare and group materials together, according to whether they are solids, liquids or gases. **1h, 1r**
- h. To observe some materials that change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- i. To understand the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

#### **Electricity (Physics)**

- j. To identify common appliances that run on electricity.
- k. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- l. To know 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.
- m. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- n. To recognise some common conductors and insulators, and associate metals with being good conductors. **2j**

#### **Sound (Physics)**

- o. To identify how sounds are made, associating some of them with something vibrating.
- p. To recognise that vibrations from sounds travel through a medium to the ear.
- q. To find patterns between the pitch of a sound and features of the object that produced it.
- r. To find patterns between the volume of a sound and the strength of the vibrations that produced it.
- s. To recognise that sounds get fainter as the distance from the sound source increases.

## **Working Scientifically**

### **Asking relevant questions/using different types of science enquiries to answer them**

s. Why and how does the volume and pitch change when playing different lengths of tube?

### **Setting up simple practical enquiries, comparative and fair tests**

t. Plan and carry out fair tests e.g. which insulator works best for ear protection? 2o, 3u

### **Making systematic and careful observations/accurate measurements using standard units/equipment**

u. How does volume decrease as you move further from the source? Data loggers.

### **Gathering, recording, classifying and presenting data in a variety of ways to help answer questions**

v. How quickly does a material melt, and at what temperature. Charts, graphs. 3y

### **Recording findings using simple language, drawings, labelled diagrams, keys, bar charts and tables**

w. Which organs make up the human digestive system? Labelled and annotated diagrams.

### **Reporting on findings—oral and written, displays or presentations of results and conclusions**

x. Demonstrate how the water cycle works by creating a 'water cycle bag'.

### **Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions**

y. How can we make wet clothes dry faster? How can we improve our findings?

### **Identifying differences/similarities/changes related to simple scientific ideas and processes**

z. When have you seen this in real life? Condensation. Make it rain investigation.

### **Using straightforward scientific evidence to answer questions or to support findings.**

aa. Solids, liquids, gases investigations.

Vocabulary: criteria, classify, data, contrast, construct, interpret, evidence, labelled diagram, classification, keys, organism, digestive system, oesophagus, mouth, stomach, small and large intestine, anus, molar, canine, incisor, solid, liquid, gas, particles, vibration, condensation, evaporation, freezing point, melting point, boiling point, sublimation, water cycle, run off, precipitation, change of state, reversible, irreversible, degrees Celsius, appliance, electricity, circuit, lamp/bulb, wires, battery, power source, cells, switch, buzzer, conductors, insulators, mains, sound wave, pitch, tone,

## **Year 5**

### **Knowledge**

#### **Living things and their habitats (Biology)**

- a. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. **2c**
- b. To describe the life process of reproduction in some plants and animals. **2c, 3d**

#### **Animals including humans (Biology)**

- c. To describe the changes as humans develop to old age.

#### **Properties and changes of materials (Chemistry)**

- d. To 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. **1j, 3q, 4n,**
- e. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. **4g,**
- f. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. **4g, 4h,**
- g. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. **2o, 3u, 4t**
- h. To demonstrate that dissolving, mixing and changes of state are reversible changes **4h,**
- i. To 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)**

- j. To describe the movement of the Earth and other planets relative to the sun in the solar system. **Na, Fa**
- k. To describe the movement of the moon relative to the Earth.
- l. To describe the sun, Earth and moon as approximately spherical bodies.
- m. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Na, Fa, 1k, 1l**

#### **Forces (Physics)**

- n. To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. **3o,**
- o. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. **3o,**
- p. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. **3p**

## Working Scientifically

**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.**

q. Materials investigation/dissolving in a liquid to create a solution/recover a substance.

**Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.**

r. Materials investigation (mms) indentation into plasticine, timers linked to air resistance, measuring with a Newton Metre (linked to work on forces)

**Recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs and bar graphs.**

s. Testing strength of materials (bar graph). Analysis of babies' growth (comparing pie/bar/line graph). 4v,

**Using test results to make predictions to set up further comparative and fair tests.**

t. Predicting which materials dissolve/separate, air resistance/water resistance.

**Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.**

u. Writing up experiments, feedback to class, diagrams/models. 4w

**Investigating scientific evidence that has been used to support or refute ideas or arguments.**

v. Discussions/presentation e.g. Geocentric and heliocentric solar systems.

Vocabulary: variables, accuracy, repeat readings, scientific diagram, bar graph, line graph, relationships, reproduction, stamen, stigma, sepal, petal, ovary, fertilise, adolescence, adulthood, womb, foetus, embryo, gestation, puberty, dissolve, substance, solidify, undissolved, solution, mixture, pure, separate, soluble, insoluble, solubility, filtering, sieving, evaporating, acid, Earth, sun, moon, sphere, revolve, geocentric, heliocentric, orbit, spin, rotate, axis, sunrise, sunset, phases of the moon, waning, waxing gibbous, crescent, new moon, gravity, friction, air resistance, water resistance, force meter, newton meter, newtons, surface area, resist, spring, pull, push, compress, fulcrum, levers, pulleys,

## **Year 6**

### **Knowledge**

#### **Living things and their habitats (Biology)**

- a. To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. **4a**
- b. To give reasons for classifying plants and animals based on specific characteristics. **4b**

#### **Animals Including Humans (Biology)**

- c. To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. **4d**
- d. To recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. **2d, 2e, 3e,**
- e. To describe the ways in which nutrients and water are transported within animals, including humans. **4d**

#### **Evolution and Inheritance (Biology)**

- f. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. **3h,**
- g. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **2c, 5b**
- h. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **4c**

#### **Light (Physics)**

- i. To recognise that light appears to travel in straight lines. **3k, 3m**
- j. To 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. **3k,**
- k. To 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. **3j**
- l. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **3m, 3n**

#### **Electricity (Physics)**

- m. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **4k, 4l,**
- n. To 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. **4k, 4n, 4r**
- o. To use recognised symbols when representing a simple circuit in a diagram. **4k,**

## Working Scientifically

**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.**

p. Investigating what can affect the brightness of a bulb, shapes of shadows **3m, 3n, 3w**

**Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.**

q. Rulers, data logger to measure light levels, investigating body measurements, stopwatches to measure heart rate. **3m, 3n, 3w**

**Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.**

r. Heart rate, circuits (tables) bar chart (shadow) classification key (evolution) **4v, 5s**

**Using test results to make predictions to set up further comparative and fair tests.**

s. Child led investigation linked to body knowledge.

**Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.**

t. Conclusions when writing experiments (bulb brightness) 'Light' oral presentation, presenting own conclusions following inherited characteristics, evolution theories. **5u**

**Identifying scientific evidence that has been used to support or refute ideas or arguments.**

u. Discussion and presentations on different evolutionary theories **5v**

Vocabulary: precision, further comparative, quantitative measurements, degree of trust, anomalies, micro-organisms, microbe, germ, virus, decay, mould, feed, bacteria, characteristics, circulatory system, heart, valve, blood vessel, vein, artery, capillary, oxygenated, deoxygenated, blood cells, respiratory system, lungs, alveoli, bronchiole, bronchus, trachea, diaphragm, intercostal muscles, left and right chambers, ventricles, aorta, pulmonary artery/vein, evolution, inheritance, adaptation, characteristics, genetics, survival, natural selection, variation, DNA, offspring, identical, light year, beam, light travelling, source, angle of incidence/reflection, eyes, periscope, retina, optic nerve, pupil, lens, cornea, iris, voltage, symbol,



# **FPNS History Curriculum Intent Progression Document**

## History

### **N**

- a. To remember and talk about significant events in their own experience.
- b. To begin to explore the past through books and storytelling. (UTW-P&P)

Vocabulary: today, yesterday, parent, grandparent, week, tomorrow, old, new, bus

### **F2**

- a. To talk about the lives of the people around them and their roles in society. (jobs)
- b. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (vehicles, toys, seaside) (UTW-P&P)

Na

- c. To understand the past through settings, characters and events encountered in books read in class and storytelling. (paintings) (UTW-P&P) Nb

### **Skills**

#### **Chronology**

- d. To talk about past and present.

#### **Causality and Interpretation**

- e.. To decide whether objects are from the past or present.

Vocabulary: same, different, job, now, then, the past, remember, old, new

## **Year 1**

### **Knowledge**

#### **How things have changed**

- a. To know about changes within living memory (my life). **Na**
- b. To know about changes within living memory (last 70 years).

#### **Transport (bikes and trains)**

- c. To know about changes within living memory. **Fb**
- d. To know about events beyond living memory that are significant nationally (George Stephenson and the Rocket Locomotive).
- e. To know about the lives of significant individuals in the past who have contributed to national achievements (George Stephenson)

#### **Famous People from Nottingham**

- e. To know some facts about significant historical events, people and places in Nottingham (Robin Hood). **Nb**
- f. To know about events beyond living memory.

### **Skills**

#### **Chronology**

- f. To sort objects into old and modern.
- g. To use vocabulary—old, new, modern, a long time ago.
- h. To know about my changes since birth. **Na**

#### **Causality and Interpretation**

- i. To talk about why Robin Hood is famous. **Fa**
- j. To identify some similarities and differences between old/modern objects.
- k. To identify some objects from the past (household objects).
- l. To make observations about old/modern objects using artefacts. **Na, Fa**

#### **Enquiry**

- m. To ask and answer questions using artefact/photograph provided. **Fc**

Vocabulary: same, different, old, modern (new), years, timeline, invention, artefact, technology, influence

## **Year 2**

### **Knowledge**

#### **Black History**

- a. To know about the lives of significant individuals in the past who have contributed to international achievements. **1d**
- b. To compare aspects of life in different periods (Martin Luther King and another famous black achiever such as Rosa Parks, Barak Obama or Nelson Mandela.) **Fb, 1b**

#### **The Great Fire of London**

- c. To know about events beyond living memory that are significant nationally.

#### **History of the School and Willoughby Family**

- f. To know about significant historical events, people and places in Wollaton. **Na, 1d**

### **Skills**

#### **Chronology**

- g. To use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'. **Fb, 1g**
- h. To sequence a set of events in chronological order and give reasons for the order. **1f**

#### **Causality and Interpretation**

- i. To recount some interesting facts from an historical event (Great Fire of London). **1d, 1e**
- j. To explain how a historical figure shaped the world we live in (Nelson Mandela, Rosa Parks).
- k. To identify similarities and differences between Wollaton in the past and present.

#### **Enquiry**

- l. To ask historical questions using a source of evidence (eg MLK speech, digimaps)
- m. To research the life of a historical figure (eg Willoughby family, Rosa Parks, etc). **Na, Fa**

Vocabulary: resistance, laws, similarity, difference, achievements, disaster, black history, significant, past, present, legacy, architecture

## **Year 3**

### **Knowledge**

#### **The Stone Age to Iron Age**

- a. To use artefacts to ask questions about what happened in the past.
- b. To compare similarities and differences from the stone age and now.
- c. To order events chronologically from the stone age to iron age using dates on a timeline.
- d. To know about the changes from the stone age to iron age.
- e. To know why there were changes from the stone age to the iron age.
- f. To investigate why historians believe the stone, bronze and iron ages are significant to us.

#### **The Ancient Egyptians**

- g. To know about where and when the first civilisations appeared.
- h. To order events chronologically using dates on a timeline and explain changes.
- i. To compare the similarities and differences between ancient Egypt and today using a secondary resource.
- j. To know why the pyramids are an achievement for Ancient Egyptians.
- k. To understand what Ancient Egyptians know about life and after death.

#### **Ancient Greece**

- l. To know who the Ancient Greeks were using evidence.
- m. To arrange events from Ancient Greece in chronological order.
- n. To investigate Greek inventions and compare them to today.
- o. To explain why the first Olympic games are significant.
- p. To research Greek gods and goddesses.
- q. To know what impact ancient Greece has on the world.

### **Skills**

#### **Chronology**

- h. To order events chronologically from the Stone Age to Iron Age using dates on a timeline.  
**1f, 2h**

#### **Causality and Interpretation**

- l. To explain why things changed within a period of time.
- m. To identify a similarity and difference between a historical period and Britain today.
- o. To explain how an event from the past is significant to us now. **2a, 2f**

#### **Enquiry**

- p. To ask questions to understand more about what happened in the past.
- q. To use primary and secondary sources of evidence to answer questions.
- r. To research a specific event from the past. **2a, 2b, 2c, 2d, 2e, 2f**

Vocabulary: civilisation, settlement, religion, government, democracy, influence, architecture, legacy, technology, art, travel, trade

## **Year 4**

### **Knowledge**

#### **The Romans**

- a. To understand the chronological position of the Romans on a timeline.
- b. To know the extent of the Roman Empire and the people that lived there (diversity)
- c. To compare and contrast the Romans to the Ancient Greeks (eg gods and goddesses)
- d. To know why the Romans invaded Britain (Caesar and Claudius)
- e. To investigate Leicester as a Roman town, comparing similarities and differences (digimaps)
- f. To analyse the impact of the Romans on Celtic life
- g. To explain the significance of Boudicca and reasons for her revolt.
- h. To ask questions about Roman life using artefacts
- i. To understand how the Romans were significant to us today
- j. To know why the Romans left Britain and the fall of the Roman Empire.

#### **Britain's settlement by Anglo-Saxons and Scots**

- k. To review the Roman withdrawal from England and the fall of the Roman Empire
- l. To ask questions about why the Anglo Saxons invaded and where they settled
- m. To understand the significance of Sutton Hoo using primary and secondary resources
- n. To compare daily life of an Anglo Saxon to my own

### **Skills**

#### **Chronology**

- h. To order events chronologically across periods of time. **1f, 2h**

#### **Causality and Interpretation**

- l. To explain why things changed within a period of time and the consequences for it.
- m. To identify a similarity and difference between 2 historical periods.
- o. To explain how events from the past have helped shape our lives. **2a, 2f**

#### **Enquiry**

- p. To ask historically valid questions to understand more about what happened in the past.
- q. To compare the validity of primary and secondary sources of evidence.
- r. To research a specific event from the past, selecting and organising relevant information

Vocabulary: civilisation, empire, conflict, power, government, democracy, invasion, influence, technology, religion, resistance, legacy

## **Year 5**

### **Knowledge**

#### **The Vikings**

- a. To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 4f, 4g, 4h
- b. To understand the power of the Vikings and the significance their raids and invasions (Lindisfarne)
- c. To compare Anglo Saxon rulers
- e. To know about Anglo-Saxon laws and justice. 4h

#### **A Local History Study**

- g. To study an aspect of local history dating from a period beyond 1066 that is significant and reflected in the locality.
- h. To study a site (Nottingham Castle) dating from a period beyond 1066 that is significant in the locality.
- h. To link Nottingham Castle to significant historical events, people and places in Nottingham (links to Year 2)

#### **The Mayans**

- j. To conduct a study on a non-European society/civilisation that provides contrasts with British history.
- k. To understand the significance of the Maya civilisation
- l. To compare aspects of Maya civilisation to others in the world (Anglo Saxons)

### **Skills**

#### **Chronology**

- h. To identify and articulate the chronology of world history.

#### **Causality and Interpretation**

- m. To make comparisons within and between historical periods.
- o. To explain how people or events from the past have positively or negatively shaped our lives. 2a, 2f

#### **Enquiry**

- p. To ask historically valid questions and investigate the outcome to understand more about what happened in the past.
- q. To decide which type of primary or secondary source of evidence will help in answering our questions.
- r. To select and organise relevant information to share what you know.

Vocabulary: civilisation, power, resistance, government, democracy, invasion, influence, religion, conflict, trade, inventions, settlement, empire, crime and punishment, legacy, monarchy

## **Year 6**

### **Knowledge**

#### **Crime and Punishment**

- a. To study a theme in British history that extends pupils' chronological knowledge beyond 1066.
- b. To understand the chronology of crime and punishment in Britain.
- c. To compare crime and punishment in Britain across different periods (Tudors, Stuarts, Victorians)
- d. To analyse the causes and consequences of the Gunpowder Plot.

#### **World War One**

- a. To study and have an in-depth knowledge about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- b. To analyse the causes of significant events in British history: World War One and the Battle of Britain.
- c. To understand the impact of these events on people's lives.

#### **World War Two**

- a. To study and have an in-depth knowledge about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **3a, 3b, 3f, 4e, 4f, 4h, 4i, 4j, 5a, 5f**
- b. To analyse the causes of significant events in British history: World War Two and the Battle of Britain.
- c. To understand the impact of these events on people's lives.

#### **Chronology**

- h. To identify and articulate the chronology of British history.
- e. To say where a period of history fits on a timeline in decades (WWI and WW2). **5k, 5n**
- g. To understand the chronology of some British monarchs.

#### **Causality and Interpretation**

- l. To make informed connections between a specific time in history and its impact on wider history.
- m. To make connections between famous people and historical events.
- o. To explain with evidence how people and events from the past have positively or negatively shaped our lives. **2a, 2f**

#### **Enquiry**

- p. To devise historically valid questions to obtain and challenge historical data.
- q. To analyse and challenge historical sources while using them to argue or support ideas.

Vocabulary: resistance, government, democracy, invasion, influence, technology, religion, conflict, inventions, settlement, empire, crime and punishment, monarchy, legacy

# **FPNS Geography Curriculum Intent Progression Document**

## Geography

### **N**

- a. To talk about where they live. (UTW-PCC)

Vocabulary: house, bungalow, street, road, school, live, home, Nottingham, Wollaton, Fernwood,

### **F2**

- a. To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW-PCC) **Na**
- b. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate—maps. (UTW-PCC)

Vocabulary: church, zebra crossing, traffic lights, bridge, left, right, forwards, backwards, above, under, tunnel, roundabout, teacher, caretaker, site manager, Head Teacher, cleaner, police officer, doctor, dentist, map, England, hot, cold, wet, dry, flat, hills, busy, people,



## Year 1

### Knowledge

#### **Barnaby and Betty Travels**

- a. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Fb**
- b. To understand and begin to use basic geographical vocabulary—physical features (**beach, cliff, coast, forest, hill, mountain, sea, river, soil, season and weather**) and human features (**city, house, harbour and shop**)

#### **London/Paris/New Delhi**

- c. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (*Nottingham*), and of a small area in a contrasting non-European country (*Delhi*) (landmarks, rivers, transport, flag, currency). **Fb**
- d. To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles. **Fb**

#### **Weather Reporters!**

- e. To identify seasonal and daily weather patterns in the United Kingdom. **Fa**

### **Skills**

#### **Geographical Enquiry**

- f. To answer teacher led enquiry/simple questions: 'What is it like to live in this place?' **Na, Fa**
- g. To use NF books/pictures and sources of information. **Fb**
- h. To communicate in different ways e.g. pictures/simple maps/sketches/labelled diagrams

#### **Fieldwork**

- i. To explore and talk about the school and its grounds. **Fa**
- j. To experience walks within the local area including St Leonard's and Wollaton Park.

#### **Map work**

- k. To follow directions (up down, left right).
- l. To draw/make imaginary map (from stories). **Fa**
- m. To create symbols for an imaginary map.
- n. Look at atlas/globe and with support to locate 4 countries and capital cities of the UK, London, France, Paris, India, New Delhi Arctic and Antarctic. **Fb**

Vocabulary: United Kingdom, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Belfast, Cardiff, Big Ben, London Eye, Houses Parliament, Westminster Abbey, near, far, building, plan, globe, beach, cliff, coast, forest, hill, mountain, sea, river, soil, season, weather, city, house, harbour, shop, Delhi, landmarks, Cardiff Castle, Giant's Causeway, Edinburgh Castle, Taj Mahal, Lotus temple, Humayun's Tomb, Qutub Minar, Red Fort, Trent, Thames, Yamuna River, Rupee, Sterling, Delhi Metro, rickshaws, cars, lorry, busses, train, taxi, equator, north/south poles, weather, summer, winter, autumn, spring, seasons, wind, snow, rain, hail, fog, farm, school grounds, field, pavement, astroturf, paths, pavement, symbols, atlas, junction, village, France, Paris, India, New Delhi, Arctic, Antarctic,

## **Year 2**

### **Knowledge**

#### **Geography—All around the world**

- a. To name and locate the world's 7 continents and 5 oceans and to use globes, atlases and maps to locate these places. **1a, 1d, 1n**
- b. To understand and use basic geographical vocabulary—physical features (consolidate Y1 vocabulary and **valley, vegetation and ocean**) and human features (consolidate Y1 vocabulary and **town, village, factory, farm, office and port,**) **1b, 1c**
- c. To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (the city of Nottingham) and a small area in a contrasting non-European country (Beijing). **Fb, 1b, 1c**

### **Skills**

#### **Geographical Enquiry**

- d. To ask simple questions. **1f**
- e. To use NF books/pictures/internet as sources of information. **Fa, Fb, 1g,**
- f. To investigate surroundings e.g. the school and its grounds and the key human and physical features of its surrounding environment. **1i,**
- g. To make simple comparisons between features of different places. **1c,**

#### **Fieldwork**

- h. To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. **1i,**
- i. To make labelled field sketches (add colour and detail, observed in environment). **1h**

#### **Map work**

- j. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- k. To devise a simple map. **1l, 1m**
- l. To use and construct basic symbols in a key. **1m**
- m. To 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. **1k**
- n. To draw a map of a real place. **1l**
- o. To begin to create a simple key. **1l**
- p. To look at atlas/globe and with support locate different places (continents, seas, revise UK, capitals and Nottingham, China and Beijing). **1a, 1d, 1n**
- q. To continue to identify countries by their shape. **1a**

Vocabulary: Africa, Antarctica, Asia, North/South America, Europe, Oceania, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, locate, environment, human/physical features, observation, field sketch, comparison, perspective, symbols, key, compass, compass directions, North, South, East, West, route, seas, China, Beijing, semi detached, larger, city, port, valley, vegetations, town, factory, farm, office, terraced, desert, Irish Sea, North Sea, English Channel, local, distant, address, human and physical geography

## **Year 3**

### **Knowledge**

#### **Europe**

- a. To locate the world's countries, using maps to focus on Europe—their environmental regions, key physical and human characteristics. **1a, 1b, 1c, 2a, 2b, 2c**
- b. To understand geographical similarities and differences through the study of human and physical geography of *a region in a European country (Greece)*. **2c**
- c. To understand the four points of a compass. **2m**

#### **Wollaton and Wollaton Park (Local Study)**

- d. To build on geographical knowledge from KS1 to recognise human and physical characteristics of the local area. **1b, 1c, 2b, 2c**
- e. To use maps to identify and discuss land use/geographical changes over time in the local environment (Martins Pond/Wollaton Park). **2a**
- f. To map land use and identify human features on Arleston Drive. **1l, 2f, 2k, 2n,**

#### **Volcanoes and Earthquakes**

To describe and understand key aspects of Volcanoes and earthquakes

### **Skills**

#### **Geographical Enquiry**

- g. To use NF books/pictures/internet /atlases as sources of information. **Fb, 1g, 2e**
- h. To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. **2g**

#### **Fieldwork**

- i. To make labelled field sketches (Add colour, texture and detail to own field sketches/Add title and descriptive labels with help) – Wollaton Park. **2h**
- j. To take a photo. **2j**
- k. To use fieldwork to observe, measure, record and present the human and physical features of Wollaton Park/Arleston Drive. **1c, 2c**

#### **Map work**

- l. To use maps, atlases, globes and digital computer mapping to locate countries and begin to describe features studied. **2j**
- m. To use 4 compass points to follow/give directions. **2m**
- n. To use letter/no. co-ordinates to find features on a map.
- o. To begin to identify places on maps. **1a, 2a,**
- p. To use maps, globes and digital mapping to identify and name cities and countries of places studied: Greece (Athens/other cities). **1a, 2a**

Vocabulary:, region, European, Greece, Athens, characteristics, identify, geographical changes, land use, analyse, evidence, temperatures, digital mapping, co-ordinates, settlement, community, landscape, relief map, political map, fieldwork, polar, soil, peat, loam, clay, lake, transport, diagram, weathering, erosion, industry, climate zone, tropical, measure, record, present,

## **Year 4**

### **Knowledge**

#### **Volcanos**

- a. To describe and understand key aspects of: physical geography, including volcanos. **2c, 3b**
- b. To know the location of some of the world's volcanoes.

#### **North and South America & Chocolate (Brazil)**

- c. To know the location of North and South America. **2a, 3a**
- d. To know the environmental regions of North and South America. **3b**
- e. To know the key human and physical characteristics of a region in North and South America (Brazil). **2g,**
- f. To locate some countries and major cities in North and South America.

#### **York**

- g. Through a detailed study on the River Ouse, deepen understanding of human and physical characteristics of a region in the UK (York) **1c, 2c**

#### **The UK—Counties and Cities**

- h. To know the location of major rivers in the UK including the River Trent, Ouse, Avon and Thames. **1c**
- i. To name and locate some counties and cities of the United Kingdom and begin to be familiar with geographical regions and their identifying human and physical characteristics. **1a, 1b, 1c, 2b, 2c, 3b, 3d**
- j. To locate some key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and begin to understand how some of these aspects have changed over time. **1b, 3e**

### **Skills**

#### **Geographical Enquiry**

- k. To ask and respond to questions and offer their own ideas, e.g. What is this landscape like? What will it be like in the future? (Rainforests).
- l. To use satellite images and aerial photographs as sources of information. **2j, 3g, 3l,**
- m. To collect and record evidence (questionnaires/charts/colour coded maps).
- n. To identify explain different views of people including themselves (farmers/conservationists/tribes).
- o. To analyse evidence and draw conclusions e.g. make comparisons between York and a region of Greece, identifying similarities and differences of both places: photos/pictures/maps. **3b,**

#### **Fieldwork**

- p. To pick out the key lines/features of a view in the field using a viewfinder to help. **3i,**
- q. To annotate sketches with descriptive and explanatory labels. **2i,**

#### **Map work**

- r. To use 8 compass points to follow/give directions. **2m, 3m,**
- s. To use letter/no. co-ordinates to locate features on a map confidently. **3n**
- t. To confidently identify places and environments identified in KS2 so far.

Vocabulary: volcano, active, ash, crater, crust, dormant, eruption, extinct, fault, fissure, core, caldera, gas, lava, magma, mantle, molten rock, plates, pressure, pyroclastic flow, shield volcano, surface, vent, Krakatoa, Mount Etna, Mount Fuji, Mount Vesuvius, Taal volcano, highlands, river basin, coastal plains, temperate, tropical, arid, semiarid, Brazil, Rio, rainforests, River Ouse, Severn, Avon, Derwent, Tyne, Nottinghamshire, Lincolnshire, Lancashire, Kent, Cornwall, Essex, Derbyshire, Buckinghamshire, topographical, landscape, satellite image, questionnaire, charts, colour coded, views, conservationist, viewfinder, farming, arable farming, grid reference, settlement patterns, inland, urban, rural, distribution, import, export, sustainable, natural disaster, spring, ox-bow lake, meander, tributary, humid, evaporation, hemisphere, natural resources, polar regions, trade, delta, mouth, source, ground water, deposition, sea level, flood plain, confluence,

## **Year 5**

### **Knowledge**

#### **Biomes**

- a. To locate many of the world's countries and major cities. 3a
- b. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 1d,
- c. To understand key aspects of climate zones, biomes and vegetation belts. 4d, 4e

#### **Eastern Europe focus**

- d. To continue to 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. 3a

### **Skills**

#### **Geographical Enquiry**

- e. To collect and record evidence unaided. 4m
- f. To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life. 3e, 4j

#### **Fieldwork**

- g. To evaluate own sketch against criteria and improve it. 3i, 4q,
- h. To use sketches as evidence in an investigation. 4q
- i. To select and use a range of measuring instruments in investigations. 3k
- j. To include contour lines on own field map. 2k, 2n

#### **Map work**

- k. To use 8 compass points to follow/give directions. 4r
- l. To use four-figure co-ordinates to locate features on a map. 3n, 4s
- m. To use/recognise OS map symbols. 2l, 2o
- n. To confidently identify places and environments identified in KS2 so far. 4t
- o. To have a confident knowledge of many countries in the world. 1a, 2a, 3a
- p. To locate regions linked to knowledge learned in Year 5.
- q. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 3l, 4l
- r. To build on map reading skills—continuing to use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) including contour lines. 4s

Vocabulary: Latitude, longitude, northern/southern hemisphere, tropics, tropic cancer, tropic Capricorn, arctic/Antarctic circle, the prime/Greenwich meridian time, time zones, climate zone, biome, vegetation belt, Russia, Moscow, coniferous forest, shrubland, grassland, tundra, deciduous forest, barometer, rain gauge, anemometer, thermometers, historical map, contour, contour lines, influence, criteria, 8 compass points, North East, South East, North West, South West, ordance survey map, four figure grid reference,

## **Year 6**

### **Knowledge**

#### **Environment**

a. To know how our species is affecting the planet and what we can personally do to help (global warming, pollution, recycling, deforestation, population). 5c, 5d

#### **Conwy**

b. To explain different types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. 4g, 4j

To describe and understand key aspects of physical geography, including mountains (and their location) and earthquakes

#### **Our World**

c. To know the features of countries studied using digital mapping, maps, atlases and globes. 5d

d. To build knowledge of the UK and the wider world. 1a, 2c, 4c, 4d, 4g, 5d

e. To describe and understand key aspects of physical geography, including mountains (and their location) and earthquakes. 3a, 4a, 4b, 4e, 5

### **Skills**

#### **Geographical Enquiry**

f. To use primary and secondary sources of evidence in investigations. 5f

g. To identify & explain different viewpoints e.g. *Do the people of North Wales always welcome tourists? And what are the opinions of local people regarding Martins Reach new housing development?* 5f

#### **Fieldwork**

h. To select field sketching from a range of techniques 5g, 5h

i. To annotate sketches to describe and explain geographical processes and patterns. 5g, 5h

j. To select and use a range of measuring instruments in investigations. 5i

k. To design own census, pilot and evaluate it.

l. To use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, (Martins Reach) and digital technologies. 5i

#### **Map work**

m. To confidently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 3l, 4l, 5q,

n. To confidently use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate features. 5l, 5r, 5m

o. To use latitude and longitude on atlas maps. 5b,

p. To begin to draw a variety of thematic maps. 5j

q. To confidently identify places and environments identified in KS2 so far. 5n

r. To have confident OS knowledge of Conwy and surrounding geographical features, 5d

Vocabulary: sustainability, canopy, congestion, pollution, tectonic plates, deforestation,

renewable, conservation, subterranean, global warming, recycling, fair trade, trade link, economic activity, earthquakes, primary/secondary source, tourists, geographical process, geographical pattern, census, pilot, evaluate, six figure grid reference, thematic map, migrate, natural resources, scale, congestion, naturalised, indigenous, immigrant†

## **FPNS RE Curriculum Intent**

### **Progression Document**



RE

## **N**

### **Knowledge**

c. To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (UTW-PCC)

### **Skills**

- a. To show interest in the lives of people who are familiar to them. (UTW-PCC)
- b. To enjoy joining in with different religious and cultural celebrations. (UTW-PCC)

Vocabulary: special, mother, father, brother, sister, grandparents, aunties, uncles, cousins, celebration, religions, unique, special place, friends, family, firefighters, police men/women, nurse, doctor, relations, parents, teachers

## **F2**

### **Knowledge**

a. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (UTW-PCC) **Nb,**

### **Skills**

b. To respect and show interest in cultures and beliefs of other people. **Na,Nb**

Vocabulary: Christian, Jesus, God, Christmas, Muslim, Hindu, Sikh, Diwali, celebration, believe, Chinese New Year, special, world



## **Year 1**

### **Knowledge**

- a. To know that everyone is special and unique. **Na, Nc**
- b. To know that every family is different, some have a religion that is special to them and some do not. **Nb, Fa**
- c. To experience, talk about and compare places of worship for Christians and Muslims. **Fa**
- d. To know some of the special books, stories, celebrations and symbols for Christians and Muslims. **Fa**

### **Skills**

- e. To notice and find out about religions and worldviews **Na, Nb, Fa, Fb**

Vocabulary: Christian, worship, place of worship, church, symbol, cross, holy book, Bible, Jesus, Christmas, Advent, Easter, Lent, Muslim, Mosque, Qu'ran, Star and Crescent, Allah, Eid, Ramadan

## **Year 2**

### **Knowledge**

- a. To explore that everyone is special and unique. **Na, 1a**
- b. To respond sensitively to the knowledge that every family is different, some have a religion that is special to them and some do not. **Nc, Fa, 1b**
- c. To experience, talk about and compare places of worship for Hindus, Christians and Jews. **1c**
- d. To know some of the special books, stories, celebrations and symbols for Hindus, Christians and Jews. **1d**

### **Skills**

- e. To collect, use and respond to ideas in RE. **Na, Nb, Fa, Fb, 1e**

Vocabulary: belong, holy, Jewish, Judaism, synagogue, star of David, scripture, Torah, Scroll, yad, Hebrew, Ark, Rabbi, Shabbat, Hannukah, creation story, Genesis, leader, Hindu, Hinduism, faith, symbol, Om, Mandir, temple, The Vedas, priest, Brahman, Diwali, Ram, Sita, gift bringers, good news, Palm Sunday, Jerusalem

## **Year 3**

### **Knowledge**

- a. To know more about, be able to talk about, describe and compare similarities and differences between the Christian, Islamic and Sikh faiths, including holy books, religious practises, religious stories, celebrations, prayer, special places of worship and inspirational leaders. **1c, 1d, 2c, 2d**

### **Skills**

- b. To consider and discuss questions, ideas and points of view. **Na, Nb, Fa, Fb, 1e, 2e**

Vocabulary: religion, fish, dove, crucifix, Catholic, Protestant, Evangelical, Fruits of the Spirit, values, religious practices, prayer, challenges, harvest, ceremony, promises, old testament, bell tower, steeple, stained glass windows, pews, pulpit, organ, lecturn, altar, candles, Mary, resurrection, betrayal, last supper, empty tomb, crucifixion, good Friday, disciples, Pentecost, Minaret, Dome, mihrab, Minbar, Arabic, Prophet Muhamed pbuh, Sikh, Sikhism, Kesh, Kangha, Kirpan, Kara, Kachera, Nishan Sahib, Turban, Khalsa, Guru Granth Sahib, Gurdwara, exodus, plague, commandments, tax collector

## **Year 4**

### **Knowledge**

a. To know more about, talk about, describe and compare similarities and differences between the Islamic, Hindu and Christian faiths, including holy books, celebrations, stories, prayer, life milestones, music, patterns in worship and the purpose and features of pilgrimage. **1c, 1d, 2c, 2d, 3a**

### **Skills**

b. To consider and discuss questions, ideas and points of view. **Na, Nb, Fa, Fb, 1e, 2e, 3b**

Vocabulary: Denominations; Catholic, Church of England, protestant, Methodist, Baptism, holy water, gospels, holy trinity, humanity, God the father, God the creator, God the son and saviour, God the Holy spirit, cathedral, symbolic, risen, light, 'light of the world', Baptism, Christening, marriage, vow, humanity, symbolic, community, Musa, Deities, Vishnu, Shiva, Cycle of life and death, Mahatma Gandhi, Dharma, Rebirth, (The Vedas, Ramayana, Puranas, Mahabarata), Jatakarna, Namakarna, Nishkarmana, Mundan, Henna, mendhi, nikah, Mandap, saree, sindoor, 5 pillars of Islam, (Shahada, Salat, Zakah, Sawm, Hajj), Adhaan, dowry, Walimah, funeral, after life, burial, last rites, reincarnation, ritual, pilgrimage, hymn, milestones,

## **Year 5**

### **Knowledge**

a. To know more about, talk about, describe and compare similarities and differences between the Christian, Islamic and non-religious world views (Humanism), including inspirational leaders, celebrations, religious architecture, religious challenges, charity and community. **3a, 4a**

b. To know the impact of religious and non-religious beliefs on people's lives. **4a**

### **Skills**

c. To apply ideas about religions and worldviews thoughtfully **Na, Nb, Fa, Fb, 1e, 2e, 3b, 4b**

Vocabulary: Psalm, prophet, mercy, messiah, prophecy, last supper, Garden of Gethsemane, Judas, Peter, denial, the Resurrection, salvation, burial, authorities, sacrifice, Passover, martyr, holy communion, commandments, devil, poverty, philosophy, Mother Theresa, Ghandi, Pope Francis, values, holiness, spiritual,

## **Year 6**

### **Knowledge**

- a. To know more about, talk about, describe and compare similarities and differences between the Jewish, Buddhist and non-religious world views (Humanism) including the meaning of scripture on religious practise, charity, justice and responsibility. **2c, 5a**
- b. To learn about the religious communities in the local area and the world. **Fa,**
- c. To know about the impact of WW2 on Jewish life (religion, persecution, community, remembrance).

### **Skills**

- d. To investigate and explain why religions and worldviews matter **Na,Nb, Fa, Fb, 1e, 2e, 3b, 4b, 5c**

Vocabulary: Jewish, Judaism, synagogue, star of David, scripture, Torah, Scroll, yad, Hebrew, Ark, Rabbi, Shabbat, covenant, Shema, Tripitaka, Metta, sacred, Hannukah, exodus, salvation, Rosh Hashanah, Yom Kippur, Atonement, Shofar, Tashlich, Pesach, Egypt, Tefillin, Siddur, Beth Shalom, harmony, respect, goodness, humanism, judgement, suffering, authority, meditation, 4 noble truths, eightfold path, enlightenment, karma, nirvana, buddha, guru, mantra, samsara, wheel of life, sangha, Pontias Pilate, Barrabas, Road to Emmaus, stewardship, eradicate, origin, environment, justice, fairness, charity. Moral code, moral conscience, divine, ethical.

# **FPNS Computing Curriculum Intent Progression Document**



## **Nursery and Foundation**

### Computing

#### **Year 1**

##### **Technology Around us**

- a. To identify technology
- b. To identify a computer and its main parts
- c. To use a mouse in different ways
- d. To use a keyboard to type on a computer
- e. To use the keyboard to edit text
- f. To create rules for using technology responsibly

##### **Digital Painting**

- g. To describe what different freehand tools do
- h. To use the shape tool and the line tools
- i. To make careful choices when painting a digital picture
- j. To explain why I chose the tools I used
- k. To use a computer on my own to paint a picture
- l. To compare painting a picture on a computer and on paper

##### **Digital Writing**

- m. To use a computer to write
- n. To add and remove text on a computer
- o. To identify that the look of text can be changed on a computer
- p. To explain why I used the tools that I chose
- q. To compare typing on a computer to writing on paper

##### **Grouping Data**

- r. To label objects
- s. To identify that objects can be counted
- t. To describe objects in different ways
- u. To count objects with the same properties
- v. To compare groups of objects
- w. To answer questions about groups of objects

##### **Moving a Robot**

- x. To explain what a given command will do
- y. To act out a given word
- z. To combine 'forwards' and 'backwards' commands to make a sequence

- aa. To combine four direction commands to make sequences
- ab. To plan a simple program
- ac. To find more than one solution to a problem

### **Programming Animations**

- ad. To choose a command for a given purpose
- ae. To show that a series of commands can be joined together
- af. To identify the effect of changing a value
- ag. To explain that each sprite has its own instructions
- ah. To design the parts of a project
- ai. To use my algorithm to create a program

## **Year 2**

### **Information Technology Around Us**

- a. To recognise the uses and features of information technology **1a**
- b. To identify the uses of information technology in the school
- c. To identify information technology beyond school
- d. To explain how information technology helps us
- e. To explain how to use information technology safely **1f**
- f. To recognise that choices are made when using information technology **1f**

### **Digital Photography**

- g. To use a digital device to take a photograph
- h. To make choices when taking a photograph
- i. To describe what makes a good photograph
- j. To decide how photographs can be improved
- k. To use tools to change an image **1h, 1j, 1k**
- l. To recognise that photos can be changed **1h, 1j**

### **Making Music**

- m. To say how music can make us feel
- n. To identify that there are patterns in music
- o. To experiment with sound using a computer
- p. To use a computer to create a musical pattern
- q. To create music for a purpose
- r. To review and refine our computer work

### **Pictograms**

- s. To recognise that we can count and compare objects using tally charts **1s**
- t. To recognise that objects can be represented as pictures **1t**
- u. To create a pictogram
- v. To select objects by attribute and make comparisons **1v**
- w. To recognise that people can be described by attributes
- x. To explain that we can present information using a computer

### **Robot Algorithm**

- y. To describe a series of instructions as a sequence **1x, 1z, 1aa,**
- z. To explain what happens when we change the order of instructions, **1x, 1z, 1aa,**
- aa. To use logical reasoning to predict the outcome of a program **1ac,**
- ab. To explain that programming projects can have code and artwork
- ac. To design an algorithm **1z, 1aa, 1ab**
- ad. To create and debug a program that I have written **1ac**

### **Programming Quizzes**

- ae. To explain that a sequence of commands has a start **1ad, 1ae**
- af. To explain that a sequence of commands has an outcome **1ae**
- ag. To create a program using a given design **1ah, 1ai,**
- ah. To change a given design **1ah,**
- ai. To create a program using my own design **1ah, 1ai**
- aj. To decide how my project can be improved

## **Year 3**

### **Connecting Computers**

- a. To explain how digital devices function
- b. To identify input and output devices
- c. To recognise how digital devices can change the way that we work **1a, 1b, 1c**
- d. To explain how a computer network can be used to share information
- e. To explore how digital devices can be connected
- f. To recognise the physical components of a network

### **Stop-frame Animation**

- g. To explain that animation is a sequence of drawings or photographs **1k**
- h. To relate animated movement with a sequence of images
- i. To plan an animation
- j. To identify the need to work consistently and carefully
- k. To review and improve an animation
- l. To evaluate the impact of adding other media to an animation

### **Desktop Publishing**

- m. To recognise how text and images convey information
- n. To recognise that text and layout can be edited
- o. To choose appropriate page settings
- p. To add content to a desktop publishing publication
- q. To consider how different layouts can suit different purposes
- r. To consider the benefits of desktop publishing

### **Branching Databases**

- s. To create questions with yes/no answers
- t. To identify the attributes needed to collect data about an object **2s,**
- u. To create a branching database
- v. To explain why it is helpful for a database to be well structured
- w. To plan the structure of a branching database
- x. To independently create an identification tool

### **Sequencing Sounds**

- y. To explore a new programming environment
- z. To identify that commands have an outcome **1ae,**
- aa. To explain that a program has a start
- ab. To recognise that a sequence of commands can have an order **1z, 1aa,**
- ac. To change the appearance of my project
- ad. To create a project from a task description

### **Events and Actions in Programs**

- ae. To explain how a sprite moves in an existing project 1ag,
- af. To create a program to move a sprite in four directions 1z, 1aa,
- ag. To adapt a program to a new context 1ai, 2ad, 2ai,
- ah. To develop my program by adding features
- ai. To identify and fix bugs in a program 2ai
- aj. To design and create a maze-based challenge

## **Year 4**

### **The Internet**

- a. To describe how networks physically connect to other networks 3d, 3f
- b. To recognise how networked devices make up the internet 3d
- c. To outline how websites can be shared via the World Wide Web (WWW)
- d. To describe how content can be added and accessed on the World Wide Web (WWW)
- e. To recognise how the content of the WWW is created by people
- f. To evaluate the consequences of unreliable content 1f

### **Audio Production**

- g. To identify that sound can be recorded 2o,
- h. To explain that audio recordings can be edited 2o, 2p
- i. To recognise the different parts of creating a podcast project 3y
- j. To apply audio editing skills independently 3ac, 3ad, 3ah
- k. To combine audio to enhance my podcast project 3ac, 3ad
- l. To evaluate the effective use of audio

### **Photo Editing**

- m. To explain that the composition of digital images can be changed 2k, 2l
- n. To explain that colours can be changed in digital images 2k, 2l
- o. To explain how cloning can be used in photo editing
- p. To explain that images can be combined 2k
- q. To combine images for a purpose
- r. To evaluate how changes can improve an image 2j

### **Data Logging**

- s. To explain that data gathered over time can be used to answer questions 3s, 3u
- t. To use a digital device to collect data automatically
- u. To explain that a data logger collects 'data points' from sensors over time
- v. To recognise how a computer can help us analyse data 3v
- w. To identify the data needed to answer questions 3s,
- x. To use data from sensors to answer questions

### **Repetition in Shapes**

- y. To identify that accuracy in programming is important
- z. To create a program in a text-based language
- aa. To explain what 'repeat' means
- ab. To modify a count-controlled loop to produce a given outcome
- ac. To decompose a task into small steps
- ad. To create a program that uses count-controlled loops to produce a given outcome

### **Repetition in Games**

- ae. To develop the use of count-controlled loops in a different programming environment
- af. To explain that in programming there are infinite loops and count-controlled loops
- ag. To develop a design that includes two or more loops which run at the same time
- ah. To modify an infinite loop in a given program
- ai. To design a project that includes repetition **1ah, 2ai**
- aj. To create a project that includes repetition **1ah, 2ai**

## **Year 5**

### **Systems and Searching**

- a. To explain that computers can be connected together to form systems **3e, 4a**
- b. To recognise the role of computer systems in our lives **4e**
- c. To identify how to use a search engine
- d. To describe how search engines select results **4f**
- e. To explain how search results are ranked **4f**
- f. To recognise why the order of results is important, and to whom **4f**

### **Vector Drawing**

- g. To identify that drawing tools can be used to produce different outcomes **1j**
- h. To create a vector drawing by combining shapes **1h**
- i. To use tools to achieve a desired effect
- j. To recognise that vector drawings consist of layers
- k. To group objects to make them easier to work with
- l. To apply what I have learned about vector drawings

### **Video Production**

- m. To explain what makes a video effective **2g**
- n. To use a digital device to record video
- o. To capture video using a range of techniques **2g, 2h,**
- p. To create a storyboard
- q. To identify that video can be improved through reshooting and editing
- r. To consider the impact of the choices made when making and sharing a video

### **Flat-file Database**

- s. To use a form to record information **3u, 3w**
- t. To compare paper and computer-based databases
- u. To outline how you can answer questions by grouping and then sorting data **3s, 4t, 4v, 4w**
- v. To explain that tools can be used to select specific data
- w. To explain that computer programs can be used to compare data visually **4v**
- x. To use a real-world database to answer questions **3s, 4w, 4x**

### **Selection in Physical Computing**

- y. To control a simple circuit connected to a computer
- z. To write a program that includes count-controlled loops **4ab, 4ae, 4af, 4ag, 4ah**
- aa. To explain that a loop can stop when a condition is met **4ab, 4ae, 4af, 4ag, 4ah**
- ab. To explain that a loop can be used to repeatedly check whether a condition has been met **4ab, 4ae, 4af, 4ag, 4ah**
- ac. To design a physical project that includes selection
- ad. To create a program that controls a physical computing project



### **Selection in Quizzes**

- ae. To explain how selection is used in computer programs
- af. To relate that a conditional statement connects a condition to an outcome
- ag. To explain how selection directs the flow of a program
- ah. To design a program that uses selection
- ai. To create a program that uses selection
- aj. To evaluate my program **2aj**

## **Year 6**

### **Communication and Collaboration**

- a. To explain the importance of internet addresses **4f**
- b. To recognise how data is transferred across the internet
- c. To explain how sharing information online can help people to work together
- d. To evaluate different ways of working together online
- e. To recognise how we communicate using technology **4a**
- f. To evaluate different methods of online communication

### **3D Modelling**

- g. To recognise that you can work in three dimensions on a computer
- h. To identify that digital 3D objects can be modified
- i. To recognise that objects can be combined in a 3D model
- j. To create a 3D model for a given purpose
- k. To plan my own 3D model
- l. To create my own digital 3D model

### **Web page Creation**

- m. To review an existing website and consider its structure **4c**
- n. To plan the features of a web page
- o. To consider the ownership and use of images (copyright)
- p. To recognise the need to preview pages
- q. To outline the need for a navigation path
- r. To recognise the implications of linking to content owned by other people **4f**

### **Introduction to Spreadsheets**

- s. To create a data set in a spreadsheet **5s,**
- t. To build a data set in a spreadsheet **5s, 5t**
- u. To explain that formulas can be used to produce calculated data **5v**
- v. To apply formulas to data
- w. To create a spreadsheet to plan an event
- x. To choose suitable ways to present data

### **Variables in Games**

- y. To define a 'variable' as something that is changeable
- z. To explain why a variable is used in a program
- aa. To choose how to improve a game by using variables
- ab. To design a project that builds on a given example
- ac. To use my design to create a project
- ad. To evaluate my project

### **Sensing**

- ae. To create a program to run on a controllable device **5z**
- af. To explain that selection can control the flow of a program **5aa, 5ab**
- ag. To update a variable with a user input
- ah. To use an conditional statement to compare a variable to a value
- ai. To design a project that uses inputs and outputs on a controllable device
- aj. To develop a program to use inputs and outputs on a controllable device



## **FPNS PHSE and RHSE Curriculum Intent Progression Document**

### **RHSE**

#### **N**

- a. To try new activities with increasing independence. (PSED-MS)
- b. To follow Nursery routines and expectations. (PSED-MS)
- c. To begin to manage their own basic hygiene and personal needs, including going to the toilet. (PSED-MS)
- d. To enjoy healthy drinks and snacks. (PSED-MS)
- e. To begin to work and play cooperatively and take turns with others. (PSED-BR)
- f. To form positive attachments to adults and particular friendships with other children. (PSED-BR)
- g. To begin to show sensitivity to their own and to others' needs. (PSED-BR)
- h. To begin to regulate own behaviour. (PSED-SR)
- i. To begin to wait for what they want and control their immediate impulses when appropriate. (PSED-SR)
- j. To begin to listen to what the teacher says and respond appropriately. (PSED-SR)

Vocabulary: rules, wash hands, take turns, share, friends, angry, upset, cry, tired, scared, listening, talking, waiting, kind, proud, special,

## **F2**

- a. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSED-MS) **Na**
- b. To explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED-MS) **Nb**
- c. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED-MS) **Nc, Nd**
- d. To work and play cooperatively and take turns with others. (PSED-BR) **Ne**
- e. To form positive attachments to adults and friendships with peers. (PSED-BR) **Nf**
- f. To show sensitivity to their own and to others' needs. (PSED-BR) **Ng**
- g. To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED-SR) **Nh**
- h. To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED-SR) **Ni**
- i. To give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions. (PSED-SR) **Nj**

Vocabulary: right and wrong, love, speaking, confused, shy, excited, worried, positive, negative,

## Year 1

- a. To talk about how exercise and play makes us feel. **Fd**
- b. To know about own roles and responsibilities at home and school. **Fb**
- c. To know who to trust at school and home and who to talk to about feeling unsafe, worried or scared.
- d. To identify, talk about and manage feelings. **Fg, Fi**
- e. To know ways to keep safe.
- f. To know about what is safe on and in own body.
- g. To know about growing and how to care for own body. **Fc**

Vocabulary: happy, bored, sad, surprise, embarrassed, give, receive, partner, correct, incorrect, equal, unequal, one sided, wrongful, unkind, rude, attitude, respect, teeth, toothbrush, toothpaste, brushing, washing, shower, bath, healthy, unhealthy, balanced diet, exercise, unknown, dressed, physical, boy, girl, same, different, gender, hair, face, secrets,

## Year 2

- a. To know about healthy eating, the importance of exercise, getting good sleep and basic hygiene. **Nd, Fc**
- b. To know about spending, where money comes from, keeping money safe and work. **1e**
- c. To know about friendships and ways to solve problems that might arise. **Ff**
- d. To know about keeping safe inside and outside the home. **1e, 1f**
- e. To know about road safety.
- f. To know why medicines are taken and how to keep safe round medicines.
- g. To know the biological differences between male and female children. **1f, 1g**
- h. To know a male and a female is needed in life cycles

Vocabulary: expect, respectful, change, ownership, feelings, reflect, enemies, companion, acquaintance, caring, brave, good listener, considerate, goals, money, spending, problems, issues, proud, actions, important, remorseful, frustrated, furious, grumpy, boisterous, achievement, community, road, crossing, vehicle, zebra/pelican crossing, pedestrian, traffic lights, seat belt, safe, reflective, florescent, gender roles, stereotypes, male, female, hygiene, (body parts), career, job, pounds, pence, currency, notes, coins, diet, nutrients, carbohydrates, fats, vitamins, minerals, fibre, water, protein, sugars, gym, sports,

## **Year 3**

- a. To know what drugs are and how they can be harmful to humans. 2f,
- b. To know about the effects of smoking.
- c. To know about asthma medication. 2f
- d. To know about bullying—see it, say it, stop it. 2c
- e. To continue to develop good mental health—celebrating achievements, setting goals and dealing with setbacks.
- f. To know about community and belonging to groups.
- g. To know about different careers and work.
- h. To know about differences between male/female; personal space and dealing with unwanted touch and family differences. 1f, 2g

Vocabulary: drugs, legal, illegal, medicine, medicinal, smoking, harmful, lung disease, death, asthma, inhaler, breathing, bullying, consistent, over-time, hurtful, mental, physical, online, cyber, e-safety, trusted adult, personal information, tolerance, consequence, british values, obey, understand, economy, growth mind-set, mental health, well-being, setbacks, challenges, barriers, comfortable, uncomfortable, touch, hug, kiss, police, ambulance, 999, fire engine, gender roles, unwanted, goals, targets, specific, meaningful, measurable, reflective, resilience, perseverance, aspirations, ambitions, self-control, enthusiasm, cooperation, teamwork,

## **Year 4**

- a. To know Britain is a democratic society, about how laws are made and about the local council. Fb, 1b,
- b. To know that there are drugs (including alcohol, nicotine and narcotics) that are common in everyday life, why people choose to use them, changes in behaviour linked to drugs and how to make good choices. 3a, 3b
- c. To know why people might choose not to eat certain foods. 2a
- d. To know about the importance of sleep. 2a
- e. To know about keeping safe—near roads, rail, water, building sites/with computer gaming. 2e
- f. To know some basic first aid.
- g. To know about how we grow and change including physical and emotional changes at puberty. 2g, 3h

h. To know about differences between male/female; personal space and dealing with unwanted touch and family differences. **3h**

Vocabulary: democracy, laws, rules, beliefs, council, government, alcohol, nicotine, narcotics, choice, behaviour, negative, first aid, self esteem, dignity, pride, continuation, determination, purpose, flexible, advice, fact, opinions, communities, religious, ethnic, cultural, social, sleep, relaxed, energised, fresh, puberty, hair, growth, changes, penis, testicles, vagina, breasts, personal space, safety, rail lines, tram lines, building sites, signage, cyber-bullying, password, protection, self-awareness, safeguarding, water dangers, fast food, takeaways, fruit, vegetables, meat, fish, plant based, vegan, vegetarian, halal, pescatarian,

## **Year 5**

- a. To know about how the media can manipulate images and that these images may not reflect reality.
- b. To know about keeping safe online. **2b**
- c. To know that violence within relationships is not acceptable (Great Project).
- d. To know about a wide range of emotions and feelings and how these are experienced in the body including times of change and grief. **Fg, 1c,**
- e. To know about stereotyping, including gender stereotyping.
- f. To know about prejudice and discrimination and how this can make people feel. **3f**
- g. To know about changes in puberty and the importance of physical hygiene. **2a, 4g,**
- h. To know about strategies to resist peer pressure regarding drugs, smoking and alcohol. **2c, 3a, 3e, 3b, 4b**

Vocabulary: media, manipulate, images, private, personal, reality, e-safety, tolerance, grief, violence, argument, resolution, conflict, tablets, drink, abuse, violence, secrecy, hidden, stereotyping, loss, pass away, gender stereotyping, prejudice, racism, discrimination, personal hygiene, peer pressure,

## **Year 6**

- a. To understand the dangers of addictive drugs and how they can affect our bodies. **2f, 3a, 4b, 5h**
- b. To understand the Human Rights Act and the UN Convention on the Rights of the Child/the experience of being a refugee/homeless.
- c. To know about the importance of mental health and ways to look after oneself. **3e**
- d. To know about being safe 'out and about' in the local area and recognising and respond well to peer pressure. **1e, 2d, 2e, 4e, 5h**
- e. To understand about careers, financial capability and economic wellbeing. **2b, 3g,**
- f. To understand issues such as homophobia, radicalization and gender fluidity and FGM. **5e**
- g. To know what constitutes a healthy relationship and about human reproduction. **2h, 4g, 5c, 5g,**

Vocabulary: addictive, properties, human rights, refugee, homeless, care, wage, career, enterprise, profit, loss, budget, spending, expenditure, tax, insurance, financial capability, economic well-being, homophobia, LGBT, transgender, Lesbian, Gay, Bisexual, nationality, friendship, healthy relationship, reproduction, gangs, knife crime, decent, decency,



## **FPNS Music Curriculum Intent Progression Document**

### **Music**

#### **N**

- a. To explore and learn how sounds and movements can be changed. (EAD-CWM)
- b. To enjoy joining in with moving, dancing and ring games. (EAD-CWM)
- c. To tap out simple repeated rhythms. (EAD-CWM)
- d. To experiment and create movement in response to music, stories and ideas. (EAD-BI&E)

Vocabulary: sound, moving, dancing, singing, repeat, rhyme, rhythm, follow, song, loud, quiet, pattern

#### **F2**

- a. To sing a range of well-known nursery rhymes and songs (EAD-BI&E) **Nb**,
- b. To perform songs, rhymes, poems and stories with others, and—when appropriate— try to move in time with the music. (EAD-BI&E) **Na, Nc, Nd**

Vocabulary: nursery rhymes, music, chant, fast, high, low, instrument, slow, clap

#### **Year 1**

- a. To sing a range of songs with some control of breathing, tuning and clarity of words. **Fa**,

- b. To sing songs and chants with others keeping a steady pulse (beat). **Nc, Fa, Fb**
- c. To copy back a rhythm pattern. **Nc**
- d. To explore/create sounds using body, voice and untuned percussion instruments. **Na**,
- e. To create loud and soft sounds (dynamics) and long and short sounds (duration). **Na**
- f. To explore high and low sounds (pitch). **Na**
- g. To follow the beat (pulse) and identify fast and slow beats (tempo). **Nc, Fb**
- h. To listen to a piece of music and move or clap to the pulse. **Nc, Fb**
- i. To follow hand signals to start and stop. / To listen for signals to start and stop.

Vocabulary: breathing tune, pulse, beat, pattern, soft, long, short, hand signals, melody, guitar, drums, keyboard, trumpet, saxophone,

## **Year 2**

- a. To sing a range of songs controlling dynamics and tempo and to perform to an audience. **Fa, 1a**,
- b. To pick out and clap along with the pulse in music from different styles. **1c, 1d, 1h**
- c. To copy back a repeated rhythm pattern. **1c**
- d. To explore sounds through playing untuned percussion exploring dynamics, tempo and pulse (beat). **1d**
- e. To identify higher / lower pitch from a choice of 2 notes. **1f**
- f. To follow hand signals including following pitch. **1i**
- g. To follow a graphic score.
- h. To identify when there are changes in a combination of elements – tempo, dynamic and pitch. **1g**
- i. To listen, respond and discuss recorded music. **1h**
- j. To begin to create my own music map.
- k. To create a sequence of different sounds using different musical elements to accompany a story. **1e**

Vocabulary: dynamics, tempo, perform, audience, style, tuned, untuned, notes, graphic score, pitch, listen, respond, discuss, music map, sequence, accompany, improvise, rap, compose, bass, percussion, blues, baroque, latin, irish, folk, funk, Groove, crotchet, minim

## **Year 3**

- a. To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately.
- b. To play music in a range of styles from different cultures, following a conductor and performing with confidence. **1i, 2f, 2k**
- c. To develop aural memory by copying back short melodies and rhythms. **1c, 2c**
- d. To play/sing notes that rise or fall in pitch as shown on a one line staff. **1f, 2e, 2g**
- e. To improvise simple ideas using their stringed instrument.
- f. To sing songs from different times and places, controlling pitch accurately. **2a**



- g. To sing a round in two parts. **2a**
- h. To make musical choices including varying pitch, duration, dynamics, tempo and timbre to accompany a chosen story. **2k**
- i. To create a song or chant over a repeated rhythm. **2j, 2k**

Vocabulary: stringed, ensemble, bowing, conductor, stave, round, timbre, structure, verse, chorus, hook, disco, solo, lyrics, melody, reggae, musical style, forte, piano, mezzo, instrumental, quaver, treble clef, stave, semi quaver,

## **Year 4**

- a. To sing with musical expression and an awareness of posture and breathing. **3d, 3f**
- b. To sing rounds in 3 parts. **3g**
- c. To recognise basic rhythm notation. **2e, 3a, 3d**
- d. To identify visually and aurally the instruments in an orchestra. **3a**
- e. To listen attentively to music identifying details using simple musical vocabulary to describe details. **2i**
- f. To use a picture score to represent a composition. **2g**
- g. To compose, rehearse and record a group piece of music using tuned percussion. **2d, 3h**
- h. To use instruments to record music and manipulate using ICT (e.g. GarageBand). **3a**

Vocabulary: expression, posture, notation, orchestra, picture score, manipulate, rehearse, record, introduction, backing vocals, riff, pentatonic scale, unison, lyrics, choreography, by ear, acoustic, digital/electronic sounds adagio, moderato, allegro, sharp, flat, crescendo, diminuendos,

## **Year 5**

- a. To sing songs from different genres, countries and traditions (including opera). **3f, 4a,**
- b. To use voices expressively and with increasing accuracy. **3f**
- c. To play tuned and untuned instruments musically. **1d, 2d, 3a, 3b, 3e, 4g**
- d. To listen with concentration and understanding to a range of high quality live and recorded music and to discuss its features. **4e**
- e. To understand a five-line stave as a way of representing pitch. **3d,**
- f. To understand how rhythm notation is used to create 1, 2 and 4 beats. **4c**
- g. To recognise and use chords.
- h. To recognise/use the features of samba music. **2b, 3b**
- i. To use an initial stimulus to compose their own piece.
- j. To create a visual plan of their composition using elements of musical notation. **4c**

Vocabulary: genres, opera, structure, backbeat, texture, improvise, Bossa Nova, accent, stress, tune, note values, samba, big bands, note names, ballad, harmony, vivace, andante,

## **Year 6**

- a. To play from or follow a simple notated part accurately interpreting
  - Pitch and rhythm notation, including rests
  - Time signatures
  - Sharps, naturals and flats
  - Rests for whole bars and multiple bars
  - Repeat signs
  - Dynamics (pp, p, mp, mf, f, ff) and expression (staccato / legato / crescendo / diminuendo)
- b. To play from or follow a simple notated part accurately interpreting...
- c. To sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including
  - Rhythmic accuracy, including with syncopated rhythms
  - Musical phrasing
  - A sense of shape and direction
  - Accurate pitching
  - An appropriate style for the song
- d. To sing three and four part rounds or partner songs
- e. To use listening skills and vocal independence to sing a separate harmony part with confidence
- f. To demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, playing and singing
- g. To identify the time, place and tradition in pieces to those already heard
- h. To show awareness of some of the wide range of music, cultures and traditions seen across the local community
- i. To describe key features of music that is important to their own family or community
- j. To play melodies by following staff notation and worked out by ear
- k. To adjust performing styles, technique and expression
- l. To compose, notate and perform melodies with rhythmic variety and interest made from pairs of phrases in a key with one sharp or flat (Key of G = F#, Key of F = Bb)
- m. To perform with confidence and increasing accuracy, fluency, control and expression and to communicate the essence of the music to an audience
- n. To hold their part with confidence when performing different parts
- o. To show awareness of their role in the music
- p. To follow visual clues from a conductor, responding to timing, entries and expression

- q. To blend and balance with other performers, controlling dynamics accordingly
- r. To improvise in small groups to create music
- s. To compose, notate and perform melodies with rhythmic variety and interest
- t. To create a rhythmic or chordal accompaniment to enhance composed melodies
- u. To use music technology to create and record a piece with a clear structure including repetition and contrast and a variety of different textures and timbres
- v. To review the first draft of a piece , using musical language to suggest refinements for a final version

Vocabulary: genres, opera, rock, amplifier, appraising, syncopation, swing, interlude, soul, groove, bass line, style indicators, dimensions of music, obstinate, monophonic, polyphonic, homophonic,



## **FPNS DT Curriculum Intent Progression Document**

DT

### **N**

- a. To handle tools, objects, construction and malleable materials safely and with increasing control and intention. (PD-FMS)
- b. To make, paint, draw and create with increasing independence. (EAD-CWM)
- c. To use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (EAD-CWM)

Vocabulary: tools, picture, build, shape, make, join, stack, vertical, horizontal, final,

### **F2**

- a. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD-CWM) Na, Nb,
- b. To share their creations, explaining the process they have used. (EAD-CWM)
- c. To use a range of small tools, including scissors, paintbrushes and cutlery. (PD-FMS) Na, Nb

Vocabulary: use, ideas, draw, experiment, change, materials, complete, cut,

## **Year 1**

### **Developing, planning and communicating ideas.**

- a. To design (talk about, draw and list my ideas) with a purpose/audience in mind.
- b. To draw on own experience to help generate ideas.
- c. To suggest ideas/explain what they are going to do.
- d. To model ideas in card and paper.
- e. To research to develop design ideas.

### **Working with tools, equipment, materials and components.**

- f. To make a model with increasing independence. **Fa**,
- g. To select from and use a wide range of materials and components, including ingredients, according to their characteristics.
- h. To measure, mark out, cut (accurately) and shape a range of materials with support
- i. To use tools e.g. scissors and a hole punch safely. **Fc**
- j. To assemble, join and combine materials/components together using a variety of temporary methods (including different glues, taping and split pins). **Nc, Fa, Fc**
- k. To use basic food handling and hygiene routines.
- l. To use simple finishing techniques to improve the appearance of product.

### **Evaluating procedures and products.**

- m. To say what I like about my product and make suggestions for improvement. **Fb**
- n. To evaluate a product by discussing how well it works. **Fb**
- o. To evaluate products as they are developed, identifying strengths and possible changes.

### **Projects**

1. Sliding pictures - Mechanisms
2. Playground structures (Barnaby Bear) - Structures
3. Salad – Food – Jamie Oliver

Vocabulary: purpose, audience, generate, explain, model, research, components, ingredients, measure, mark, punch, combine, glue, taping, split pins, hygiene, finishing, appearance, like, dislike, evaluate, strengths, changes, amount, vegetarian, safe, unsafe,

healthy, unhealthy, vegetables, pattern, decorate, equipment, function, structure, mechanism, product, sliding, slider,

## **Year 2**

### **Developing, planning and communicating ideas**

- a. To explore and evaluate a range of existing products. 1e, 1n
- b. To design purposeful, functional, appealing products for themselves and other users 1a
- c. To generate, develop, model and communicate their ideas through talking, drawing and mock ups. 1d
- d. To identify a purpose for product.
- e. To identify simple design criteria.
- f. To make simple drawings and label parts.

### **Working with tools, equipment, materials and components.**

- g. To build structures, exploring how they can be made stronger, stiffer and more stable.
- h. To select from and use accurately a range of tools to join, cut, shape and finish. 1j
- i. To measure and cut with some accuracy.
- j. To use hand tools safely and appropriately. 1i, 1j
- k. To assemble, join and combine materials in order to make product. 1j
- l. To use basic sewing techniques.
- m. To follow safe procedures for food safety and hygiene. 1k
- n. To choose and use appropriate finishing techniques. 1l
- o. To use mechanisms in models.

### **Evaluating procedures and products.**

- p. To evaluate against design criteria. Fb, 1m
- q. To evaluate products as they are developed, identifying strengths and possible changes they might make. 1n, 1o
- r. To talk about their ideas, saying what they like and dislike. 1o

### **Projects**

1. Space Buggy – Mechanisms – NASA engineers, the Mars Rover.
2. Gingerbread - Food
3. Purses – Textiles

Vocabulary: explore, functional, appealing, users, communicate, mock ups, criteria, stronger, stiffer, stable, accuracy, recipe, weight, dietary requirements, appeal, prototype, design, refine, adhesive, template, judge, straight, curved, forwards, backwards, vehicle, wheel, axel, fixed, rolling pin, cutters, sweet dish,

## **Year 3**

### **Developing, planning and communicating ideas.**

- a. To design (talk about, draw and list my ideas) with a purpose/audience in mind. 1a, 2b, 2d
- b. To use research, investigate and analyse a range of existing products. 2a,
- c. To consider purpose and identify the user/s when designing. 2b,
- d. To establish criteria for a successful product. 2e
- e. To plan the order of their work before starting.
- f. To explore, develop and communicate design proposals by modelling ideas. 2c
- g. To make drawings with labels when designing. 2c

### **Working with tools, equipment, materials and components.**

- h. To make models/products with increasing independence and accuracy. 1f, 2g
- i. To begin to understand and use mechanical systems. 2o
- j. To select from and use a wide range of tools, techniques, materials and components, including ingredients, according to their characteristics. 2h,
- k. Measure, mark out, cut, score and assemble components with some accuracy 2i
- l. Demonstrate hygienic food preparation and storage. 1k, 2m,
- m. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment, including ICT. 2n

### **Evaluating procedures and products.**

- n. To evaluate ideas and products against own design criteria and make suggestions for improvement. 2p
- o. To be willing to change things if this helps improve work. 2q

## **Projects**

1. Gift Box - Structures
2. Pop up books – Mechanisms – Voitech Kubasta (engineered and illustrated pop up books)
3. Baguette - Food

Vocabulary: investigate, analyse, method, mechanical systems, assemble, change, savoury dish, chopping, grating, kneading, baking, temperature, taste, texture, measure, gram, utensils, notes, stages of making, perimeter, sanding, sawing, fixing, methods, areas for development, improvements, strengths, inventor,

## **Year 4**

### **Developing, planning and communicating ideas.**

- a. To understand how key events in design and technology have helped shape the world.
- b. To consider purposes for which they are designing. **2b, 3c**
- c. To make labelled drawings from different views showing specific features. **3g**
- d. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making. **3e**
- e. To investigate and analyse a range of existing products. **2a, 3b**

### **Working with tools, equipment, materials and components.**

- f. To apply understanding of how to strengthen, stiffen and reinforce more complex structures. **2g,**
- g. To understand and use mechanical systems in product. **3i**
- h. To understand and use electrical systems in products (series circuits incorporating switches, bulbs). **3m**
- i. To prepare a salad demonstrating safe chopping and cutting. **3k, 3l**
- j. To select appropriate tools and techniques. **2h, 3j**
- k. To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. **3k**
- l. To join and combine materials and components accurately in temporary and permanent ways. **1j, 2k,**

### **Evaluating procedures and products.**

- m. To evaluate ideas and products against design criteria. **2p, 3n**
- n. To evaluate work both during and at the end of the assignment. **3o**
- o. To evaluate products carrying out appropriate tests.

### **Projects**

1. Catapult - Mechanisms Torch
2. Electrical systems – Thomas Edison and David Misell
3. Layered Salad – Food

Vocabulary: features, alternative, reinforce, electrical systems, lamp, bulb, wire, battery,

power source, cell, switch, crocodile clip, temporary, permanent, peeling, preparation, intended user, needs and wants, annotated sketch, cross sections, control, preference, reasons, designer, manufacturer, level, fulcrum, pivot, slot, process, light emitting diode, insulator, conductor, series circuit,

## **Year 5**

### **Developing, planning and communicating ideas.**

- a. To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. 3b,
- b. To generate, develop, model (with prototypes) and communicate their ideas through discussion and annotated sketches. 2c, 3g, 4c,
- c. To investigate and analyse a range of existing products. 4e
- d. Brainstorm and identify a purpose for the product. 3a, 4b
- e. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. 3f, 4d
- f. Use results of investigations, information sources, including ICT when developing design ideas.

### **Working with tools, equipment, materials and components.**

- g. To understand and use mechanical systems in products. 3i, 4g
- h. To continue to develop the principles behind a healthy and varied diet. 2m, 3l
- i. To prepare and cook a savoury dish using different cooking techniques. 4i
- j. Select appropriate materials, tools and techniques and use safely. 2h, 3j, 4j
- k. Weigh and measure accurately (time, dry ingredients, liquids).
- l. Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. 2m, 3l
- m. Cut and join wood with accuracy to ensure a good quality finish. 3k, 4k, 4l

### **Evaluating procedures and products.**

- n. To evaluate ideas and products against design criteria and consider the views of others to improve own work. 2p, 3n, 4m
- o. Evaluate product against the original design specification. 4m
- p. Evaluate personally and seek evaluation from others.

### **Projects**

1. Bird Boxes – Structures – Charles Waterton
2. Cams toys - Mechanisms
3. Chilli - Food



Vocabulary: prototypes, innovative, alternative, failure, information source, heat, hob, fry, dry ingredients, hazards, cooking time, recipe, adapting, leisure, culture, surveys, interviews, suitable, effective, successful, intended,

## **Year 6**

### **Developing, planning and communicating ideas.**

- a. To research and develop design criteria to inform the design of an innovative, functional, appealing products. **5a**
- b. To develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. **4d, 5b**
- c. To understand how key events and individuals in D&T have helped shape the world. **4a**
- d. Develop a design specification.
- e. Explore, develop and communicate aspects of design proposals by modelling ideas in a variety of ways. **5b**
- f. Plan the order of own work, choosing appropriate materials, tools and techniques. **5e**

### **Working with tools, equipment, materials and components.**

- g. To select the correct tools (use accurately and safely) and materials (according to functional properties and aesthetic qualities), components and techniques to make a successful model from a wide range of choice **2h, 3j, 4j, 5j**
- h. To apply their understanding of computing to program, monitor and control their products.
- i. Assemble components make working models. **5m**
- j. Construct products using permanent joining techniques. **4l**
- k. Pin, sew and stitch materials together. **2l**

### **Evaluating procedures and products.**

- l. To evaluate ideas and products against own design criteria and consider the views of others to improve work. **5n**
- m. Evaluate products identifying strengths and areas for development, and carrying out appropriate tests. **4n, 4o**
- n. Record evaluations using drawings with labels.
- o. Evaluate against original criteria. **4l, 4m, 5o**

### **Projects**

1. Fairground rides – Electrical systems
2. Bags – Textiles - Walter H. Deubner (reinforced paper bag)
3. Bake off – Food – Nadiya Hussain

Vocabulary: exploded diagram, cross sectional, specification, questionnaires, plans, constraints, clarify, seam, hem, dye, fastenings, pins, needles, shears, motor, pulley, rotation, ratio, impact,



## **FPNS Art Curriculum Intent Progression Document**

### **Art**

#### **N**

- a. To handle tools, objects, construction and malleable materials safely and with increasing control and intention. (PD-FMS)
- b. To make, paint, draw and create with increasing independence. (EAD-CWM)

Vocabulary: tools, objects, construction, paint, brush, draw, pencil, crayon, explore, paper, card, make, build, create, imagination, plasticine, stick, felt tip, chalk, names of colours,

#### **F2**

- a. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD-CWM) **Na**
- b. To share their creations, explaining the process they have used. (EAD-CWM)
- c. To begin to show accuracy and care when drawing. (PD-FMS) **Nb**
- d. To use a range of small tools, including scissors, paintbrushes and cutlery. (PD-FMS) **Na**

Vocabulary: model, mark making, line, colour, shape, scissors, glue, thread, decorate, fabric, materials, experiment, mix, texture,

## **Year 1**

### **Knowledge**

- a. To know some simple characteristics of different kinds of art, craft and design
- b. To know the names of tools, techniques and formal elements (colour, shape etc) that they use **Na, Fa, Fd**
- c. To know that ideas can be expressed in art work **Fb**
- d. To know the names of primary colours and that they can be used to make secondary colours **Fa**

### **Artist studies**

- e. Henri Rousseau – jungle scenes oversized plants and wild animals
  - At least one significant piece of art work e.g. *Surprise! Tiger in a tropical storm* **1891**
  - His art style e.g. Bold pictures of the jungle, landscape scenes, surrealist, oil on canvas
- f. Bridget Riley – optically vibrant paintings
  - At least one significant piece of art work e.g. *Nataraja* **1993**
  - Her art style e.g. Abstract painter, hard edge painting, Op Art (Optical Art), illusions, black and white work, colour later in her career
- g. Jessica Nielsen – bold, bright designs, minimal yet brimming with energy
  - Her art style e.g. Print designer, fashion designer, bold bright colourful patterns, botanical styles, strong shapes
  - Her inspiration e.g. light, foliage and fresh flowers in spring

### **Sketch book**

- h. To use a sketch book as a teacher led idea to record thoughts and ideas and experiment with materials
- i. To recognise and describe key features of their own and others work **Fb**
- j. To describe what they think about the work of artists

### **Skills**

#### **Drawing**

- k. To experiment with and show control with mark making using a variety of media e.g. chalk, pencil, crayon, felt tips **Fa, Fc**
- m. To make own tools for mark making using found materials **Fa**
- o. To sketch initial ideas from observation or imagination, including patterns **Fc**

#### **Painting**

- p. To mix and choose colours for effect e.g. to convey a specific feeling **Fa**
- r. To use a variety of different brush sizes to paint with **Fd**

### **Textiles and Collage**

- u. To create fabrics by weaving using man made and natural materials e.g. grass through twigs, plastic through fence, wool around lolly sticks **Fa**
- w. To fold, crumple, tear, overlap, sort and stick different materials to create images from imagination, experience or observation e.g. fabric, plastic, magazines, crepe paper **Fa**

### **Sculpture**

- x. To manipulate a malleable material in a variety of ways e.g. rolling, kneading, shaping, carving
- y. To construct, assemble and join recycled, natural and manmade materials **Fa**
- z. To explore a range of marks which can be made by pressing objects into clay

### **Printing**

- aa. To make marks in print with a variety of natural and manmade objects
- ac. To build repeating patterns when printing

Vocabulary: thick, thin, soft, broad, narrow, fine, pattern, wavy, straight, rubbing, surface, smooth, rough, bold, wrinkly, bumpy, long, curvy, light, dark, tone, sketch, primary colours, mixing, materials, malleable, clay, rolling, kneading, carving, construct, assemble, join, recycled, manmade, pressing, safety, images, crepe paper, crumple, tear, match, sort, thread, printing, rubbings, pattern, landscape, Op Art, botanical, texture, pressing,

## **Year 2**

### **Knowledge**

- a. To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times **1a**
- b. To know the techniques and processes they have used, using appropriate vocabulary **1b**
- c. To know the names of primary colours and how to mix them to achieve a specified secondary colour in paint and pastel **1d**

### **Artist studies**

- d. Friedensreich Hundertwasser – water colours and oils, harmonious interaction between nature and humans **1e**
  - At least 1 famous art work e.g.
  - His art style e.g. painter, architect, modern art, colourful, water colours
- e. Linda Styles – floral theme and butterfly decals, clay potter
  - Style of art, e.g. ceramics, range of colour intensity
  - What she sculpted, e.g. Lugged baggy pots with a chintzy feel, floral theme, butterflies
- f. Joan Miro – surrealist, sculptor, painter, ceramist,
  - At least one famous piece e.g. *Harequin's Carnival*, **1924-25**
  - His artist style, e.g. surrealism, watercolours, pastels, painting
  - Inspiration, e.g. Barcelona, scenic seaside, **1f**

### **Sketch book**

- g. To use a sketch book as a teacher led idea to record thoughts, ideas, develop skills and experiment with materials **1h**
- h. To use drawing to record ideas and experiences
- i. To express clear preferences and give reasons for these when looking at creative works using appropriate vocabulary **1j**

### **Skills:**

#### **Drawing**

- j. To explore a range of marks that can be made when drawing e.g. hatching, cross hatching **1k**
- l. To work from imagination in response to a stimulus, e.g. a story **1o**

#### **Painting**

- n. To make as many tones of one colour as possible (using white). **1q**
- o. To develop an understanding of colour mixing on a colour wheel (experimenting with secondary colours to create tertiary colours) **1p**
- p. To create an in depth study of warm and cool colours. **1p**
- s. To apply colour with different tools (e.g. brushes, rollers and fingers)

### **Textiles and Collage**

v. To explore decorative techniques using photocopied material, plastic, tissue and magazines.

### **Sculpture**

x. To manipulate clay for a variety of purposes, eg thumb pots, simple coil pots and models.

1x

y. To experiment with, construct and join recycled, natural and manmade materials more confidently. 1y

z. To roll clay to an even thickness

aa. To change the form of clay by pushing, pinching and smoothing

### **Printing**

ab. To carry out relief prints by working into a surface to print from.

ac. To repeat a pattern using a relief print 1ac

ae. To investigating layering and overlapping colours when printing

Vocabulary: line, shape, detail, pale, deep, bright, shade, tones, techniques, darken, layering, mixed media, rollers, palette knives, surface, thumb pot, coil pot, slip, even thickness, pushing, pinching, smoothing, media, overlap, knotting, fraying, fringing, plaiting, weaving, relief print, secondary, harmonious, colour intensity,

## **Year 3**

### **Knowledge**

- a. To know about the work of some artists, craftspeople and designers, what they are doing and what they intend to achieve. 1a, 2a
- b. To know how to use the tools and techniques they have chosen to work with 1b, 2b

### **Artists**

- c. Anthony Gormley – large scale sculptures through the range of semi realistic to the semi abstract
  - At least 2 famous pieces of artwork e.g. *The Angel of the North, Another Place*
  - His art style e.g. Sculptor, metal works, human figures,
  - His influences and inspiration e.g. earlier generation of artists who took sculpture into the natural world, (Donald Judd, Robert Smithson)
- d. Egyptian Art
  - How it was represented e.g. static, formal, blocky nature, viewpoint of the Ancient Egyptians, not ours
  - What it includes with examples e.g. paintings, drawings on papyrus, sculptures, jewellery, architecture, sculptures
- e. Yuko Nakata – traditional batik art forms
  - Her famous art range called *Batik*
  - Her art style e.g. wax resist dyeing of fabric, floral, traditional Batik drawing
  - Her inspirations e.g. Traditional Batik from Indonesia, China, India, Nigeria,

### **And Hokusai – printing, the Great Wave of Kanagawa**

- Wood block prints
- Japanese style, focus on subject and composition

### **Sketch book**

- f. To use a sketch book to generate ideas and observations 1h, 2g
- g. To express thoughts 2i
- h. To make records of experiments with various materials
- j. To discuss art using subject specific vocabulary. 2b

### **Skills**

#### **Drawing**

- l. To sketch using a wide range of marks with varied angle, speed, pressure and sharpness. 2j
- m. To use different grades of pencil to explore shading techniques including light, medium, dark tones.

### **Painting**

- n. To mix colours including different shades and tones with increasing confidence. **2n**
- o. To increase control with different types of tools (e.g types of brushes using colour, dotting, scratching, splashing, blocking and washes creating textural effects) **2s**
- p. To use direct observation as a starting point for work **1o**

### **Textiles and Collage**

- r. To use a wax resist and dye to create a batik.
- s. To explore creating an image when weaving wool or different materials. **1u, 2u**
- t. To use smaller eyed needles and finer threads. **2w**
- u. To develop skills in stitching, cutting and joining.

### **Sculpture**

- v. To join clay adequately and work reasonably independently. **2x**
- w. To transpose 2D pencil drawings into clay slabs

### **Printing**

- x. To carry out relief prints by building up a surface to print from. (Creating a stamp) **2ab**
- y. To use a roller and printing ink to experiment with mark making

Vocabulary: charcoal, pastels, pens, grades, light/medium/dark tones, hard, black, proportion, dotting, scratching, blocking, washes, textural effects, complementary colours, observe, design, techniques, surface patterns, construct, modelling, slabs, transpose, slip, hatch, overlapping, wax resist, batik, needles, thread, fine, stamps, printing blocks, realistic, semi realistic,



## Year 4

### Knowledge

- a. To know key ideas, techniques and working practices of a variety of artists, craftspeople architects and designers that they have studied. **2a, 3a**
- b. To know that the tools they have chosen to work with should be used effectively and with safety **3b**

### Artist studies

- c. Wassily Kandinsky – pioneer of abstraction, evocative interrelation between colour and form **2f**
  - At least 2 famous pieces of artwork e.g. *Squares with concentric circles* **1913**, *Murnau Street with women* **1908**
  - His art style e.g. pioneer of modern art, interrelation between colour and form, engaged sight, sound, emotions in his work, abstract art,
  - His influences and inspiration e.g. Claude Monet, music composers, impressionist artists, pointillism art
- d. Henri Matisse – use of colour and draughtsmanship, visual art
  - At least 2 famous pieces of artwork e.g. *Woman with a Hat* **1905**, *Trivaux Pond* **1916/1917**
  - His art style e.g. fauvism – use pure brilliant colour aggressively applied straight from the tubes to create a sense of explosion on the canvas, portraits and figures
  - His influences and inspiration e.g. other art cultures such as Asian Art, North Africa, Japanese prints, Islamic arts
- e. Georgia O'Keefe – flower painter **1g, 2e**
  - At least 2 famous pieces of artwork e.g. *Jimson Weed* **1936**, *Black Iris* **1926**
  - Her art style e.g. American modernism, paintings depicting flowers, sky scrapers, southwestern landscapes, pastel, charcoal, watercolour, oil,
  - Her influences and inspirations e.g. ideas from Arthur Wesley Dow, flowers, leaves, trees, Mexico landscape

### Sketch book

- f. To use a sketch book to plan and refine ideas **3i**
- h. To demonstrate developing skill and technique using a variety of media **2g, 3h**
- i. To express thoughts and feelings **3g**
- j. To represent ideas from multiple viewpoints **2m**
- l. To use a more complex vocabulary when discussing art **3j**

## **Skills**

### **Drawing**

- m. To sketch the human form in different positions, considering body proportions. **3k**
- n. To develop observational drawings and drawings from imagination, informed by historical sources. **2l**
- o. To draw the effect of light on a 3D object. **3m**
- p. To use landscape as a starting point for artwork

### **Painting**

- q. To confidently control types of marks made & continue to experiment with different effects & textures. **1s, 2r, 3o**
- r. To mix and match colour such as tint, tone and shade. **2n, 3n**
- s. To use colour to reflect mood in the style of an artist or period/era. **1p, 2p,**

### **Textiles and Collage**

- t. To choose collage as a means of extending ideas and work.

### **Sculpture**

- v. To show an understanding of shape, space and form when making artwork
- w. To use brown gummed tape to produce a 3D form **1y**

### **Printing**

- x. To use screen printing to create a piece of art work.
- y. To make collagraph blocks to produce relief prints **3x**
- z. To investigate different monoprint techniques

Vocabulary: forms, dimensions, third dimension, expression, emotion, expression, tint, tone, mood, record, review, revisit, improve, mastery, light effects, landscape, portrait, collagraph, monoprints, decoration, form, abstract, impressionism, pointillism, concentric, fauvism,

## **Year 5**

### **Knowledge**

- a. To know about the ideas and approaches of various artists, crafts people, designers and architects, taking account of their particular cultural context and intentions **3a, 4a,**
- b. To know the processes involved with all forms of art and how they hope to achieve high quality outcomes.
- c. To know the technical vocabulary used within different art processes

### **Artist studies:**

- d. Emma Lindstrom – creative energy within and across artworks
  - Her major themes in her art e.g. energy, abstract, capture the viewers attention, vibrant colour, psychedelic elements
  - Her inspirations e.g. inspired by life itself, energy that flows through her
  - Her processes of art e.g. built on a base of acrylics, following your heart, making mistakes
- e. Oseburg art style – a viking art style, animal motifs, strong interplay between zoomorphic and geometric patterns **3d**
  - Strong interplay between zoomorphic and geometric patterns
  - Wood carvings
  - Animal motifs including birds, human faces and the gripping beast
- f. John Constable – landscape painter **4p**
  - At least 2 famous artworks e.g. *The Hay Wain* **1821**, *Salisbury Cathedral* **1825**
  - His art style e.g. Romanticism, real depictions of the natural world
  - His art process e.g. Short strokes, restricted colour palette, preparatory sketches, layers of paint, precisely touched, scratched with brush ends, spread with a knife

### **Sketch book**

- g. To develop and discuss ideas through sketches
- h. To demonstrate an enhancing knowledge of skill and technique using various media **4h**
- i. To use the work of artists to explore their own ideas
- k. To regularly analyse and reflect on their artwork taking account of intentions and opinions **4k**

### **Skills:**

### **Drawing**

- l. To use a wide range of drawing tools, combine them to create line, tone, texture and pattern. **3m**
- m. To develop increased control of drawing tools and understand the different effects they can make. **3m, 4o,**
- n. To select and develop a part of an image using a view finder
- o. To understand that certain types of paper are more appropriate for different mediums. (Charcoal on sugar paper)
- p. To represent the effect of light on objects from different directions.

### **Painting**

- p. To mix and make colour hues **2o, 3n, 4r**
- r. To work on a multi shaped and textured surface

### **Textiles and Collage:**

- s. To investigate and combine tactile materials **1y, 3u**
- t. To create work on fabric with a variety of colours and decoration. **4u,**

### **Sculpture**

- v. To describe the different qualities involved in modelling, sculpture and construction. **4v**
- w. To use recycled, natural and manmade materials to create sculpture. **1y, 2y**
- x. To use Modroc (plaster bandage) as a sculptural material

### **Printing.**

- y. To create a resist print using stencils, paper cuts and pre cut shapes to create an abstract image. **4x**

Vocabulary: vibrant, psychedelic colours, zoomorphic, geometric, carving, romanticism, view finder, mediums, colour hues, marble/marbling, multi shaped, visual, wet media, blending, hatching, scale, atmosphere, tactile, Modroc, stencils, carbon paper, motifs, impressed,

## Year 6

### Knowledge

- a. To know how to interpret and explain the work, ideas, working practices of a range of significant artists, craftspeople, designers and architects, taking account the influence of different historical, cultural and social contexts in which they worked. 3a, 4a, 5a
- b. To know the techniques for modifying the qualities of different materials and processes. 5b
- c. To know and understand the technical vocabulary associated with different art processes 5c

### Artist studies

- d. Tang Yau Hoong – negative space artist – artist, illustrator, graphic designer
  - Historical content of his work e.g. creating art that is conceptual, surreal and fun, mainly commercial work, goes beyond reality to fantastic worlds, reminiscent works to Roy Lichtenstein and his negative space from Norm Bar,
  - Practices of his work e.g. passion for creative thinking, simplistic in nature, works with various clients globally in advertising, editorial, branding, marketing. Attempts to tell a story through art and space, may look simple but complicated works that take time to understand, flat colour, solid composition,
  - Type of art e.g. illustrator, graphic designer, Negative art,
- e. LS Lowry – WW2 artist, painter
  - At least three famous pieces e.g. *Going to the match 1928*, *Blitzed site 1942*, *Level crossing 1946*
  - Historical content of his work e.g. industrial Britain, reflects the austere, dismal experiences of workers, war artist, Salford, Lancashire
  - Practices of his work e.g. his mood was reflected in his work, matchstick style figures, straightforward style, block colours, simple perspective
- f. Andy Goldsworthy – environmental artist, sculptor, photographer, environmentalist
  - At least three famous pieces e.g. *Rain Shadow 2010*, *Storm King Wall 1997-1998*, *Red Leaf Patch, Cumbria 1983*
  - Historical content of his work e.g. worked as a farm labourer which fostered an interest in nature, cycles of the season, outdoors, early works were rock sculptures,
  - Practices of his work e.g. sculptor, photographer, land artist, creating work outdoors from natural materials found on site, photographing before

### Sketch book

- h. To record interests, experiments and observations accurately 4f, 5g
- i. To try techniques and processes in a sketchbook before applying them
- j. To express their own ideas and feelings 3g, 4i,

- k. To give reasoned evaluations of their own and others' work which takes account starting points, intentions and context behind the work **4k, 5k**
- l. To use the language of art with greater sophistication to discuss art **4l**

## **Skills**

### **Drawing**

- m. To make detailed, analytical, observational drawings **3k, 4m, 4n, 5n**
- n. To work in the negative by using rubbers to remove graphite and charcoal work.
- o. To draw a scene using a vanishing point perspective **2m,**

### **Painting**

- q. To mix and make colour greys **2n, 3q**
- s. To focus on line and contour when recording from direct observation
- t. To use and explore tonking to create different effects when painting

### **Textiles and Collage**

- u. To form and create fabric relief prints **2ab**
- v. To use a range of sewing techniques to create art work **2w, 3t, 4u,**
- w. To use natural and manmade materials to produce a multimedia weaving **1u, 2u**

### **Sculpture**

- x. To produce sculptural forms in response to an artist's work **3w,**
- y. To make a mould and use plaster safely. **5x**

### **Printing**

- z. To transpose designs into monoprints **4z, 5z**
- aa. To create a series of overlaying prints. **2ae,**

Vocabulary: tonal contrast, photographer, analytical, graphite, charcoal, foreground, background, horizon, middle ground, colour greys, multimedia, tonking, running stitch, mould, plaster,



## **FPNS MFL (French) Curriculum Intent Progression Document**

### **MFL**

#### **Foundation**

To know how to say hello, goodbye and hi in French (Ongoing throughout the year, for example in the register). See language angels salutations slideshow.

#### **Year 1**

To know how to say hello, goodbye and hi in French (Ongoing throughout the year, for example in the register). See language angels salutations slideshow.

To know how to count to 10 in French.

To know where France is on the map.

#### **Year 2**

To know how to say hello, goodbye and hi in French (Ongoing throughout the year, for example in the register). See language angels salutations slideshow.

To know how to count to 10.

To know how to say, 'my name is...'.

To be able to say how I feel.

### **Year 3**

- To be able to say the sounds, 'CH', 'OU', 'ON' and 'OI'. (Autumn 1)
- To learn about France. (Autumn 1)
- To be able to say how I feel. (Autumn 1)
- To be able to ask, 'what is your name?' and reply. (Autumn 1)
- To know numbers 1-10. (Autumn 1)
- To know some colours. (Autumn 1)
- To learn the days of the week. (Autumn 2)
- To learn the months of the year. (Autumn 2)
- To learn numbers 11-20. (Autumn 2)
- To know some colours. (Autumn 2).
- To be able to name five animals. (Spring 1)
- To be able to name five more animals. (Spring 1)
- To write about animals. (Spring 1)
- To understand 'un' and 'une'. (Spring 1)
- To be able to say five things I can do. (Spring 2)
- To be able to say five more things I can do. (Spring 2)
- To be able to say things I can do. (Spring 2)
- To say, 'I am able to...'. (Spring 2)
- To be able to name five fruits. (Summer 1)
- To be able to name five more fruits. (Summer 1).
- To be able to talk about 'one' and 'more than one' fruit. (Summer 1)



- To say which fruits I like. (Summer 1)
- To listen to the story of 'Little Red Riding Hood'. (Summer 2)
- To understand key words from the story. (Summer 2)
- To learn body parts linked to the story. (Summer 2)
- To know body parts linked to the story. (Summer 2)
- To match words and pictures from the story. (Summer 2).

#### **Year 4**

- To be able to say the sounds, 'ch', 'ou', 'on' and 'oi'. (Autumn 1)
- To be able to say the sounds, 'i', 'in', 'ique' and 'ille'. (Autumn 1)
- To say which fruits I like. (Autumn 1)
- To say which fruits I like and dislike. (Autumn 1)
- To apply my knowledge of fruits. (Autumn 1)
- To explore sounds of language in a song. (Autumn 1)
- To say, 'I am able to...'. (Autumn 2)
- To say, 'I am' and 'am not able to...'. (Autumn 2)
- To extend sentences with conjunctions. (Autumn 2)
- To know five vegetables. (Spring 1)
- To know five more vegetables. (Spring 1)
- To know how to say, 'a kilo' of... (Spring 1)
- To be able to say, 'I would like...' (Spring 1)
- To understand a conversation with someone I have just met. (Spring 2)
- To write a conversation between two people. (Spring 2)
- To show I can count confidently to ten. (Spring 2)
- To say how old I am. (Spring 2)
- To learn seven classroom objects. (Summer 1)
- To learn five more classroom objects. (Summer 1)
- To be able to say what is in my pencil case. (Summer 1)

- To learn the different ways of saying 'my'. (Summer 1)
- To learn some foods and drinks. (Summer 2)
- To continue to learn some food and drinks. (Summer 2)
- To be able to order food and drinks. (Summer 2)
- To be able to order more than one item in a café. (Summer 2)

## **Year 5**

- To learn the four seasons. (Autumn 1)
- To learn vocabulary about winter. (Autumn 1)
- To learn vocabulary about spring. (Autumn 1)
- To learn vocabulary about summer. (Autumn 1)
- To be able to say the sounds, 'I', 'IN', 'IQUE' and 'ILLE'. (Autumn 2)
- To learn different ways of saying 'my'. (Autumn 2)
- To learn how to say what is not in my pencil case. (Autumn 2)
- I can talk about objects in the classroom. (Autumn 2)
- To be able to say the sounds, 'é', 'è', 'e', 'eau' and 'eux'. (Spring 1)
- I can say how old I am. (Spring 1)
- To say where I live and what nationality I am. (Spring 1)
- To understand a person presenting themselves. (Spring 1)
- To learn the names of family members. (Spring 2)
- To learn how to say 'my' family member. (Spring 2)
- To say if I have brother and/or sisters. (Spring 2)
- To learn how to introduce my family members (Spring 2)

## **2023/24**

- To learn some food and drinks. (Summer 1 )
- To continue to learn some food and drinks. (Summer 1)
- To be able to order food and drinks. (Summer 1)
- To be able to order more than one item in a café. (Summer 1)

## **2024/25**

To be able to order more than one item in a café. (Summer 1)

To learn about French currency. (Summer 1)

To understand café based conversation. (Summer 1)

To say where I live. (Summer 2)

To name rooms in a home. (Summer 2)

To name more rooms in a home. (Summer 2)

To say what is and is not in my home. (Summer 2)

## **Year 6**

To be able to say the sounds 'ch', 'ou', 'on', 'oi'. (Autumn 1)

To learn the numbers 21-30. (Autumn 1)

To be able to present myself in a conversation. (Autumn 1)

To be able to say the sounds 'i', 'in', 'ique', 'ille'. (Autumn 2)

To learn how to introduce my family members. (Autumn 2)

To learn numbers to 100. (Autumn 2)

To be able to name and introduce family members. (Autumn 2)

To be able to say the sounds è ,é, e, eau, eux. (Spring 1)

To know the days of the week. (Spring 1)

To know how to count to 31. (Spring 1)

To be able to read and say the date. (Spring 1)

To learn the names of some pets. (Spring 2)

To be able to say I have a pet. (Spring 2)

To be able to introduce a pet. (Spring 2)

To say if you do or not have a pet. (Spring 2)

To talk about a pet using a conjunction. (Spring 2)

To say what is and isn't in my home. (Summer 1)

To be able to read about my home. (Summer 1)

To be able to talk about my home. (Summer 1)

To learn some names of items of clothing. (Summer 2)

To learn some more names of items of clothing. (Summer 2)

To be able to say what I wear. (Summer 2)

To describe clothing using colours. (Summers 2)

To use the possessive adjective 'my'. (Summer 2)



## **PE Curriculum Intent Progression Document**

### **PE**

#### **N**

a. To run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. (PD-GMS)

b. To move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping and hopping. (PD-GMS)

c. To experiment and create movement in response to music, stories and ideas. (EAD-BI&E)  
Vocabulary: move, run, jump, hop, skip, climb, roll, crawl, hit, shuffle, dance, throw

#### **F2**

a. To negotiate space and obstacles safely, with consideration for themselves and others. (PD-GMS) **Na**

b. To demonstrate strength, balance and co-ordination when playing. (PD-GMS) **Nb**

c. To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD-GMS) **Nb**

d. To try to move in time with the music. (EAD-BI&E) **Nc**  
Vocabulary: space, obstacle, balance, in time, movement,

## **Year 1**

### **Knowledge**

- a. Know some basic body actions **Nc, Fb**
- b. Know basic rules for simple games
- c. Know how to find and use space safely in all lessons **Na, Fa**
- d. Know how to score points in simple modified games

### **Dance**

- e. To perform basic body actions and move with control **Fb**
- f. To remember and repeat body actions in a simple pattern **Fd**
- g. To describe basic body actions

Vocabulary: control, stillness, space, pattern, perform

### **Gymnastics**

- h. To show basic control and coordination when travelling and when remaining still **Fb**
- i. To make their bodies tense, relaxed, stretched, curled **Nb**
- j. To copy the basic moves of a gymnast **Fb**

Vocabulary: log roll, forward roll, teddy bear roll, travelling, stretch, push, pull, still, spring, tension, relaxed, apparatus, tuck, straddle, pike

### **Striking and Fielding**

- k. To use basic underarm rolling and hitting skills
- l. To intercept, retrieve and stop a bean bag or medium sized ball with more consistency
- m. To sometimes catch a bean bag or medium size ball

Vocabulary: underarm, roll, hit, stop, retrieve, catch

### **Invasion**

- n. To throw and kick a ball in a variety of ways
- o. To track balls sent to them moving in line with the ball to receive it
- p. To move with a ball in and out of cones **Na, Fa**

Vocabulary: pass, receive, dribble, speed, team, netball, basketball, handball, football, hockey,

### **Net and Wall**

- q. To send an object using a hand or a bat to a partner or target space
- r. To move towards a ball to return it with hand or bat
- s. To score a point against an opponent over a line or small net

Vocabulary: send, bat, return, opponent, tennis, volleyball, catch, throw, net,

### **Athletics**

t. To develop fundamental skills of hopping, skipping, jumping, throwing, running, jogging etc  
**Nb, Fc**

u. To travel quickly and slowly **Nb**

v. To evaluate their performance using time

**Vocabulary:** walk, jog, throw, target, high, low, skip, aim, fast, slow, jump, safely, bean bag, hoop,

### **Outdoor and Adventurous**

w. To move safely from one place to another along a simple path **Fa**

x. To locate signs and clues within a known environment

**Vocabulary:** safety, path, clues, signs, symbols,

## **Year 2**

### **Knowledge**

a. Knows that position of the body affects accuracy when throwing

b. Know different dance expressions

c. Know the rules for the games they play **1b**

d. Know what makes a good gymnastic routine **1j**

e. Know the best way to catch a ball **1m**

f. Know how to land safely after jumping **Nb, Fc**

### **Dance**

g. To choose and perform different body actions that express an idea, mood or feeling **1i**

h. To perform a short dance with control and coordination that link body actions **1e**

i. To describe how dancing affects their body

**Vocabulary:** feeling, expressions, intercept, target, beginning, middle, end, direction, speed, rhythm,

### **Gymnastics**

j. To perform a sequence that shows a clear change of speed **1h**

k. To perform a variety of basic gymnastic actions with coordination and control **1j**

l. To say why they think gymnastic actions are being performed well

**Vocabulary:** coordination, control, twisted, sequence, speed, land, posture, points, shapes,

### **Striking and Fielding**

m. To perform basic skills of rolling and striking with more confidence during a range of simple games **1k**

n. To throw a ball towards a given target accurately **1n**

o. To catch different sized balls with more consistency **1m**

**Vocabulary:** striking, aiming, target, direction, overarm throw, tracking a ball, Softball, Cricket, posts, stumps, bowl, pull shot

### **Invasion**

p. To throw and catch a ball with a team member **1n**

q. To intercept a ball using hands and/or feet **1l**

r. To play simple attacking and defending games

**Vocabulary:** intercept, tracking, space, controlling, attack, defence, dribble, shoot,

### **Net and Wall**

s. To hit a ball with both hands or a racquet with some consistency **1q, 1r**

- t. To track the path of a ball over a line or net and move towards it **1r**
- u. To play a modified game by sending and returning a ball over a line or small net **1s**

Vocabulary: racquet, net, direction, game, tennis, volleyball, 2 person pass,

### **Athletics**

- v. To develop fundamental skills to access a broad range of activities to enhance their agility, balance and coordination **Fb, Fc, 1t**
- w. To perform 2:2, 2:1, 1:2, 1:1 jumps and land with control **Fc, 1t**
- x. To attempt a range of throwing techniques to improve accuracy

Vocabulary: bounce, leap, land, overarm, underarm, accelerate, take off, evaluate, obstacle,

### **Outdoor and Adventurous**

- y. To know which way a map is orientated
- z. To follow a short trail with support **1x,**
- aa. To solve a problem using the environment to help them

Vocabulary: map, trail, plan, problem, environment

### **Year 3**

#### **Knowledge**

- a. Knows how to stay safe when doing outdoor adventurous activities
- b. Know why tactics are important **2r**
- c. Know the basic rules of some invasion, net and wall, striking and fielding games **1b, 2c**
- d. Know that hitting a ball further increases the chances of scoring more points/runs **2m**
- e. Knows how to keep count of a score
- f. Know the best way to catch different sized balls **2e**
- g. Know what a dance phrase is
- h. Know that altering the movement of body parts during performance affects the end result
- e.g. swinging arms and bending knees to jump further from a stationary position

#### **Dance**

- i. To improvise freely from a given stimulus **Fd, 1e, 2h**
- j. To create and share a dance phrase independently or with a partner/group **2h**
- k. To suggest improvements to their own and other's dances

Vocabulary: repeat, dance phrase, improvisation, gesture, character, analyse, formation, pivot, tempo, timing

#### **Gymnastics**

- l. To use their own ideas for movements in response to a task including shape, action and balance **2k**
- m. To plan sequences of contrasting actions using apparatus and floor space **2j**
- n. To compare gymnastic sequences commenting on the similarities and differences **2l**

Vocabulary: combine, contrast, evaluate, improve, contrasting, strength, suppleness, inverted,

#### **Striking and Fielding**

- o. To strike a stationary ball into a target area **2m**
- p. To catch a ball with both hands at different heights using the correct technique **1m, 2o**
- q. To retrieve a ball and throw it back to a partner **2n**

Vocabulary: Space, point, position, English Catching, Australian Catching, retrieve, pitch, wicket, defence, offence, lay-up,

#### **Invasion**

- r. To score goals using the appropriate technique
- s. To pass and dribble with control without an opponent **2r**
- t. To keep possession of a ball by throwing and catching **2p**

Vocabulary: scoring, shooting, evading, possession, making space, bounce pass, chest pass, overhead pass, shoulder pass,

### **Net and Wall**

u. To begin a game by using a simple serve **2s**

v. To play a continuous game by throwing, catching and simple hitting **2u**

w. To move forward to return a ball over a net and into a boundary **1r, 2t**

Vocabulary: underarm serve, bounce or drop serve, court, set shot, shuttle cock, net, racquet, strings,

### **Athletics**

x. To run at fast, medium and slow speeds

y. To throw objects using a range of techniques **2x**

z. To jump from a stationary position and land correctly **2f, 2w**

Vocabulary: distance, stationary, technique, sling, sprint, steady pace, accuracy, height, record, heartbeat, time, obstacles, stance, javelin, shot put, discus, stop watch, long jump, vertical jump,

### **Outdoor and Adventurous**

aa. To identify where they are using a simple plan of their environment **2y**

ab. To follow a short trail using a simple plan **2z**

ac. To respond positively to a problem they are set **2aa**

Vocabulary: route, trust, communication, direction, partner and team work



## **Year 4**

### **Knowledge**

- a. Know what a relay is and the rules for when to run
- b. Know the rules main rules of the invasion, net and wall, striking and fielding games they are participating in **3c**
- c. Know that they need to attack and defend to be successful **2r**
- d. Know the correct techniques for throwing and catching **2e, 3f, 3p**
- e. Know some tactics for attacking and defending across a range of sports **2r**
- f. Know that you can improve strength and suppleness

### **Dance**

- g. To use simple movement patterns to create dance phrases independently, with a partner or in a small group **3j**
- h. To use dynamic, rhythmic and expressive qualities whilst performing dance phrases and dances
- i. To describe and interpret a dance performance **3k**

Vocabulary: repetition, action, reaction, agility, emotion, endurance, muscular, flexibility, stamina

### **Gymnastics**

- j. To perform actions, balances and body shapes with control **2k**
- k. To plan, perform and repeat longer sequences that include changes in direction and level, clear body shapes and controlled movement **2j, 3m**
- l. To perform a sequence following a pathway in time with a partner and describe successes **3n**

Vocabulary: 90 degrees, 180 degrees, approaching, combine, rotation, stamina, tucked, constructive, refine, stride length,

### **Striking and Fielding**

- m. To field a ball by stopping it or catching it, using the correct technique **1l, 3q**
- n. To strike a ball and run to distance bases **3o**
- o. To throw a ball over arm accurately at a short-distanced target **3q,**

Vocabulary: pull, hook, boundary, innings, off drive, on drive

### **Invasion**

- p. To use appropriate tactics to keep possession and help their team to score **3s**
- q. To pass and dribble with control under pressure **1p, 3s**
- r. To move into position to score **3r**

s. To play games using a range of throwing and catching techniques **3p**

Vocabulary: travel, support partner, points, goals, technique, position, non contact, footwork, 3 pointer, stance, jump shot, contact,

### **Net and Wall**

t. To return a served ball using either side of the body **3w**

u. To choose ways to send a ball to make it difficult for an opponent to return **3w**

v. To use defensive tactics to defend the court, moving into different positions

Vocabulary: forehand, backhand, volley, rally, dig shot, underarm serve,

### **Athletics**

w. To combine running and jumping activities with control **3x, 3z**

x. To throw a variety of objects, changing their throwing action for distance and accuracy **3y**

y. To take part in relays over a range of distances remembering when to run

Vocabulary: relay, changeover, handover, joints, leading leg, trail leg, measure, pulse rate, hurdles, preferred, landing foot, stamina, diagonal, approach, relay, baton, hurdles, triple jump, symmetry

### **Outdoor and Adventurous**

z. To use maps and diagrams to orientate themselves **3aa**

aa. To travel around a simple course using a map **3aa, 3ab**

ab. To plan a simple physical challenge with a partner or group

Vocabulary: rules, maps, orientate, physical challenge, pace

## **Year 5**

### **Knowledge**

- a. Know the difference between sprinting and running for sustained periods **3x**,
- b. Know the correct techniques for jumping e.g. triple jump, high jump, long jump **2w, 4w**
- c. Know the correct techniques for throwing e.g. discus, shot put, hammer throw
- d. Know different styles of dance **4h**
- e. Know the rules and scoring systems for the sports they participate in **4b**
- f. Know the swimming strokes: front crawl, back stroke, breast stroke, butterfly
- g. Know the correct swimming techniques for all strokes
- h. Know the names of different shots, strokes and positions in a range of sports
- i. Know the safety requirements when swimming and around poolside

### **Dance**

- j. To adapt and refine the way they use weight, space and rhythm in their dances **4h**
- k. To express themselves in the style of dance they perform **4h**
- l. To recognise and comment on dances showing an understanding of style **4i**

Vocabulary: dance style, transfer weight, technique, variation, unison, back point step, posture, collaboration, endurance, fluency, muscular strength, carousel, continuous,

### **Gymnastics**

- m. To link and perform multiple sequential elements including changes in level, direction and speed **4k**
- n. To choose actions, body shapes and balances with a sequence **4g**
- o. To use a basic criteria to make judgments on a performance and suggest improvements **4i**

Vocabulary: dynamics, mirroring, matching, accurately, display, cool down, warm up, spin, joints, muscles, take off, flight, criteria, sequential elements, point of balance,

### **Striking and Fielding**

- p. To score points by hitting a ball and running to the target **4n**
- q. To move feet to catch a ball at different heights and levels, one and two handed **3p, 4m**
- r. To field moving and stationary balls using correct technique **4m**
- s. To throw a ball from distance to a desired fielder/ target area using the correct technique **4o**

Vocabulary: on drive, off drive, defensive, fielding, rounder, backstop, stance, grip, runs, rounder,

### **Invasion**

- t. To mark opponents and help each other whilst defending 3t, 4p
  - u. To use tactics to help their team keep the ball including passing and dribbling 3s, 4p, 4q
  - v. To use tactics to create scoring opportunities and shoot with control during games 4p
- Vocabulary: keeping possession, shielding, marking, double dribble, centre, wing attack, goal shooter, goal attack, goal keeper, goal defence, thirds, travelling

### Net and Wall

- w. To play a range of shots on both sides of the body, moving feet to hit the ball 4t, 4u
  - x. To apply control when returning a ball including foot placement, shot selection and aim 4u, 4v
  - y. To play modified sending and returning games with others, keeping track of their own scores
- Vocabulary: overhead serve, singles, foot placement, shot position, ready position, rally, spike shot, forehand, backhand, lift, drop shot, flick serve

### Athletics

- z. To throw with accuracy and power into a target area
  - aa. To perform a variety of jumps using the correct technique with a short run up 4w,
  - ab. To run over long distances for sustained periods of time 3x
- Vocabulary: pacing, projectory, release, performance, hammer throw, long distance,

### Swimming

- ac. To swim 25m on front unaided
  - ad. To swim 25m on back unaided
  - ae. To develop strokes for travelling in water, on front and back with and without support
  - af. To swim for distance, at an appropriate pace, being able to travel further
- Vocabulary: front crawl, backstroke, breast stroke, width, length, 25m, pace, stamina, treading water,

## **Year 6**

### **Knowledge**

- a. Know all the rules, scoring systems and positions for the sports they participate in 4b, 5e
- b. Know how to play doubles games including rules and strategies 4b,
- c. Know the best strategies for running events at different distances 3x, 5ab
- d. Know what would make an excellent dance or gymnastics routine 5l, 5o

### **Dance**

- e. To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances 4g, 4h
- f. To use appropriate criteria to evaluate and refine their own and other's work 4i, 5l
- g. To perform a dance to an accompaniment expressively and sensitively 4h, 5k

Vocabulary: motif, interpret, exploration, criteria, accompaniment, expressive, sensitive, choreograph, beat, pose,

### **Gymnastics**

- h. To plan, design and perform innovative routines and sequences using different apparatus and floor space 4k,
- i. To show an awareness of factors influencing the quality of a performance and suggest aspects that need improving 5o
- j. To combine and perform gymnastic actions, shapes and balances at different levels and speeds 5m

Vocabulary: co-operate, audience, assessment, aesthetics, extension, judgement, inverted, counter-balance, parallel, timing, asymmetrical,

### **Striking and Fielding**

- k. To strike a bowled ball with precision to score the most runs 4n, 4p
- l. To use strategies and tactics in game situations to beat opponents
- m. To field a ball quickly and effectively to prevent teams from scoring runs 5q, 5r
- n. To bowl a ball over arm or under arm using the correct technique

Vocabulary: wicket keeper, off side, on side, square leg, cover fielder, cut shot, hook shot,

### **Invasion**

- o. To choose the right tactics for attacking and defending 2r, 5u, 5v
- p. To support players to score goals 5v
- q. To keep possession of a ball using different techniques e.g. passing, controlling, dribbling 4p, 5u
- r. To use marking, tackling and/or interception to improve their defence 5t

Vocabulary: repossession, covering, width,

### **Net and Wall**

s. To use forehand, backhand and overhead shots with more confidence in games **5w**

t. To make appropriate choices in a game about the best shot to use and apply tactics effectively to be successful **5w**

u. To develop doubles play

Vocabulary: doubles, top spin, slice, smash, overhand serve, smash, lob,

### **Athletics**

v. To choose the best pace for a running event to improve on personal targets **3x, 4y, 5ab**

w. To show correct technique and accuracy when throwing for distance **5z**

x. To show control at take-off and landing in jumping activities **3z, 5aa**

Vocabulary: trajectory, sprint start, standing start, push technique,

### **Outdoor and Adventurous**

y. To find solutions to problems and challenges **3ac**

z. To respond positively when the task or environment changes and the challenge increases **3ac**

aa. To work increasingly well in a team, understanding their own roles and responsibilities

Vocabulary: roles, responsibilities, positive mental attitude, environment,

### **Games (Outdoor)**

|         | Invasion Games |              | Net and Wall/ Invasion |              | Striking and Fielding / Athletics |           |
|---------|----------------|--------------|------------------------|--------------|-----------------------------------|-----------|
|         | Autumn 1       | Autumn 2     | Spring 1               | Spring 2     | Summer 1                          | Summer 2  |
| Nursery | Multi Skills   | Multi Skills | Multi Skills           | Multi Skills | Athletics                         |           |
| FS      | Multi Skills   | Multi Skills | Tennis                 | Handball     | Athletics                         |           |
| Year 1  | Hockey         | Handball     | Tennis                 | Basketball   | Rounders                          | Athletics |
| Year 2  | Football       | Rugby        | Tennis                 | Netball      | Cricket                           | Athletics |
| Year 3  | Hockey         | Handball     | Tennis                 | Basketball   | Rounders                          | Athletics |
| Year 4  | Football       | Rugby        | Tennis                 | Netball      | Cricket                           | Athletics |
| Year 5  | Hockey         | Handball     | Tennis                 | Basketball   | Rounders                          | Athletics |
| Year 6  | Football       | Rugby        | Tennis                 | Netball      | Cricket                           | Athletics |

### **PE (Indoor)**

|         | Autumn 1       | Autumn 2            | Spring 1                | Spring 2              | Summer 1                | Summer 2           |
|---------|----------------|---------------------|-------------------------|-----------------------|-------------------------|--------------------|
| Nursery | Dance          | Gymnastics          | Multiskills             |                       | Athletics               |                    |
| FS      | Dance          | Gymnastics          | Multiskills             |                       | Athletics               |                    |
| Year 1  | Dance          | Gymnastics          | Outdoor and Adventurous | Volleyball            | Dodgeball               | Athletics          |
| Year 2  | Dance          | Gymnastics          | Outdoor and Adventurous | Volleyball            | Benchball               | Athletics          |
| Year 3  | Dance          | Gymnastics          | Dodgeball               | Table tennis          | Outdoor and Adventurous | Athletics          |
| Year 4  | Dance          | Gymnastics          | Volleyball              | Table tennis          | Outdoor and Adventurous | Athletics          |
| Year 5  | Swimming Dance | Swimming Gymnastics | Swimming Gymnastics     | Swimming Table Tennis | Swimming Dodgeball      | Swimming Athletics |
| Year 6  | Dance          | Gymnastics          | Volleyball              | Table tennis          | Outdoor and Adventurous | Athletics          |



# **Fernwood Days Curriculum Intent**

## **Fernwood Days**

### **Fernwood Days**

**A celebration of Fernwood Primary and Nursery School's Life and Culture.  
A place where we come together to grow and learn as a team to be great humans, ready to take on the challenge of living on this wonderful planet.**

### **Our Character Curriculum**

We believe that good character development is important for every child's life and their later life outcomes, including those relating to health, wellbeing and careers. We aim to teach and develop within our pupils positive character traits through interactive activities integrated into the curriculum responding to individual and cohort needs. The aim is that right now and later on in life they are able to use these traits to help them through difficult and challenging times.

The character traits we explore, encourage and develop include—*courage, pride, empathy, altruism, respect, trust, personal responsibility, team work, inclusion, perseverance, creativity and resilience.*

Each year we begin our character curriculum with a week introducing and exploring some of the traits and setting the class expectations and aspirations for developing confident, resilient learners. Whole school assemblies launch the trait that will be learned about each half term at an age appropriate level. Year groups then plan activities, class discussions, challenges and homework.

### **Wellbeing**

Children's wellbeing is of a high priority for all staff in school. Children are taught a variety of strategies to promote good mental health and wellbeing in assemblies, clubs, PHSE, whole class sessions such as healthy lifestyle choices, mindful activities, calming breathing etc. In FS and KS1 there are opportunities for children to attend wellbeing lunchtime clubs and in KS2 there is a mindfulness café where children can meet 'wellbeing buddies' for peer support.

The school SENCo is a trained mental health first aider and staff receive CPD on mental health and wellbeing for children.

### **Character Curriculum/Wellbeing Week**

To set class intentions to be courageous, resilient, respectful.

To set and clarify rules and routines.

To share class procedures for challenge and support in every day learning.



### **Faith and Culture Day**

To learn about and appreciate different cultures and religions in our community and across the world.

To value and celebrate the religions and cultures represented in our community.

To celebrate diversity and difference while promoting respect and unity in our community and beyond.

To explore cultures and religions through dance drama and art.

To promote own unique and family identities through wearing special clothes, talking about customs and rituals, sharing food etc.

### **Enterprise**

To plan and carry out an enterprise project as a class/cross phase.

To begin to understand and at an age related level: budgeting, purchasing, product design, target market, profit and money.

To develop and practise empathy, action and altruism.

To raise money for own class and a good cause.

### **Performances**

Each year group has the opportunity to work as a class/year group to prepare, rehearse and perform for peers, parents and carers. Performances include F2 Nativity, Y1 Spring Play, Y2 Summer Play, 'Christmas Sing' performances, Y3-6 Class assemblies, Y6 end of year show, 'clubs' performances.

To develop courage and confidence to perform on a stage/for an audience.

To learn lines, songs and dances.

To perform with projection, clarity and expression.

To experience the 'feel' and thrill of performing as a group, working on a longer term task

### **World Book day**

To share a love for reading and books.

To experience and participate in drama/theatre productions/workshops.

To explore books and story in imaginative and creative ways.

To explore books and stories through role play.

To explore and discover different authors and genres.

To become authors and illustrators, writing and creating own texts, stories and books.

### **Science Week**

To develop curiosity and excitement about science.

To ask questions about the world around us.

To use and apply scientific vocabulary.

To ask questions and carry out investigations at school and at home.

To complete science investigations developing age related science skills.

### **Green Day**

To promote a love, awe and wonder for our planet.

To begin to understand environmental issues that affect the world.

To care for our immediate school environment and community.

To promote and look for ways to care for our planet now and in the future (work with charities/walk to school/recycling/outdoor spaces/healthy living).

### **Big Arts week**

To explore, experience and develop a variety of 'arts' subjects eg. art, dance, drama, poetry on a theme (often linked to a famous painting).

Develop age related art skills (see art).

To work collaboratively developing planning, communication and cooperation skills.

To develop multimedia techniques.

To have the opportunity to work on a large scale.

### **Careers Week**

To begin to understand the world of work, jobs and careers.

To understand the reasons we work.

To develop career aspirations, hopes and dreams.

To learn about different jobs.

To match and begin to identify own strengths, skills and gifts.

To prepare questions, speak to and learn from adults/parents/local businesses from a variety of careers (develop community links).

To challenge gender stereotypes in the workplace.

To learn about real/fantasy jobs.

To learn about jobs in the past/future.

To learn about the emergency services.

### **Fernwood Festival**

To come together and celebrate as a whole school community.

To work together, create, perform and experience different arts workshops, activities and performances.

To experience and enjoy music from a range of genres.

To learn and perform a range of popular songs (sing in unison).

### **Geography – explorer**

To know about similarities and differences in relation to place

To make an imaginary map with symbols / a simple key

To develop curiosity and excitement about geography

To ask questions about the world around us

To use and apply geographic vocabulary

To ask questions and carry out mapping investigations

To complete geography-based investigations developing age related mapping skills

### **History**

To inspire pupils' curiosity to know more about the past.

To know about the diversity of our society.

To understand people's lives and the challenges of their time.

To compare the similarities and differences between how people lived in the past and now.

To ask perceptive questions and think critically.

To gain understanding of their own identity through learning about others.

## **FPNS Visits and Residentials Curriculum Intent Progression Document (*Enriching the Curriculum*)**



### Visits and Residentials

**N**

### **FS**

#### **St. Leonards C of E Church**

To know how Christians welcome babies into the Christian Church  
To consider who Jesus was in the nativity story

#### **White Post Farm**

To look at the similarities and differences between a town and a farm

#### **Wollaton Library**

To enjoy a love of books  
To know a local community venue  
To know what a library is

### **Year 1**

#### **Sherwood Pines**

To experience, talk about and enjoy a wooded area for the day.  
To talk about and make links to the work of Andy Goldsworthy.  
To create a sculpture using natural objects in the style of Andy Goldsworthy.  
To create a clay sculpture to inspire story telling.

#### **St Leonard's C of E Church**

To know how Christians prepare for Christmas  
To ask questions about what happens and why in a church, especially at Christmas

To know the Christian Holy symbols and books

### **Mosque – Masjid Sultania**

To visit a holy building (Mosque)

To ask questions about what happens and why in holy buildings

To recognise that holy buildings are connected to beliefs about worshipping

### **Sikh Gurdwara – Singh Sabha**

To know the similarities and differences between places of worship

To listen to a Sikh story about being caring

To know how Sikhs care for others in the local community

## **Year 2**

### **Shipwrecked Sleepover**

To demonstrate courage when experiencing new things.

To show resilience when things feel challenging.

To experience one night away from home.

To build structures to explore how to make them stronger, stiffer and more stable.

To explore and evaluate a shelter.

To develop and design ideas through discussion.

Act as a whole group and encourage everyone to join into an activity.

### **The farm**

To know that animals have offspring which grow into adults.

To describe the basic needs of animals including water, food and air.

To say what materials animals produce.

### **Nottingham Liberal Synagogue**

To know about Jewish beliefs and celebrations e.g. Shabbat

To know about the Torah and its use in Synagogues

To listen to and consider meanings for stories e.g. Genesis 1

### **Carlton Hindu Temple**

To know the similarities and difference between places of worship

To listen to a story from the Vedas (e.g. Rama and Sita – Diwali); know it's meaning and why it is important

To know about the role of Hindu gods in religious stories

## **Year 3**

### **Conkers – Stone Age**

To experience life as a tribe member

To know about worship practices during the stone age

To know the similarities and differences between hunter gatherers and early farmers

To understand how tools were developed

To know how stone age civilians used tools to make flour

### **St Thomas More Catholic Church**

To recognise the significant features of a church.

To connect features of a church to religious practices.

## **Year 4**

### **Roman Day**

To know about the power of the Roman army

To appreciate how artefacts help us to build up an accurate picture of how people lived in the past

To explain how people in the past cooked and travelled differently and used different weapons

### **York**

To demonstrate courage when experiencing new things.

To show resilience when things feel challenging.

To experience 2 nights away from home.

To further develop social skills.

To appreciate the value of money in a real life context.

To build and develop human and physical geographical knowledge about York.

### **York Minster**

To know how significant life events are marked in a church

To understand how and why Christians use music to express their belief and devotion

To make links between Bible scripture and Christian songs.

## **Year 5**

### **Viking Day**

To understand how the Vikings wrote

To use drama to re-enact a raid

### **Space Centre**

To describe the movement of the Earth and other planets relative to the sun in the solar system.

To describe the movement of the moon relative to the Earth.  
To describe the sun, Earth and moon as approximately spherical bodies.  
To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### **Mosque**

To explore the architecture of local Islamic religious buildings.  
To describe ways in which art and architecture expresses spiritual ideas.  
To express my opinions on whether religious buildings need to be spectacular.  
To understand the views on mosques as charity.

## **Year 6**

### **Beth Shalom**

To understand about different Jewish communities and settlements, pre WW2.  
To understand what is meant by prejudice and persecution.  
To know about the work of The National Holocaust Museum as a place of remembrance.

### **Conwy**

To develop independence and learn to manage and organise myself away from home.  
To develop social skills.  
To appreciate the value of money in a real life context.  
To develop emotional resilience.  
To develop self-confidence and self-belief when tackling tricky situations.  
To develop an empathy for those around me who might find a situation difficult.