

Art				
Learning Objective		Milestone 1	Milestone 2	Milestone 3
To develop ideas		<p>Respond to ideas and starting points.</p> <p>Explore and share ideas and collect visual information.</p> <p>Explore different methods and materials as they develop.</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the different properties of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>
To master techniques	Drawing	<p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p>	<p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p>
	Painting	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>
	Collage	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p>
	Sculpture	<p>Use a combination of shapes and forms.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>
	Print	<p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
		Use weaving to create a pattern.	Shape and stitch materials.	Show precision in techniques.

	Textiles	<p>Join materials using glue and/or a stitch.</p> <p>Use plaiting.</p> <p>Use dip dye techniques.</p>	<p>Use basic cross stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p>	<p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>
	Ceramics	<p>Roll out clay to produce simple shapes</p> <p>Make marks to produce finished product</p>	<p>Mould clay to form shape.</p> <p>Use range of implements to add texture.</p>	<p>Use a range of techniques to make 3D objects.</p> <p>Add fine detail using different implements</p> <p>Use glazes</p>
To take inspiration from the greats (classic and modern)		<p>Describe the work of notable artists, artisans and designers, commenting on similarities and differences.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans, designers and architects.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>

Computing				
Learning Objective		Milestone 1	Milestone 2	Milestone 3
To code (initially following relevant coding lessons in Espresso then linking ideas learnt using Scratch on CRL)	Motion	Control motion by specifying the number of steps to travel, direction and turn.	Use specified screen coordinates to control movement.	Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks	Add text strings, show and hide objects and change the features of an object.	Set the appearance of objects and create sequences of changes.	Change the position of objects between screen layers (send to back, bring to front).
	Sound	Select sounds and control when they are heard, their duration and volume.	Create and edit sounds. Control when they are heard, their volume, duration and rests.	Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw	Control when drawings appear and set the pen colour, size and shape.	Control the shade of pens.	Combine the use of pens with movement to create interesting effects.
	Events	Specify user inputs (such as clicks) to control events.	Specify conditions to trigger events.	Set events to control other events by 'broadcasting' information as a trigger.
	Control	Specify the nature of events (such as a single event or a loop).	Use IF THEN conditions to control events or objects.	Use IF THEN ELSE conditions to control events or objects.
	Sensing	Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).	Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists		Use variables to store a value. Use the functions define, set, change, show and hide to control the variables.	Use lists to create a set of variables.
To connect		Participate in class social media accounts. Understand online risks and the age rules for sites.  Recognise common uses of information technology beyond school	Contribute to blogs that are moderated by teachers.  Give examples of the risks posed by online communications.  Understand the term 'copyright'.  Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used.
To communicate		Use a range of applications and devices in order to communicate ideas, work and messages. eg cameras  Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally Eg sensors (sound, temperature, light), microscopes, PowerPoint/Word, Photostory, voice recorders, Revelation/Dazzle	Choose the most suitable applications and devices for the purposes of communication.  Use many of the advanced features in order to create high quality, professional or efficient communications.
To collect		Use simple databases to record information in areas across the curriculum.	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Design Technology				
Learning Objective		Milestone 1	Milestone 2	Milestone 3
To master practical skills	Food	<p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p>	<p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Follow a recipe.</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes including ingredients, methods, cooking times and temperatures.</p>
	Materials	<p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>	<p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Select appropriate joining techniques.</p>	<p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p>
	Textiles	<p>Shape textiles using templates.</p> <p>Join textiles using running stitch.</p> <p>Decorate textiles using a number of techniques.</p>	<p>Understand the need for a seam allowance.</p> <p>Join textiles with appropriate stitching.</p> <p>Select the most appropriate techniques to decorate textiles.</p>	<p>Create objects (such as a cushion) that employ a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a <i>soft decoration for comfort on a cushion</i>).</p>
	Electricals and electronics		<p>Create series and parallel circuits (Links with Y4 Science)</p>	<p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>
	Computing Links with Computing	<p>Model designs using software. (Espresso coding)</p>	<p>Control and monitor models using software designed for this purpose. (Beebots)</p>	<p>Write code to control and monitor models or products. (Scratch, Raspberry pi)</p>
	Construction	<p>Use materials to practise gluing and joining materials to make and strengthen products.</p>	<p>Choose suitable techniques to construct products or to repair items.</p> <p>Strengthen materials using suitable techniques.</p>	<p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p>
	Mechanics	<p>Create products using mechanisms such as levers, wheels and winding mechanisms.</p>	<p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p>	<p>Convert rotary motion to linear using cams.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>
	To design, make, evaluate and improve		<p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p>	<p>Design with purpose by identifying opportunities to design.</p> <p>Make products by working efficiently (such as by carefully selecting materials).</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Use software to design and represent product designs.</p> <p>Evaluate existing products.</p>

<p>To take inspiration from design throughout history</p>		<p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>	<p>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>Improve upon existing designs, giving reasons for choices.</p> <p>Disassemble products to understand how they work.</p>	<p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>
---	--	---	---	--

French

Learning Objective	Milestone 1	Milestone 2
To listen	Listen to stories on a regular basis and identifying (and joining in with) repeated words and phrases. Listen to songs, chants and rhymes and identifying (and joining in with) repeated words and phrases.	Listen to stories on a regular basis and identifying (and joining in with) repeated words and phrases. Listen to songs, chants and rhymes and identifying (and joining in with) repeated words and phrases.
To speak	Understand a range of spoken phrases. Understand standard language Answer simple questions and give basic information. Give responses to questions about everyday events.  Pronounce words, showing knowledge of sound. Join in with and learn simple songs, chants and rhymes, identifying repeated words and phrases.	Understand the main points from simple spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions. Present simple ideas or information to a range of audiences.  Demonstrate a growing vocabulary. Give opinions, using basic phrases.  Take part in conversations to seek and give information. Understand basic grammar of: masculine/feminine, conjugation of high-frequency words, key features and patterns of the language
To read	Read out loud everyday, familiar words and phrases.  Use phonic knowledge to read words. Read and understand short, everyday written phrases.  Use books or glossaries to find out the meanings of new words.	Read and understand the main points in short written texts that focus on familiar, routine matters Read short texts independently. Use a translation dictionary or glossary to look up new or unfamiliar words.
To write	Write or copy everyday words correctly. Label items. Choose appropriate words to complete, change or enhance short sentences (i.e. add adjectives to describe given nouns, or add adverbs to describe given actions). Write short sentences, using a model.  Write short phrases used in everyday conversations correctly.	Write a few short sentences, using familiar expressions. Express personal experiences and responses. Write, change or enhance short phrases from memory to describe people, places (using common adjectives) and actions (using common adverbs). Use knowledge of basic grammar to write simple sentences.  Use a dictionary to change simple sentences.
To understand the culture of the countries in which French is spoken.	Identify countries and communities where French is spoken. Demonstrate some knowledge and understanding of the customs and features where French is spoken. Show awareness of the social conventions when speaking to someone.	Describe some aspects of countries or communities where French is spoken. Make comparisons between life in countries or communities where French is spoken and this country.

Geography			
Learning Objective	Milestone 1	Milestone 2	Milestone 3
To investigate places	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the geography of Radipole school and the key human and physical features of its surrounding environment (such as the Nature Reserve, Radipole Lake, Harbour, Beach, Jurassic Coast, Farming, Fishing, Tourism).</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Use world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify any other countries studied, and their continent and oceans.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe 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.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries and major cities of Europe including Russia and identify their main physical and human characteristics.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Name and locate the countries and cities of North and South America and identify their main physical and human characteristics.</p>
To investigate patterns	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify land use around the school.</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between a region in the UK, a region in Europe and a region in North or South America.</p> <p>Describe how the locality of the Radipole Primary School has changed over time.</p>	<p>Identify and describe the eographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p>

<p>To communicate geographically.</p>	<p>Use basic geographical vocabulary to refer to:  <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>key human features</b>, including: city, town, village, factory, farm, house, office and shops.          Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.          Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Describe key aspects of:  <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <b>human geography</b>, including: settlements and land use.</p> <p>Use the four points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</p>	<p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Describe and understand key aspects of: <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>
---------------------------------------	--	--	---

History			
Learning Objective	Milestone 1	Milestone 2	Milestone 3
TOPICS	<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Some should be used to compare aspects of life in different periods eg: Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell.</p> <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year (e.g. the Great Fire of London, the first <del>airplane</del> <sup>airplane flight</sup>)</p> <p>A local history study (every year group)</p>	<p>A broad overview of changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its impact on Britain and the local area.</p> <p>Britain's settlement by Anglo Saxons and Scots.</p> <p>Ancient Greece</p> <p>A local history study (every year group)</p>	<p>Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor (AD700-1100).</p> <p>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Ancient Egypt</p> <p>A non European society that provides contrast with British History (either Early Islamic Civilization, Mayan Civilization or Benin)</p> <p>A local history study (every year group)</p>
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past. Ask questions about change, cause, similarity and difference, and significance.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past, and that some sources may be biased or used as propaganda.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe changes that have happened in the locality of Radipole School throughout history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>

Music			
Learning Objective	Milestone 1	Milestone 2	Milestone 3
To perform	<p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play tuned and untuned instruments. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p>	<p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>
To compose	<p>Create a sequence of long and short sounds. Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect. Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>
To transcribe	<p>Devise symbols to represent a composition and use them to help with a performance.</p>	<p>Devise and use recognisable symbols to represent a composition. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Understand the musical stave.</p> <p>Understand the purpose of the treble and bass clefs. Use and understand simple time signatures.</p>
To describe music	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch. Listen to a range of live and recorded music from different periods and cultures.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Listen to a range of live and recorded music from different periods and cultures.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning. Listen with attention and detail to a range of live and recorded music from different periods and cultures with increasing aural memory.</p>

PE				
Learning Objective		Milestone 1	Milestone 2	Milestone 3
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	<p>Use the terms 'opponent' and 'team-mate'.</p> <p>Use throwing, rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics.</p> <p>Lead others when appropriate</p>	<p>Throw and catch with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Use forehand and backhand when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>
	Dance	<p>Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p> <p>Evaluate and improve performances</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture. Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). Evaluate and improve performances</p>
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Gymnastics	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Climb safely on equipment. Stretch and curl to develop flexibility.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, controlled, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).</p>	<p>Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills, hold shapes that are strong, fluent and expressive</p>

		Jump in a variety of ways and land with increasing control and balance.		
	Swimming	Swim up to 20 metres with floats. Swim up to 10 metres unaided.  Use one basic stroke, breathing correctly. Control leg movements. Confidently submerge head in water.  Explore different ways of moving through water.	Swim up to 25 unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used.  Coordinate leg and arm movements.  Swim at the surface and below the water.	Swim between 25 and 50 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes.  Turn efficiently at the end of a length. Perform safe self rescue in different water based situations
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Athletics	Athletic activities are combined with games in Years 1 and 2.	Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance.  Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.	Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping.  Compete with others and keep track of personal best performances, setting targets for improvement Show accurate control, speed, strength and stamina in my athletics
	Outdoor and Adventurous activities	Not applicable.	Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team.  Support others and seek support if required when the situation dictates.  Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary.	Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves.  Quickly assess changing conditions and adapt plans to ensure safety comes first. I know and can follow event rules. I am careful but confident in unfamiliar environments.

<b>RE</b>			
<b>Learning Objective</b>	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
To understand beliefs and teachings	Remember a religious story and talk about it. Tell a religious story and say some things that people believe.	Describe what a believer might learn from a religious story.	Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	Use the right names for things that are special to faith groups. Use the right names for places of worship and special books.	Describe some of the things that are the same and different for religious people.	Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
To understand how beliefs are conveyed	To recognise religious art, symbols and words and talk about them. To say what some religious symbols mean and say what the art and music is about.	Use religious words to describe some of the ways in which religious people show their beliefs.	Explain some of the different ways that individuals show their beliefs. Identify religious symbolism in literature and the arts.
To reflect	Identify the things that are important in their own lives and compare these to religious beliefs. Ask questions about puzzling aspects of life. Talk about things in stories that make people ask questions by finding things interesting and puzzling.	Show an understanding that personal experiences and feelings influence attitudes and actions.  Give some reasons why religious figures may have acted as they did.	Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.  Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.  Ask questions that have no universally agreed answers.
To understand values	Talk about what is important to me and to others with respect for their feelings.  Identify how they have to make their own choices in life.  Explain how actions affect others.	Explain how beliefs about right and wrong affect people's behaviour.  Describe how some of the values held by communities or individuals affect behaviour and actions.  Discuss and give opinions on stories involving moral dilemmas by comparing to their own lives.	Explain why different religious communities or individuals may have a different view of what is right and wrong.  Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).  Express their own values and remain respectful of those with different values.
	<b>Religious Themes</b>	<b>Christian focus</b>	<b>Focus Faith</b>
<b>Year 1</b>	Symbols	Bible Stories about Jesus' life, Advent and Christmas.	Places of Worship and special books and stories.
<b>Year 2</b>	Food and drink	Harvest and Parables, What happens in a church?	<b>Judaism</b>
<b>Year 3</b>	Celebrations	Creation Story and Lent	<b>Hinduism</b>
<b>Year 4</b>	Water	Christingle, Symbolism in Christianity.	<b>Sikhism</b>
<b>Year 5</b>	Arts (music, dance, expression)	Pilgrimage and the role of women in the church then and now.	<b>Buddhism</b>
<b>Year 6</b>	Life and Death	Denominations of Christianity and the differences in practices and belief.	<b>Islam</b>

Easter and Christmas are to be briefly revisited in all year groups.

There will be at least one Christian focused assembly each half term. The Multi Faith Calendar will be used to celebrate key religious festivals through out the year: Diwali, Hanukkah, and Ramadan.

We are following the Dorset Agreed Syllabus (on Central Resources) where you can find additional guidance for coverage for each focus faith.