



What do we want to find out next?

Phase EYFS
Years Reception
Spring Term 2022

Communication & Language

Previous term's learning:

Listening skills, following instructions, speaking in front of others, learn new vocabulary, engage in story time

Intent:

Develop questioning skills, develop sense of humour, develop sentence structure,

Sequence of Lessons:

1. To ask questions to find out more
2. To being to understand humour
3. To understand a range of complex sentence structures
4. To develop confidence to talk to others
5. To talk in sentences using conjunctions

Outcome:

To be able to...

Listen attentively and respond to what they hear with relevant questions, comments and actions the being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Express their ideas and feelings about their experiences using full sentences making use of conjunctions

Personal, Social & Emotional

Previous term's learning:

Emotions and related behaviours, washing hands, getting dressed, recognising when they need help, follow one step instructions

Intent:

Follow two step instructions, resilience and perseverance, buttons, zips and buckles, turn taking and working in groups

Sequence of Lessons:

1. To focus during longer whole class lessons
2. To follow two-step instructions
3. To begin to show resilience and perseverance in the face of challenges
4. To practice zips, buttons and buckles
5. To being to work as a group with support
6. To use taught strategies to support turn taking

Outcome:

To be able to...

Show an understanding of their own feelings and those of others, and begin to regulate behaviour accordingly. Give focussed attention to what the teacher says, responding appropriately even when engaged in Ann activity, and show the ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance. Manage getting dressed. Work and play co-operatively and take turns with others

Physical Development

Previous term's learning:

Ball skills

Intent:

To move in a variety of ways, to stop and start safely, balancing

Sequence of Lessons:

1. To balance
2. To run and stop
3. To change direction
4. To jump
5. To hop
6. To explore different ways to travel using equipment

Outcome:

To be able to...

Negotiate space and obstacles safely. Demonstrate strength, balance and co-ordination when playing. Move energetically

Physical Development

Previous term's learning:

Fine motor skills, making marks, dominant hand

Intent:

Tripod grip, hold and use scissors, manipulate small equipment, letter formation, hammer and saw

Sequence of Lessons:

1. To use tripod grip
2. To hold scissors correctly - cut along a curved line
3. To thread small beads
4. To use small pegs
5. To write taught letters using correct formation
6. To use a hammer and saw

Outcome:

To be able to...

Hold a pencil effectively in preparations for fluent writing - using the tripod grip in almost all cases. Use a range of tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy - Comprehension

Previous term's learning:

Begin to answer questions. Engage in story time

Intent:

Develop understanding of stories

Sequence of Lessons:

1. To act out stories
2. To begin to predict what may happen in the story
3. To suggest how a story might end
- 4.
- 5.
- 6.

Outcome:

To be able to...

Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories.

Reading Opportunities: Over the term the environment will be enriched with a variety of fiction and non fiction texts based around the project and themes of interest of the children. There will be examples of text that are phonetically decodable and that match the teaching of phonics. The environment will be print rich



What do we want to find out next?

Phase 1
Years 1 and 2
Spring Term 2022

Literacy - Word Reading
Previous term's learning:
Set 1 sounds and red words

Intent:
Know and recognise sounds taught and read some red tricky words

Sequence of Lessons:
1. Revise Set 1 sounds and red words
2. Practice Fred Talk
3. Set 2 sounds and red words
4. To blend sounds to read words
5. To read words ending with s
6. To read words ending with s/z
7. To begin reading captions
8. To read books matching phonics ability
Outcome:
To be able to...
Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that

Literacy - Writing
Previous term's learning:
Name writing, write words and labels

Intent:
Understand simple sentence structure. Begin to write words and phrases

Sequence of Lessons:
1. To form lower case letters
2. Begin to write sentences with FS
3. Understand sentences start with CL and FS
4. Spell words
5. Spell read words

Outcome:
To be able to...
Write recognisable letters. Spell words by identifying sounds in them and representing the sounds with a letter. Write simple phrases and sentences that can be read by others

Maths - Number
Previous term's learning:
Numbers to 5

Intent:
To deepen understanding and number sense of numbers 0-8

Sequence of Lessons:
1. Recognise 0-8
2. Subitise to 5
3. Find one more to 8
4. Find one less to 8
5. Explore composition of 6, 7, 8
6. Match number and quantity

Outcome:
To be able to...
Have a deep understanding of number to 10, including the composition of each number. Subitise to 5. Recall bonds to 5 and some to 10, including doubling facts

Maths - Numerical Pattern
Previous term's learning:
Quantities to 5. Equal and unequal groups. Count to 10

Intent:
To deepen understanding and number sense of numbers 0-8 and count beyond 10

Sequence of Lessons:
1. To count to 15
2. To count objects to 10
3. To compare quantities to 8
4. Understand difference between odd and even
5. Combine two groups of objects

Outcome:
To be able to...
Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 recognising greater than, less than and the same as. Explore and represent patterns with numbers to 10 - evens, odds, doubles and sharing

Maths - Shape, space and measure
Previous term's learning:
Square, triangle, 5p and 4 and 5 O'clock

Intent:
To compare length and height. 3D shape

Sequence of Lessons:
1. To order by height/length
2. To order days of the week
3. To measure height using cubes
4. To measure time
5. To recognise 6, 7, 8 O'clock
6. Begin to recognise 3D shape
7. Explore properties of 3D shape

Outcome:
To be able to...
To have a deep understanding and ability to apply spatial reasoning skills and make direct comparisons.

Key Skills

UK and Locality, Europe, North
and South America.
Knowledge of the world
Subject-specific vocabulary

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What do we want to find out next?

Geography Skills should be taught when
linked to projects where ever possible to
ensure real world application.



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Talk about where they live/their home.	Name the country they live in. Begin to name other countries.	Know the world has continents and oceans Know the 4 countries of the UK	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Locate on a map-human characteristics of the UK. Locate on a map physical characteristics of the UK	Locate on a map-human characteristics of Europe (including the location of Russia) Locate on a map physical characteristics of Europe.	Locate on a map-human characteristics of countries around the world and major cities (including North and South America). Locate on a map physical characteristics of countries around the world and major cities Know the meaning of the Arctic and Antarctic Circles	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Know the meaning of the Tropics of Capricorn and Cancer Know Prime/Greenwich Meridian and time zones (including day and night).

What do we want to find out next?



Place Knowledge	Talk about what they can see near their own home/near school.	Talk about what they can see near their own home/near school, local environment.	Know geographical features of the UK	Compare the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Study environments and compare similarities and differences in a range of features stated above
Human and Physical Geography	Talk about what they can see around them.	Talk about own environment. Talk about different environments. To know and recognise signs of Winter To know some important processes and changes in the natural world incl states of matter	Use some key vocabulary to describe features of the environment	Identify seasonal and daily weather patterns in the UK. Know hot and cold areas in relation to the equator and the North and South Poles. Know human features: city, town, village, port, harbour.	Know different types of settlement and land use. Know economic activity including trade links.	Study rivers and mountains Study volcanoes and earthquakes	Understand the distribution of natural resources including energy. Know about the the water cycle Know about natural resources (where they come from)	Know meaning of Biomes and vegetation belts Know about climate change Know about plate tectonics



		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.						
Geographical Skills and Fieldwork			<p>Use directional language (left or right, near or far)</p> <p>Construct basic maps and include symbols.</p> <p>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.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries.</p> <p>Use simple compass directions (North, South, East, West) to describe the location of features and routes on a map.</p> <p>Use aerial photos and plan perspectives to recognize landmarks and basic human and physical features</p> <p>Devise a simple map and use and construct basic symbols in a key</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.to compare different characteristics</p>	<p>Use the eight points of a compass, symbols and keys to build knowledge of the UK and the wider world.</p> <p>Use ordinance survey maps</p> <p>Use satellite maps</p>	<p>Use four and six-figure grid references, symbols and keys to build knowledge of the UK and wider world.</p> <p>Use Geographical information systems (GIS) to analyse data</p>	<p>Use multiple sources of complex information to draw conclusions</p>

Blue text signifies statutory requirement.



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Know some names of plants.</p> <p>Begin to say how they are different from each other.</p> <p>Start to describe the features of plants.</p>	<p>Identify and name a variety of common wild and garden plants.</p> <p>Identify and describe the basic structure of a plant (root, stem, leaves and flowers).</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Describe the basic structure of a variety of common flowering plants and trees (root, stem, leaves and flowers, roots, trunk, branches).</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Describe how plants need water, light, and suitable temp to grow and stay healthy.</p>	<p>Identify/describe the functions of different parts of flowering plants (inc. roots, stem/trunk, leaves and flower).</p> <p>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</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants (inc. pollination, seed formation and seed dispersal).</p>	N/A	N/A	N/A

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History Skills should be taught when linked to projects where ever possible to ensure real world application.



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Talk about things that happened today, yesterday tomorrow.	Talk about past events in their lives. To talk about the lives of people around us To know that emergency services exist and what they do To know some similarities and differences between past and now	Put things in order Significant to themselves	Put things in order within the topic	Order events over a larger timescale	Beginning to think about the impact of historical events/people	Shows some understanding and talks with some clarity about the impact of historical events	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>
Use of sources			People, photographs personal opinions and facts	Offers opinions and facts with some reasoning about an historical event	Distinguishing between fact and opinions and given reasons	Understanding the difference between primary and secondary sources	Use a variety of reliable sources to gain a deeper understanding of subject Compare historical sources and suggest the validity of these	Understand the methods of historical enquiry, including how it is used to make historical claims
Historical Enquiry			Children begin to ask Who? Where? When? questions	Children begin to ask why events happened	Children pose own questions to gain an understanding of the topic	Generate purposeful questions	Begin to use questions to understand significant events	Identify significant events, make connections, draw contrast and analyse trends



Analyse and evaluate the impact of significant people/events in history			To talk simply about why something happened Changes within living memory (21 st century)	Explore a particular event and how it affected people at the time Events beyond living memory that are significant nationally or globally (past centuries)	Question why something happened and how it impacted on people	Question why something happened and how it impacted people long term	A detailed study of a particular famous person and their historical legacy	A detailed study of a particular famous person and their historical legacy from at least two different points of view
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Historical timeline:

KS1:

Changes within living memory (21st century)

Events beyond living memory that are significant nationally or globally (past centuries)

The lives of significant individuals in the past who have contributed to national and international achievements.

Compare aspects of life in different periods.

Significant historical events, people and places in their own locality.

KS2:

Changes in Britain from the stone age to the iron age.

Roman empire and its impact on Britain

Britain's settlement by Anglo Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Local history study

Study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.

The achievement of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt, the Shang Dynasty of Ancient China

Ancient Greece - a study of Greek life and achievements and their influence on the western world.

A non European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c AD900: Mayan civilization c AD900: Benin (West Africa) c AD900-1300.

Key Skills

Painting and use of materials
Artistic Expression
Effective art techniques
Knowledge of Artists

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Science Skills should be taught when linked to projects where ever possible to ensure real world application.



SCIENCE

[illegible]



Materials	<p>Begin to say similarities and differences between materials.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>To know some important processes and changes in the natural world incl states of matter</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and compare the uses (suitability) of a variety of everyday materials (inc. wood, metal, plastic, glass, brick, rock, paper, cardboard) for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Rocks</p> <p>Compare and group together different types of rocks on the basis of their appearance and simple their physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Relate simple physical properties of some rocks to their formation (igneous/sedimentary)</p> <p>Recognise that soils are made from rocks and organic matter to form igneous, sedimentary and metamorphic rock.</p>	<p>States of matter</p> <p>Compare and group materials into solids, liquids and gases.</p> <p>Observe and explain that some materials change state when heated/cooled and measure or research the temp at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Properties and changes of materials</p> <p>Compare/group everyday material based their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials (inc. wood, metal and plastic)</p> <p>Explain how some materials will dissolve in liquid to form a solution Describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases:describe how mixtures might be separated (filtering, sieving and evaporating). Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible (inc. changes associated with burning and action of acid on bicarbonate of soda).</p>	<p>N/A</p>
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Seasonal Changes		To know and recognise signs of Winter	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>					
Living things and their habitats	<p>Talk about the features of their immediate environment</p> <p>Say how environments vary from one to another</p>	<p>Observe changes across the four seasons.</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	N/A	<p>Explore & compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats that they are suited to.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats (inc. micro-habitats).</p> <p>Describe how animals obtain their food from plants and other animals (simple food chain).</p> <p>Identify and name different sources of food.</p>	N/A	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences (inc. micro-organisms, plants and animals).</p>



<p>Light and sound</p>	<p>N/A</p>	<p>N/A</p>	<p>Light</p> <p>Identify/name sources of light Explain what darkness is.</p> <p>Compare a variety of sources of light.</p> <p>Describe the features of day and night.</p> <p>Describe the movement of the sun across the sky.</p>	<p>N/A</p>	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Investigate and find patterns in the way the size of shadows change.</p>	<p>Sound</p> <p>Identify and name how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>N/A</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.</p> <p>Using the idea that light travels in straight lines, explain why shadows have the same shape as the object that cast them.</p> <p>Explain that light can be broken into colours and different colours can be combined to appear as a new colour.</p>
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Earth and Space	N/A	N/A	N/A	N/A	N/A	<p>Explain that the sun is the centre of our solar system.</p> <p>Discuss and understand the terms star, galaxy, milky way and universe.</p> <p>Identify the four seasons and link this to changes in sunlight and weather.</p> <p>Begin to understand the movement of the earth around the sun and the moons movement around the earth.</p>	<p>Describe the movement of earth and other planets relative to the sun in the solar system.</p> <p>Describe the movement of the moon relative to the earth.</p> <p>Describe the sun, earth and moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	N/A
Forces and Magnets	N/A	N/A	N/A	Describe how things move at different speeds, speed up and slow down.	<p>Compare how things move on different surfaces (friction).</p> <p>Understand that some forces need contact between two objects and that magnetic forces can act at a distance.</p> <p>Explain the force of gravity.</p> <p>Explore push and pulls as a force.</p> <p>Magnets Describe how magnets have two poles - one that attracts and one that repels.</p> <p>Predict and observe how</p>	N/A	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity (drag force).</p> <p>Identify the effect of gravity, air resistance, water resistance and friction that act between moving surfaces.</p> <p>Know how to measure the size of a force using Newtons.</p> <p>Recognise that some mechanisms (inc. levers, pulleys and gears) allow a smaller force to have a greater effect.</p> <p>Explain how scientists such as Galileo Galilei and</p>	N/A



					<p>magnets attract or repel each other and attract some materials and not others, depending on which poles are facing.</p> <p>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.</p>		Isaac Newton helped to develop the theory of gravitation.	
Electricity	N/A	N/A	N/A	N/A		<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series circuit, identifying and naming its basic parts (inc. batteries, wires, bulbs, switches and buzzers).</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p> <p>Recognise that some common conductors</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of batteries (cells) used in the circuit.</p> <p>Compare and give reasons for variations in how components function (inc. the brightness of a bulb, loudness of buzzers and position of on/off switches).</p> <p>Use recognised symbols when representing a simple circuit diagram knowing the names of all</p>



						and insulators and associate metals with being good conductors.		components. Identify what causes a short circuit or a circuit to fuse.
<p>Working Scientific-ally</p> <p><i>(to be delivered through teaching of subject content and not to be taught separately)</i></p>	N/A	<p>Ask simple questions and recognising that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identifying and classifying.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>Ask simple questions and recognising that they can be answered in different ways.</p> <p>Observe closely using simple equipment.</p> <p>Perform simple tests and evaluate the findings.</p> <p>Identify and classify.</p> <p>Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts and displays.</p>	<p>Observe closely using simple equipment.</p> <p>Perform simple tests, make predictions, measure and evaluate findings.</p> <p>Identify and classify.</p> <p>Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts and displays.</p>	<p>Ask relevant questions using different types of scientific enquiries to answer.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Begin to make accurate measurements using standard units (inc. data loggers).</p> <p>Record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables.</p> <p>Report findings from investigations including written explanations of results and conclusions, displays or presentations.</p> <p>Use results to draw simple conclusions and suggest improvements and predictions for setting up further tests.</p> <p>Look for similarities and differences or changes in data in order to draw conclusions.</p>	<p>Ask relevant questions using different types of scientific enquiries to answer.</p> <p>Set up simple practical enquiries, comparative and fair tests using a range of equipment.</p> <p>Begin to make accurate measurements using standard units (inc. data loggers and thermometers).</p> <p>Record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables.</p> <p>Report findings from investigations including oral and written explanations of results and conclusions, displays or presentations.</p> <p>Use results to draw simple conclusions, make predictions for new values and suggest improvements.</p> <p>Use straightforward scientific evidence to</p>	<p>Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.</p> <p>Take measurements, using a range of equipment, with increasing accuracy, taking repeat readings when appropriate.</p> <p>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in tests, in oral and written forms.</p>	<p>Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.</p> <p>Take measurements, using a range of equipment, with complete accuracy, taking repeat readings when appropriate.</p> <p>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Continue to use test results to make predictions to set up further comparative</p>



					Use straightforward scientific language to answer questions or to support findings.	answer questions or to support findings (using secondary sources).		<p>tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in tests, in oral and written forms.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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Blue text signifies statutory requirements.

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Art Skills should be taught when linked to projects
where ever possible to ensure real world application.

ART

	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media	Use a variety of media across the year ~ highlight off each term ensuring a mixture has been covered. Paint (ready mix, powder, block) chalk, charcoal, pastel, pencils (hard/soft) clay, mod roc, crayon, ink (printing) pencil crayon, photographs, fabric (thread, silks) oil, wood (natural leaves etc) felt, collage (paper, card) wet/dry paper, dyes, paper mache, sponges							
Expression and Imagination	Opportunities should be given for children to explore and experiment; share experiences; develop imagination and respond to experience / stimulus							
Artists	Know that artists create art (different media)	Look at a range of work by different artists Say whether they like or dislike a piece of art and begin to give reasons why.	Explore a range of work by artists, craft makers and designers Be able to give their opinion and say why they like/dislike the work of other artists	Continue to explore and be exposed to work by artists and designers Be able to describe the similarities and differences between different practices and disciplines and make links to their own work. Work alongside an artist in order to make links to their own work	Begin to research great artists and designers through time Begin to include elements of other artists work in their own Be able to appraise the work of other artists and designers and say how their work links to their own	Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures Have an in-depth knowledge of a great artist in history and be able to link their own work to them Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences	Use the work of a famous artist as a stimulus for their own work Use other artists work as a basis for critique Research and develop the techniques of other artists to use in own work Be introduced to the work of great architects in history	Have an in-depth knowledge of the work of an artist / architect and choose a style to emulate in constructing a scale model / piece of art Be able to identify and appraise the work of great designers in history



where possible to ensure real world application

	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Experiment with texture, colour, line, pattern, shape, form and space			Record observations and use them to review and revisit ideas.			
Drawing	Make marks, signs and symbols on a variety of types of paper	Able to use marks, lines and curves.	Use line to represent objects seen, remembered or imagined	Explore tone using different grades of pencil, pastel and chalk	Name and select different grades of pencil for a purpose. Use line and tone to represent things seen, remembered or observed	Explore shading, using different media Build up drawing techniques (intricate marks when drawing) Use media to create tone and shade. Improve mastery of art and design techniques, including drawing:	Use line, tone and shade to represent things seen, remembered or imagined Use techniques to introduce perspective (Drawing from above and below, near/far)	Experiment with line, tone and shade.
Painting	Use a variety of tools to spread paint - straws, matchsticks, brushes.	Explore mark making using brushes, foam and sponges.	Name the primary colours. Select brushes to create thin or thick lines.	Know how to mix secondary colours. Know the effects of adding water, sand, sawdust to create texture in paint.	Mix primary and secondary colours with the addition of black and white and other hues	Mixing tertiary colours (browns, neut Build up painting techniques (resist work, layering, and scraping) rals, flesh)		Limited palette' work. Working with one colour and developing work using tints and shades
Collage		Handles different materials from the class "bit box"	Selects and sorts, cuts, tears, stitches and discusses	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Engages in more complex activities, e.g. cutting and sewing a variety of materials		Develops skills of overlapping and overlaying	Develops experience in embellishing, using more advanced stitching and appliqué techniques



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles		Able to say the colour, texture or shape of textiles.	Sort, collect and discusses and pulls apart cloths and threads Use a range of textile equipment including beads and fabric/thread for sewing	Stitch and cut threads and fibres Simple weaving with strong wool through a stiff card loom.	Weave paper. Able to use running stitch. Dye fabric using tie-dye, batik etc	Uses plaiting, pinning, stapling, stitching and sewing techniques	Cuts and stitches patterns	Experiments with soft sculpture; cuts and joins patterns, embellishing the components
Printing	Use hands and feet to print.	Able to print using hands, feet, fingers, found materials.	Uses one colour of paint or ink on a block	Repeating patterns, random or organised, with range of blocks	Extends repeating patterns - overlapping, using two contrasting colours etc	Explores images and recreates texture using wallpaper, string, polystyrene etc	Recreates images through relief printing using card	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief
Sculpture Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire)				Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools	Simple dyeing techniques including tie dying, and printing Use a variety of the same media e.g. powder, ready mix paint	Use a variety of materials (card, cardboard, wood) for creating 3D structures	Develop sculpture techniques by manipulating natural materials to create a structure	Construct scale models using joining and drawing techniques Improve mastery of art and design techniques, including sculpture:

Blue text signifies statutory requirement.



	Throughout: understand how key events and individuals in design and technology have helped shape the world.							
Cooking & nutrition	Name and identify everyday fruit and vegetables.	Understand the importance of breakfast and The need to have a mixture of different food types.	Use a range of basic cooking equipment (eg knife, chopping board, spoon, fork, bowl) Design, make and evaluate (discuss what they likes/didn't like) about a dish of their choice.	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Understand how different ingredients are produced. Name and identify some seasonal ingredients. Prepare a simple dish safely and hygienically.	Understand and apply the principles of a healthy and varied diet. Understand food group proportions. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare a simple dish safely and hygienically.	Develop food preparation skills (including bridge hold and claw grip, Prepare a dish safely and hygienically.	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

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DT

DT Skills should be taught when linked to projects where ever possible to ensure real world application.



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>Begin to draw a design of their own</p> <p>Use materials to create a picture of their design</p> <p>Talk about what they are doing during each stage</p>	<p>Make pictures of their design saying what they want to make</p> <p>Use criteria to design and make purposeful, functional items</p> <p>Create a prototype and critique and redraft product</p>	<p>Design and make purposeful and functional products</p> <p>Use pictures and words to convey what they want to design and make</p> <p>Describe and explain what they are making, how it works and what they need to do next</p>	<p>Design and make purposeful, functional and appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT.</p> <p>Discuss their work as it progresses</p>	<p>Use research to develop the design of functional and appealing products</p> <p>Record plan by drawing labelled sketches or writing and discuss this while working</p>	<p>Use research and develop design criteria to inform the design of functional and appealing products that are fit for purpose</p> <p>Consider different ways in which they can creatively record their planning to engage an audience</p>	<p>Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations</p>	<p>Use research and exploration to identify and understand user needs when designing a product</p> <p>Generate, develop, model and communicate design ideas using discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes detailed plans, oral and digital presentations and computer based tools</p>



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make	<p>Use and explore a variety of materials</p> <p>Use a variety of tools and techniques</p>	<p>Use equipment safely</p> <p>Use the correct tools for the job</p> <p>Know the tools they are using</p>	<p>Name the tools you are using</p> <p>Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials</p> <p>Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape</p> <p>Join appropriately for different materials and situations</p>	<p>Select from, name and use a range of tools and equipment to perform practical tasks (Eg, cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Think ahead about the order of their work and plan tools and materials needed. E.g. Weighing scales, glue gun, ruler</p> <p>Consider working characteristics of materials</p>	<p>Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy</p> <p>Join and combine a range of materials, some with temporary, fixed or moving joints</p>	<p>Select and use tools and equipment for a range of uses. E.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work</p> <p>Join and combine a range of materials and ingredients using appropriate methods. E.g. beating, rubbing in, drilling, gluing, sewing, screwing</p>	<p>Select from and use specialist tools and techniques for a range of uses. E.g. Whisk, craft knife, cutting mat, safety ruler</p> <p>Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties</p>



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate	<p>Represent their own ideas through their work</p> <p>Talks about their creation and how they got to the finished product</p>	<p>Say what they like and dislike about products that are already know</p> <p>Begin to say how they could improve a product offering own ideas</p>	<p>Explore existing products</p> <p>Say what they like and do not like about products they have made</p> <p>Consider and explain how the finished product could be improved</p>	<p>Explore and evaluate existing products</p> <p>Talk about their developing designs and identify good points and areas to improve throughout the design process</p> <p>Evaluate their ideas and products against a design criteria</p>	<p>Investigate and analyse a range of existing products</p> <p>Identify strengths and areas to improve in their own design</p> <p>Identify what does and does not work in the product</p>	<p>Use investigations of existing products to inform planning of their own product</p> <p>Check their work as it develops and modify approach in light of progress</p> <p>Discuss how well their product meets the design criteria and the needs of the user</p>	<p>Show a clear understanding of the specification and use this to inform decisions</p> <p>Justify decisions about materials and methods of construction</p> <p>Evaluate products and use of information sources</p>	<p>Test, evaluate and refine ideas and products against a specification</p> <p>Justify decisions made during the design process</p> <p>Evaluate products and use of information sources throughout the process and use this to inform planning</p>
Technical knowledge	<p>Build using a variety of materials</p> <p>Begin to say how they made their structure</p>	<p>Build structures using different materials</p> <p>Begin to make suggestions to make structures stronger and more stable</p> <p>Begin to explore mechanisms such as levers, wheels and axels</p>	<p>Build structures and investigate how they can be made more stable</p> <p>Insert paper fasteners for card linkages</p> <p>Create models with wheels and axels</p>	<p>Build structures and investigate how they can be made stronger, stiffer and more stable</p> <p>Use a range of materials to create models with wheels, axels or hinges</p> <p>Explore and use mechanisms: temporary, fixed and moving joints (levers, sliders)</p>	<p>Join and combine materials with temporary, fixed or moving joints</p> <p>Create shell or frame structures and make structures more stable</p> <p>Understand and use electrical systems in their products: a circuit with a bulb or buzzer in a model</p>	<p>Create prototypes of shell or frame structures to inform design process</p> <p>Strengthen frames with diagonal struts</p> <p>Use lolly sticks/card to make levers and linkages</p>	<p>Use linkages to make movement larger or more varied</p> <p>Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms</p> <p>Understand and use electrical systems in their products: Incorporate motor and a switch into a model</p>	<p>Control a model using an ICT control programme</p> <p>Build complex frameworks using a range of materials to support mechanisms</p> <p>Understand and use electrical systems in their products: Use a CAM to make an up and down mechanism</p>

Key Skills

Singing techniques
Songs for occasions
Composing music confidently
Listening carefully to live and recorded music and appraising effectively

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Computing Skills should be taught when linked to projects where ever possible to ensure real world application.



MUSIC

Listening and Appraising	Listen and begin to make comments on others work Begin to say if music is loud/quiet fast/slow	Listen to and say dislikes/likes to a range of music	Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns Understand how different musical elements combined can create a mood	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music,	Able to describe and compare moods in different pieces of music	Begin to appreciate and understand different works and composers Listen to live music and evaluate impact Identify features that typify the work of great composers through time	Listen and appraise using appropriate musical vocabulary Identify characteristics of a piece and repeat using voice or instrument	Listen with attention to detail and recall sounds with increasing aural memory. Understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
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It should be used at every opportunity to compose, record and perform!

Blue text signifies statutory requirement.



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and Performing	<p>Begins to build a repertoire of songs and dances</p> <p>Sing songs, and dance experimenting with changing them</p>	<p>Use voices to sing songs, chants and rhymes</p> <p>Explore and create sounds with a variety of instruments</p>	<p>Sing songs and chants rhymes with some expression</p> <p>Experiment to create accompaniments using instruments</p> <p>Perform to an audience</p>	<p>Sing songs creatively adding accompaniments, changing the words and musical qualities</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments</p>	<p>Perform in a group using voices and instruments with expression</p> <p>Sing in a round</p>	<p>Perform in a group and alone using voices and instruments</p> <p>Sing in a round and in canon</p>	<p>Perform in a group and alone using voices and instruments creatively incorporating expression and control</p> <p>Sing in two parts including two part harmonies</p>	<p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing fluency, accuracy, control and expression.</p>
Composing	<p>Make music experimenting with changing</p> <p>Explores different sounds of instruments</p>	<p>Experiment with different sounds to create music</p>	<p>Explore different instruments and ways of making a sound with them</p> <p>Begin to use symbols to represent sounds</p> <p>Begin to use technology to record sounds</p>	<p>Adapt symbols representing music to show changes in dynamics</p> <p>Choose and control sounds to create different moods and effects</p>	<p>Interpret notation of rhythm (not on a staff)</p>	<p>Improvise and compose music for a range of purposes controlling musical qualities</p>	<p>Begin to use simple formal notation including beats in a bar</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>

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	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology in the real world	<p>Recognise that a range of technology is used in places such as homes and schools</p> <p>Select and use technology for particular purposes</p>	<p>Recognise common uses of information technology beyond school</p> <p>Use technology both within school and beyond</p>	<p>Select appropriate images to add to work</p> <p>Use different font sizes, colours and effects</p> <p>Develop an awareness of appropriate language in an email</p>	<p>Use different font sizes, colours and images to communicate meaning for a given audience</p> <p>Use presentation software</p> <p>Navigate email folders</p> <p>Use appropriate language in a simple email</p> <p>Save digital content to cloud based storage system</p>	<p>Use different font sizes, colours and images purposefully</p> <p>Open received emails and save attachments to appropriate place</p> <p>Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending</p> <p>Understand computer networks including the internet.</p>	<p>Know how to use digital tools responsibly to communicate</p> <p>Use search technologies effectively and safely</p> <p>Know what validity is, understand anyone can contribute on the internet</p>	<p>Use search technologies and appreciate how results are selected and ranked</p> <p>Use digital devices to combine software and present data and information</p> <p>Evaluate validity of a range of digital sources</p>	<p>Use search technologies and be discerning in evaluating digital content.</p> <p>Use technology to accomplish challenging goals.</p> <p>Collect, analyse and evaluate data</p> <p>Use a range of digital devices to combine different software and present data and information</p>



Programming	<p>Interact with age appropriate software</p> <p>Complete a simple program on a digital device</p>	<p>Begin to understand what algorithms are</p> <p>Begin to use some logic to predict what will happen next in a program</p>	<p>Know what algorithms are and how they are used</p> <p>Understand how algorithms impact programming</p> <p>Predict the behaviour of simple programs.</p> <p>Control something using simple instructions</p>	<p>Understand that programmes are a sequence of simple instructions</p> <p>Create and debug simple programmes</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use a programme to control a physical hardware.</p>	<p>To plan simple sequences with algorithms</p> <p>Use logical reasoning to predict errors</p>	<p>Design a simple programme with a specific focus using algorithms to write the sequence</p> <p>Use sequence selection and repetition in programs</p> <p>Detect and correct errors in algorithms and programmes</p>	<p>Design and write programs that control simulations and physical systems</p> <p>Work with variables and various forms of input and output to test programs</p>	<p>Understand several key algorithms that reflect computational thinking for sorting and searching</p> <p>Apply programming skills in a real world context</p>
Purposeful application	<p>Use technology for a purpose i.e. complete a game</p>	<p>Use technology beyond school</p> <p>Begin to use technology to create simple programs</p>	<p>Recognise how ICT is used beyond school</p> <p>Use technology to create digital content</p>	<p>Use technology to create and store digital content</p> <p>Create and implement simple programmes on digital devices</p> <p>Use technology to retrieve, organise, and manipulate digital content</p>	<p>Create and implement programmes to accomplish given goals</p> <p>Use technology to present data and digital content</p>	<p>Design, write and debug programs that accomplish specific goals</p> <p>Use technology to collect and present data and digital content</p>	<p>Create and implement a range of programmes and content to accomplish specific goals</p> <p>Use technology to collect, analyse, evaluate and present data and digital content</p>	<p>Use technology creatively to collect, analyse, evaluate and present data and digital content</p> <p>Use a range of programmes, systems and content to accomplish challenging goals</p>



E-Safety	Know they should exercise caution before selecting a game activity	<p>Know who to talk to if they are worried</p> <p>Use technology respectfully and safely</p> <p>Begin to know that they need to talk to adults when worried about something they see or hear online</p>	<p>Know what to do if they see something inappropriate online (know what 'inappropriate' could be).</p> <p>Begin to understand and adhere to school E-safety policy and acceptable use policy</p>	<p>Know what personal information is and why they need to keep it private</p> <p>Use technology safely and respectfully</p>	<p>Recognise unacceptable behaviour online</p> <p>Continue to use technology safely and respectfully</p> <p>Identify a range of ways to deal with inappropriate content</p>	<p>Use technology safely, respectfully and responsibly</p> <p>Know what it means to be a responsible digital citizen</p>	<p>Use technology securely</p> <p>Know how to protect your online identity</p> <p>Understand how to use social media safely and responsibly</p>	<p>Know why you need to use technology securely</p> <p>Know why it is important to protect your online identity</p> <p>Recognise correct content and conduct</p>
			<p>Know where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Identify a range of ways to report concerns about content and contact.</p>				

Blue text signifies statutory requirement.

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Key Skills

Basic sports skills- kicking, throwing
catching etc

Team games rules

Experience of types of PE

In depth knowledge of specific
sports

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PE Skills should be taught when linked to projects
where ever possible to ensure real world application.



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics/ Athletics	Move confidently in a range of ways Experiments with ways of moving	Show control when travelling Jumps and lands appropriately Show coordination on both floor and apparatus	Show control and coordination when travelling and balancing Roll, jump, throw and balance with some control	Master basic movements including running, jumping, throwing and catching. Develop balance, agility and co-ordination and begin to apply these in a range of activities. Balance on different points of the body Travel at different speeds in a variety of ways Jump with accuracy from a standing position	Control a balance Combine techniques for a fluid sequence Show control and accuracy within throwing and jumping movements	Use a range of throwing, jumping and running speeds with control, accuracy and coordination Demonstrate strength and flexibility in movements Us running, jumping throwing and catching in isolation and in combination.	Control a take-off and landing Combine a range of running, jumping and throwing techniques Create a fluid sequence applying learnt skills	Show accuracy and control consistently within a range of movements Show speed consistently within a range of movements Show strength and stamina consistently within a range of movements Develop and adapt techniques to improve performance
Team games	Negotiates space successfully play racing and chasing games with each other, adjusting speed and direction	Join in with team games Begin to understand what it means to defend / attack in a game	Move or stop to catch or collect a ball Decide where to stand to make it difficult for the opposing team	Participate in team games, developing simple tactics for attacking and defending. Decide on the best position and move accordingly	Develop fielding and possession skills Begin to apply tactics and rules in a game	Play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.	To work in a team or alone to gain possession of a ball Explain rules and tactics in detail	Gain possession confidently and apply attacking and defending skills Apply understanding of rules and tactics e.g. officiating



				Understand basic tactics of a game		Keep and control the possession of a ball Apply and explain rules and tactics of a variety of games Field with control		
Dance and movement	Show control with large and small movements	Begin to perform simple dance moves Show some rhythm and control when moving	Perform some simple dance moves Demonstrate rhythm and control	Perform dances using simple movement patterns. Perform dance actions with control and co-ordination Link two or more actions together	Refine movements to create a basic dance sequence to match a purpose Movements begin to show fluidity	Refine movements to create a more complex sequence to match a purpose Movements are clear and fluent	Movements show control When composing it is imaginative, creative and expressive	Perform dances using a range of movement patterns. Perform dances using advanced techniques with a range of dance styles and forms
Outdoor Adventurous activities		Show control on large equipment outdoors Work with friends outdoors	Follow a simple course using a basic map Willingness to work and communicate as part of a team	Shows some awareness of safety Developing knowledge of maps and diagrams to travel around a course	Works collaboratively to move from one place to another using a map Can identify potential risks	Works collaboratively using a map to solve problems with confidence Identify risks and advise others	Adapt actions to changing situations Orientate self to solve problems, locating particular places	Develop skills to solve problems in intellectual and physical challenges Confidently orientate self and others to solve a problem in a more unfamiliar environment
					Take part in outdoor and adventurous activity challenges both individually and within a team.			
					Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			



	Pre -School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming and Water Safety						<p>Immerse body in the water confidently.</p> <p>Explore different strokes and use at least one basic stroke confidently, breathing properly.</p> <p>If using floats, swim with a controlled leg kick.</p> <p>Co-ordination and control in arm and leg movements.</p>	<p>Immerse body in the water confidently.</p> <p>Explore different strokes and use at least one basic stroke confidently, breathing properly.</p> <p>If using floats, swim with a controlled leg kick.</p> <p>Co-ordination and control in arm and leg movements.</p> <p>Explore personal survival skills safely.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (Eg, front crawl, backstroke and breast stroke).</p> <p>Perform safe self rescue in difference water-based situations.</p> <p>Swim 25m by the end of Year 6.</p>
Basic Skills	<p>Run in a straight line.</p> <p>Throw a ball in direction intended</p>	<p>Kick/role a ball</p> <p>Balance</p> <p>Throw and catch with a partner</p>	<p>Throw and kick a ball in different ways</p> <p>Hit a ball with a bat</p>	<p>Choose appropriate rolling, kicking and hitting skills within games</p>	<p>Throw and catch a ball with control</p> <p>Strike a ball with control</p>	<p>Throw and catch a ball with control</p> <p>Strike a ball with control</p>	<p>Use a variety of techniques to pass a ball</p> <p>Strike a ball using backhand and forehand skills</p>	<p>Use a variety of strikes confidently and demonstrate to others.</p>

Key Skills

- Understanding of emotional/ physical and mental wellbeing
- Understanding of Social and cultural relationships
- Understanding of responsible citizenship

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PSHE Skills should be taught when linked to projects where ever possible to ensure real world application.



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health and Wellbeing	<p>Know the importance of physical exercise and a healthy diet for good health</p> <p>Manage basic hygiene</p>	<p>Know that we should eat a healthy diet</p> <p>Be able to say what foods are healthy</p> <p>Know why we exercise</p> <p>Be able to dress and undress successfully e.g. buttons, zips etc.</p> <p>Beginning to understand dental hygiene and its effects.</p> <p>Understand how to keep themselves clean and why it is important.</p>	<p>Discuss ways to stay healthy and identify healthier foods and treats</p> <p>Understand personal hygiene and know how diseases spread (Hand washing).</p> <p>Identify how needs change through the life cycle - Looking at growth/ageing only.</p> <p>Understand the basic differences between girls and boys (not sexual).</p>	<p>Make healthy choices and discuss reasons for choices</p> <p>Know how diseases spread and how to control them. (Hand washing)</p> <p>Understand the differences between boys and girls (with the knowledge of naming sexual organs Penis/ vagina).</p>	<p>Identify what makes a healthy lifestyle and explain how to care for the body</p> <p>Understands that things can have a positive and negative effect on the body.</p> <p>Understand how bacteria and viruses affect the body</p> <p>Developing an awareness of different family make ups and that all are acceptable.</p>	<p>Begin to discuss changes which happen to the body</p> <p>Understand how bacteria and viruses affect the body and how they can be prevented</p> <p>Understands that things can have a positive and negative effect on the body and can make choices appropriately based on this.</p>	<p>Discuss how the body changes and how to maintain hygiene through puberty</p> <p>Know how to prevent the spread of diseases and viruses</p>	<p>Understand the effects of mental health problems.</p> <p>Understand the impact of disease in the wider world</p> <p>Discuss how to manage change and transition</p> <p>Discuss how to manage physical changes within puberty</p>



<p>Emotional health and personal qualities</p>	<p>Identify and name some feelings</p> <p>Share their likes and dislikes</p> <p>Set themselves simple, short term goals</p> <p>Share views and opinions</p>	<p>Express their feelings and identify causes</p> <p>Understand their own feelings and how they can effect others.</p> <p>Identify their positive qualities and strengths</p> <p>Share their views and opinions and reasons for them</p>	<p>Recognise their own worth</p> <p>Identify ways to face new challenges</p> <p>Express their views, and listen to those of others</p> <p>Understand vocabulary to describe their feelings (Good and Bad).</p> <p>Beginning to understand how to manage their feelings.</p>	<p>Recognise their own worth and that of others</p> <p>Express their views confidently, reflect on and respond to the views of others</p> <p>Identify some factors that affect emotional health and well being (vocab of good/bad feelings)</p>	<p>Demonstrate more confidently that they recognise their own worth</p> <p>Support others in recognising their own worth</p> <p>Identify ways to overcome difficulties and set backs</p>	<p>Express their views confidently with reasons and reflect upon them</p> <p>Show how their views can develop in the light of listening to others</p> <p>Identify strategies for dealing with factors that affect emotional health and well being</p>	<p>Recognise ways in which an individual's circumstances and experiences can shape their views and perspectives</p> <p>Understand how puberty can impact on emotional wellbeing and discuss how to manage these changes</p> <p>Discuss how empathy can help us to understand the emotions and needs of others and can be a tool to support positive interactions and relationships</p> <p>Understands the differences and similarities between people which arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	
<p>Relationships</p>	<p>Talk about feelings and their and others' behaviour</p> <p>Know that some behaviour is unacceptable</p> <p>Work as part of a group</p>	<p>Understands that people come from different backgrounds.</p> <p>Know that in the class/school different pupils believe in similar/different things.</p> <p>Know that some behaviours are unacceptable</p>	<p>Begin to identify and respect differences between people.</p> <p>Beginning to identify ways others can be teased or bullied and understand why this is wrong.</p>	<p>Understand that their behaviours and actions can impact on others</p> <p>Identify and respect differences between people.</p> <p>Understand ways others can be teased or bullied and why this is wrong.</p>	<p>Identify how their behaviour impacts on others</p> <p>Understand the different types of relationships</p> <p>Understand different types of bullying and where to access support</p>	<p>Identify that behaviour choices have consequences</p> <p>Understand how to maintain a positive relationship</p> <p>Understand the nature and consequences of bullying and racism</p> <p>Recognises from her own and others actions what is fair</p>	<p>Begin to see their actions from a different perspective</p> <p>Know what stereotyping is</p> <p>Understand different values, traditions and customs</p> <p>Discuss differences between people such as religion, race, disability etc.</p>	<p>Discuss behaviour choices in society and their consequences</p> <p>Recognise and challenge stereotypes</p> <p>Identify positive and negative relationships and where to access support</p> <p>Respect equality</p>

		Work as part of a group and class		Identify strategies to resist bullying/ what to do when witnessing bullying.	Beginning to understand that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex etc.	and unfair, kind and unkind and right and wrong	Understand that the freedom to choose and hold other faiths and beliefs is protected in law	and diversity between people
					Developing an awareness of different family make ups and that all are acceptable.	Developing an awareness of different family make ups and that all are acceptable.	Begins to understand that some relationships can be negative or positive and who they can turn to for help	Begin to understand sexual relationships
						Understands that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex etc.		Understands that some relationships can be negative or positive and who they can turn to for help.
Wider World	Understand and follow the rules Adjust behavior to different situations and take changes of routine in their stride Listen to others when they speak	Know why we have rules including rules which keep us safe Be able to follow rules Start to say why and how things are right and wrong Begin to understand the	Begin to understand the difference between right and wrong and discuss rules within society Respond to simple questions Explain own views and listen to the views of others Understand the	Understand the difference between right and wrong and discuss rules within society and the consequences of breaking these wider rules. Express own views with reasons. Listen and respond to others views Know where money	Show an understanding of values Beginning to be aware on how the media impacts on our lives (positive and negative). Discuss moral and social issues Discuss/ debate topical issues affecting	Investigate topical issues and explore media sources Ask and respond to questions and questions from others Understand roles within society and meet people to discuss these roles Know why it is important to manage money	Understand rights and responsibilities and how they impact on own lives and the wider world Justify personal opinions linked to broad topical issues Understand decision making and the impact this has on others Show an understanding of	Begin to explore democracy and government as well as justice and laws Analyse different sources and understand media interpretation Show a deeper understanding of enterprise and the economic/business environment



		role of money - we use it to buy things.	importance of money	comes from and how it can be used Understand how to look after the environment	themselves and others Understand the importance of saving	Understand why it is important to care for the environment and know the impact of people's actions	enterprise Discuss how to protect the environment and advise others	Understand the term sustainable development
<p>Safety*</p> <p>*E-safety is an element of the Computing non-negotiables</p>	Talk about ways to keep healthy and safe	<p>Know how to keep themselves and others safe (including in the sun and road safety)</p> <p>Know that adults help to keep them safe.</p> <p>Understand stranger danger and ways to stay safe - (NSPCC PANTS RULE).</p>	<p>Understand which people can help us stay safe (Helping Hands and PANTS RULE).</p> <p>Understand stranger danger be able to discuss ways to stay safe</p> <p>Beginning to understand what a secret is and why it may be important to share it.</p>	<p>Understand the purpose of medicines</p> <p>Understand how people keep us safe out of school, particularly road safety</p> <p>Understands what a secret is and why it may be important to share it and who to share it with.</p>	<p>Identify safety risks and understand stranger danger and ways to stay safe</p> <p>Understands that secrets can have negative impacts.</p>	<p>Begin to identify legal substances that affect the body e.g. smoking/ alcohol</p> <p>Understand legal substances and how they affect the body</p> <p>Understand peer pressure and know where to access help</p> <p>Understands that secrets can have negative impacts and can identify numerous ways/ people to help with sharing a secret.</p>	<p>Know different legal and illegal harmful substances</p> <p>Make informed choices about risks and develop strategies to deal with peer pressure</p>	<p>Know how legal and illegal substances affect the body and make informed choices</p> <p>Know what physical contact is acceptable and how to access help and support</p> <p>Know how to respond in an emergency</p>







