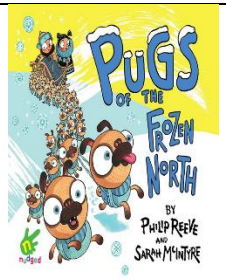
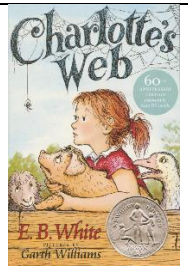
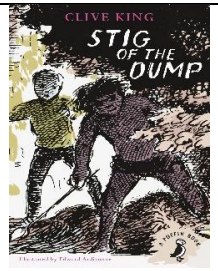
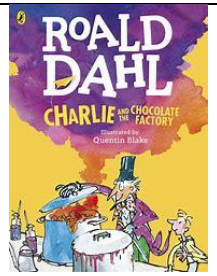
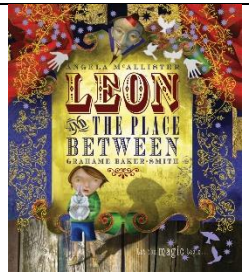
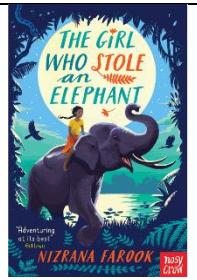
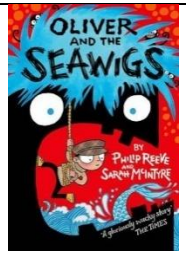
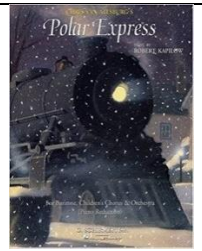
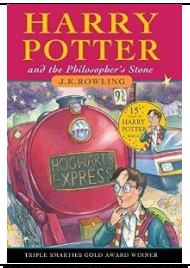
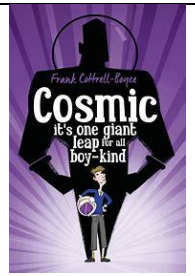
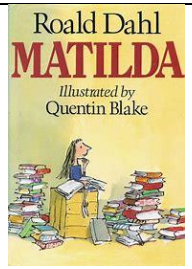
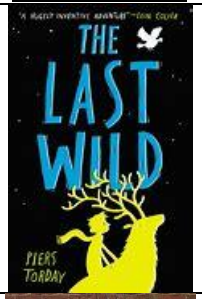
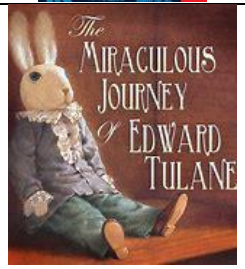
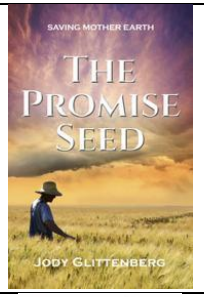
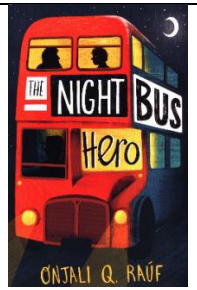
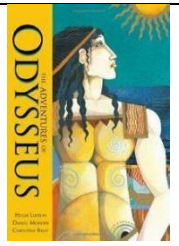
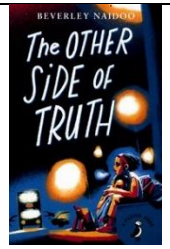
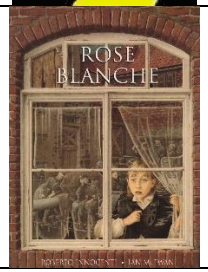
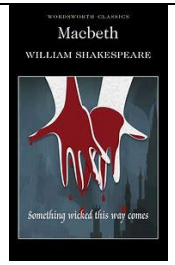
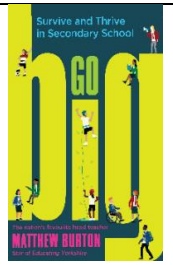
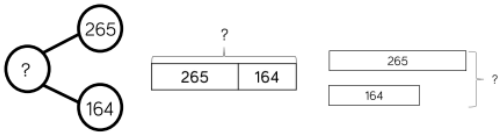
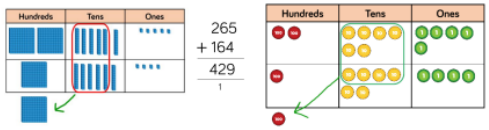
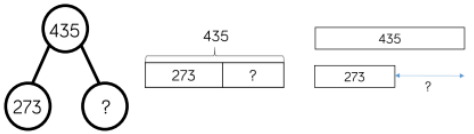
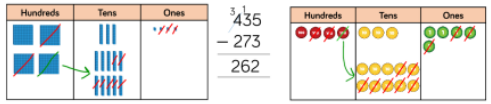
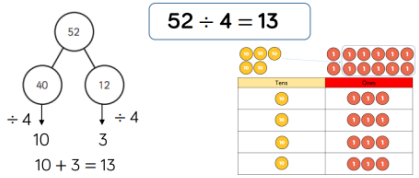
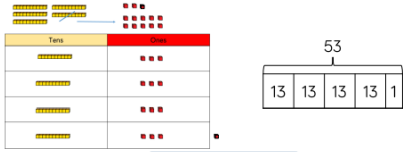
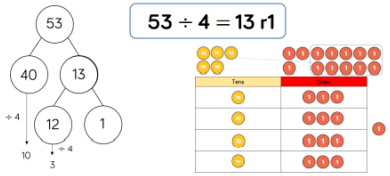
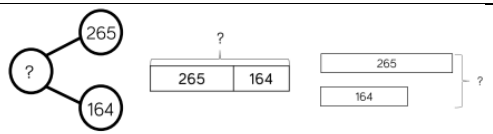
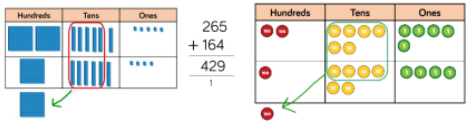
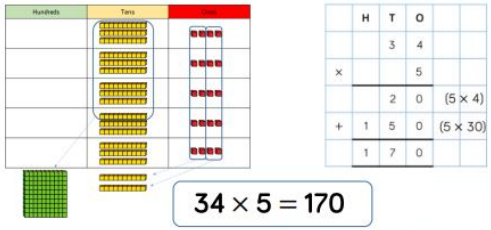
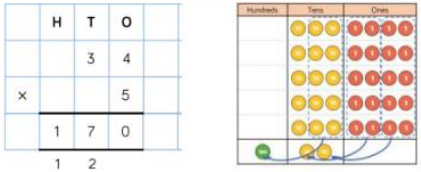
Riverside KS2 Curriculum Map 2022 – 2023

Hebden Bridge Schools Federation

English – whole class books

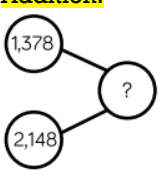
	Focuses – though teachers are free to place these books as befits the learning across the year	**Autumn 1 – Teacher choice/topic link**	**Autumn 2 – BAME/Female protagonist focus**	**Spring 1 – Teacher choice/topic link**	**Spring 2 – Shakespeare/ Teacher choice/topic link**	**Summer 1 - Teacher choice/topic link**	**Summer 2 - BAME/Female protagonist focus**
Year 3							
Year 4							
Year 5							
Year 6							

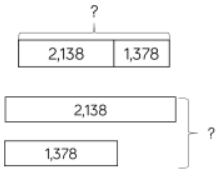
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Year 3	**Focus Area**	Number: Place Value Number: Addition and subtraction Number: Multiplication and Division (Consolidation tasks)		Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions (Consolidation tasks)		Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity (Consolidation tasks)	
		Key Skills	Addition:  265 + 164 = 429  Subtraction:  435 – 273 = 262  Addition:	Division:  52 ÷ 4 = 13  With remainders:  53 ÷ 4 = 13 r1  		

			 265 + 164 = 429  Multiplication:  34 × 5 = 170 		
Year 4	**Focus Area**	Number: Place Value Number: Addition and subtraction Measurement: Length and Perimeter Number: Multiplication and Division (Consolidation tasks)	Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals (Consolidation tasks)	Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction (Consolidation tasks)	

Key Skills

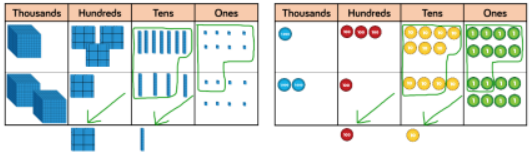
Addition:



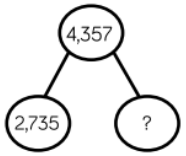


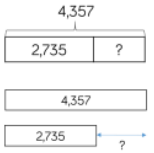
	1	3	7	8
+	2	1	4	8
	3	5	2	6
	1	1		

$1{,}378 + 2{,}148 = 3{,}526$



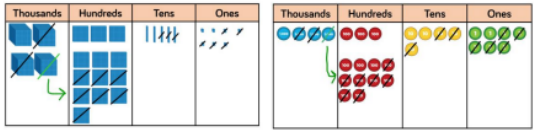
Subtraction:





3 1
4357
− 2735
1622

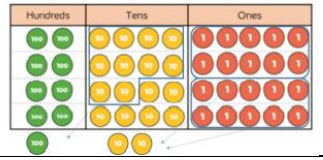
$4{,}357 - 2{,}735 = 1{,}622$



Multiplication:

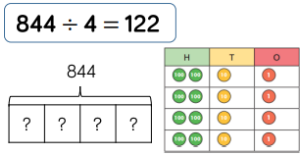
		H	T	O
		2	4	5
×				4
		9	8	0
		1	2	

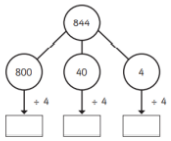
$245 \times 4 = 980$



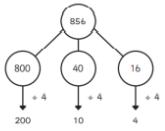
Division:

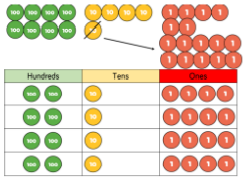
$844 \div 4 = 122$

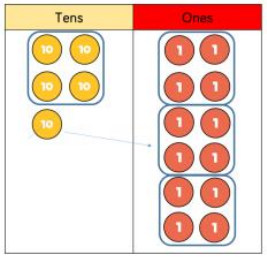


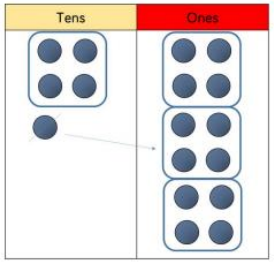


$844 \div 4 = 122$

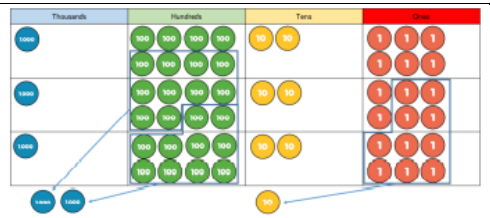
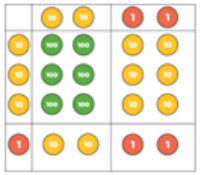
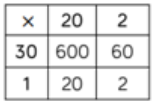
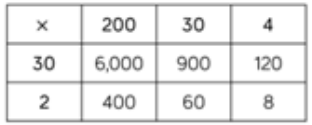


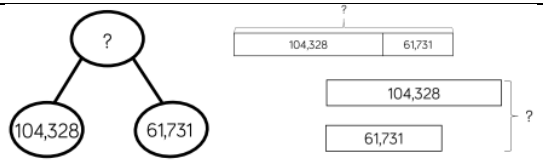




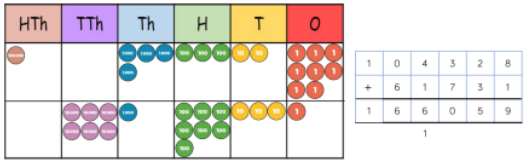


$52 \div 4 = 13$

			 1,826 × 3 = 5,478     22 × 31 = 682   234 × 32 = 7,488		
Year 5	**Focus Area**	Number: Place Value Number: Addition and subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area (Consolidation tasks)	Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages (Consolidation tasks)	Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting Units Measurement: Volume (Consolidation tasks)
	Key Skills	Addition:	Division:	



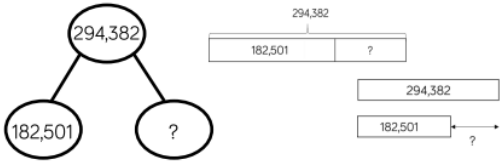
104,328 + 61,731 = 166,059



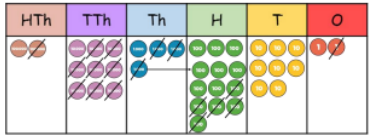
1	0	4	3	2	8
+	6	1	7	3	1
1	6	6	0	5	9

1

Subtraction:

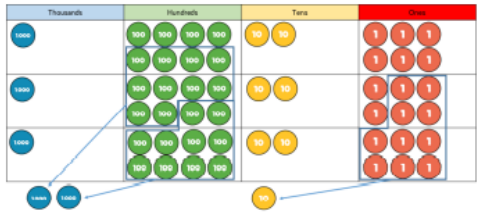


294,382 − 182,501 = 111,881



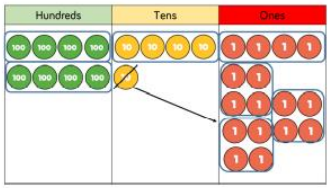
	2	9	$^{3}\not{4}$	$^{1}3$	8	2
−	1	8	2	5	0	1
	1	1	1	8	8	1

Multiplication:

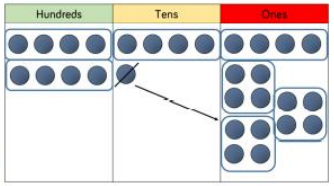


1,826 × 3 = 5,478

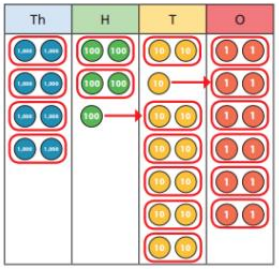
	Th	H	T	O
	1	8	2	6
×				3
	5	4	7	8
	2		1	



		2	1	4
	4	8	5	$^{1}6$

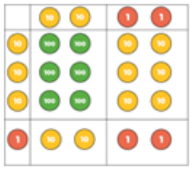
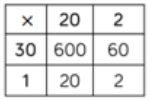
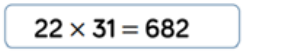
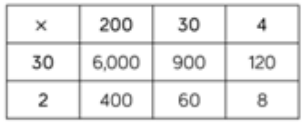
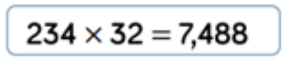
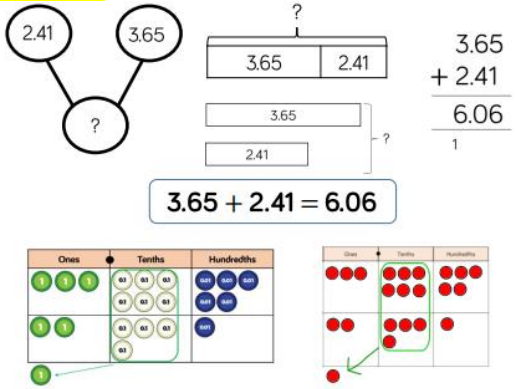


856 ÷ 4 = 214

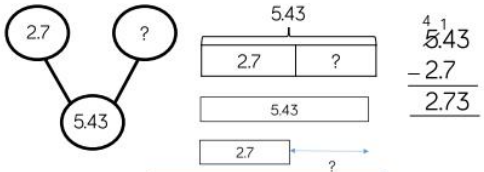


		4	2	6	6
	2	8	5	$^{1}3$	$^{1}2$

8,532 ÷ 2 = 4,266

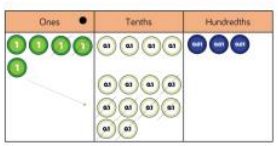
			      		
Year 6	**Focus Area**	Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions Geometry: Position and Direction (Consolidation tasks)	Number: Decimals Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio (Consolidation tasks)	Geometry: Properties of Shape Problem Solving Statistics Investigations (Consolidation tasks)	
	Key Skills	Addition: 			

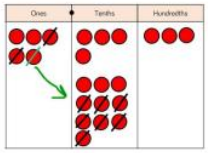
Subtraction:



$$\begin{array}{r} {}^{4}\cancel{5}.{}^{1}\cancel{4}3 \\ -\ 2.7 \\ \hline 2.73 \end{array}$$

$$5.43 - 2.7 = 2.73$$



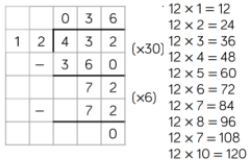


Division:

$$432 \div 12 = 36$$

$$7{,}335 \div 15 = 489$$

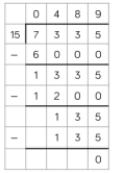
15	30	45	60	75	90	105	120	135	150



$12 \times 1 = 12$
$12 \times 2 = 24$
$12 \times 3 = 36$
$12 \times 4 = 48$
$12 \times 5 = 60$
$12 \times 6 = 72$
$12 \times 7 = 84$
$12 \times 8 = 96$
$12 \times 7 = 108$
$12 \times 10 = 120$

$$432 \div 12 = 36$$

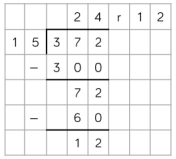
$$7{,}335 \div 15 = 489$$



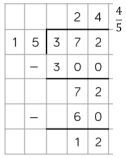
$1 \times 15 = 15$
$2 \times 15 = 30$
$3 \times 15 = 45$
$4 \times 15 = 60$
$5 \times 15 = 75$
$10 \times 15 = 150$

Division with remainders

$372 \div 15 = 24$ r12



1 × 15 = 15
2 × 15 = 30
3 × 15 = 45
4 × 15 = 60
5 × 15 = 75
10 × 15 = 150



$372 \div 15 = 24\frac{4}{5}$

Multiplication

TTh	Th	H	T	O
	2	7	3	9
×			2	8
2 (2)	1 (5)	9 (3)	1 (7)	2
5 (1)	4	7 (1)	8	0
7	6	6	9	2
		1		

$2{,}739 \times 28 = 76{,}692$

Computing			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 3	**Big Question**	How can we stay safe online?	What is coding?	What computing skills might I use in the workplace?	How can we use computing creatively?	What is coding?	How can we use computing to communicate with an audience?
		Program/App and learning focus or QfLs	Following the six areas covered in Switched On: Online Safety. Each year starts covering the next objectives before the children engage with the rest of the computing curriculum.	Introduction to block coding using Espresso Coding – Year 3 content	What are the components of a computer? How does a computer work?	As well as exploring the history of photography and applying the self-portrait photography skills they have learnt to work towards making their own 'Zoetrope'.	Continuation to block coding using Espresso Coding - Year 4 content	Children will be taught how to create their own App using 'App Inventor' http://www.appinventor.org/; which can be used for educational purposes and linked with any curriculum subject area.
	Year 4	**Big Question**	How can we stay safe online?	What is coding?	What computing skills might I use in the workplace?	How can we use computing creatively?	What is coding?	How can we use computing to communicate with an audience?
		Program/App and learning focus or QfLs	Following the six areas covered in Switched On: Online Safety. Each year starts covering the next objectives before the children engage with the rest of the computing curriculum.	Continuation to block coding using Espresso Coding - Year 5 content	What is Microsoft Word? How do I use the tools to create pieces of writing on a computer?	Children will explore the history of Stop-Start Animation and the process behind the production. They will learn the basics of animation design, to then apply this in their own project based learning using the 'Stop Motion Studio' program.	Continuation to block coding using Espresso Coding - Year 6 content	Children will also explore the concept of 'blogging' and its purpose as well as benefits and will then create their own blogs based on worldwide topics which relate to other areas of the curriculum, using 'KidBlog'
	Year 5	**Big Question**	How can we stay safe online?	How can I apply algorithms?	What computing skills might I use in the workplace?	How can we use computing creatively?	What is coding?	How can we use computing to communicate with an audience?
		Program/App and learning focus or QfLs	Following the six areas covered in Switched On: Online Safety. Each year starts covering the next objectives before the children engage with the rest of the computing curriculum.	Introduction to Python using Espresso Coding	What is Microsoft Powerpoint? What are the tools used when making presentations?	Pupils will engage in the BBC 'Musical Micro:bit' program, where they will compose musical phrases and apply their knowledge around algorithms, to create and play their own music.	Continuation of Python using Espresso Coding	Children will use software and digital devices for recording sound. Based around the theme of a Radio Station, it is designed to encourage a creative approach that includes interviewing, making adverts and using jingles. Using 'I can Present' or 'IMovie' software children will write scripts and design additional advertising for their podcast

	Year 6	**Big Question**	How can we stay safe online?	What is coding?	What computing skills might I use in the workplace?	How can we use computing creatively?	What is coding?	How can we use computing to communicate with an audience?
		Program/App and learning focus or QfLs	Following the six areas covered in Switched On: Online Safety. Each year starts covering the next objectives before the children engage with the rest of the computing curriculum.	Introduction to HTML using Espresso Coding	What is Microsoft Excel? How is it used? What is it used for? What is formulae and why does that make Excel more efficient?	Children will transfer their knowledge from Year 4 blogging and skills from 'Espresso Coding' to design their own webpages for a retail company of their choice.	Continuation of HTML using Espresso Coding	Children will apply all of the skills they have learnt throughout key stage 2 and become digitally literate. They will learn about different British inventors and explore the 'significant turning points in British history' (KS2 Nation Curriculum). In order to design a 3D computer based model of their own invention with a purpose for today's society

History and Geography

			Autumn 1 – Ancient History	Autumn 2 – Map Skills	Spring 1 – British History	Spring 2 – Country Study	Summer 1 – How history has shaped us…	Summer 2 – Physical Geography
	Year 3	**Big Question**	What was the significance of the Ancient Egyptian beliefs?	What can a map tell us about our country the UK?	What impact did Caeser's invasion have on Britain?	What is life like in Italy?	Stone Age - tbc	What is life like in the rainforest?
		QfLs	What role did pharaohs play in Ancient Egypt? What made the Nile sacred to the Ancient Egyptians? Why were the pyramids built? What was the purpose of canopic jars? What was the process of mummification? What gods did the Ancient Egyptians believe in?	What are the names and locations of the cities and countries in the UK? What is a compass and how can it be used? What is a key? What is the equator?	What role did Julius Caesar play in the Roman conquest of Britain? Why was the Roman army so successful? What was life like as a Roman? What is the significance of Hadrian's wall? Why did the Romans build roads? How did the Romans change towns?	What can tourists see in Rome? Why is Venice sinking? Where are the Italian Lakes? Why is an Italian diet the healthiest in the world? Is it always hot in Italy? How do Italians celebrate Christmas and other festivals?		Where are the rainforests? Which animals wouldn't I find in the rainforest? What would happen if we chopped down all the trees? Who can protect the rainforests? Does anyone live in the rainforest? What do we mean when we call the rainforests the lungs of the world?
	Year 4	**Big Question**	What was the significance of Mayan beliefs?	What can an atlas tell us about countries and continents?	What changes did the Anglo Saxons bring to Britain?	What does a population of 8 billion mean for our planet?	Which historical women have made a difference?	Where the mountains in the world and what makes Everest special?
		QfLs	Which gods did the Mayans believe in? What role did the Divine Kings play? How were priests involved in rituals? What was the journey through the underworld like? Why was the Mayan calendar significant? Why were pyramids important to the Mayans?	Which countries make up Europe? How have humans shaped the geography of countries?	Where did the Angle, Saxon and Jute tribes come from? What were the Anglo Saxon kingdoms? How did Anglo Saxons build their houses? What was life like for an Anglo Saxon? What did Alfred The Great accomplish? What is the significance of the Battle of Hastings?	What does 8 billion people look like? How is the climate crisis affecting Germany? What is a mega city? Why is the Barrier Reef changing colour? What could we do to help refugees affected by the climate crisis? Are humans the only ones affected by the climate crisis?	Could women always vote? (Emmeline Pankhurst) What inspired Frida Kahlo? How did Rosa Parks make a change? What did Mary Anning discover? Why is Mother Teresa a hero? What did Amelia Earhart accomplish?	What is a mountain range? Where is the world's highest mountain? Can people live on mountains? Are mountains useful? What are the biggest mountain ranges in Europe? When does a hill become a mountain?
	Year 5	**Big Question**	What was the significance of Ancient Sumer beliefs?	What can an atlas tell us about countries and continents?	What was the impact of the Viking invasions on Britain?	How does life in India compare to the UK?	What was the significance of Queen Victoria?	Why do we flood so much in Hebden Bridge?
		QfLs	What do Sumerians believe about Eridu? How important were gods to Sumerians? Who were the	What is the Commonwealth? What are the eight points of a compass? What are the tropics?	Why was Lindisfarne Attack so significant? What did the result of the Battle of Edington	Why are the Gangees important to India? What makes Indian food different to UK	What was Queen Victoria famous for? What was it like to be a child living in Victorian Britain?	Why are water levels rising? What can we do to stop the water level rising? Where does all the water come from? Who suffers when water

			religious leaders of the Sumerians? Why is The Epic of Gilgamesh so symbolic? What was the significance of ziggurats? Who went to the World of the dead?	What do we mean when we say northern and southern hemispheres?	mean for the Vikings? Where did Vikings settle? Why was Jorvik important to the Vikings? How is Cnut the Great remembered? What was life like as a Viking?	cuisine? Which cultural celebrations are important to India? Why are some cities so overpopulated in India? Which products does the UK trade with India?	What were factory conditions like? What was the industrial Revolution? What the Victorians invent? What was the fastest way to travel in Victorian times?	levels rise? Why doesn't the whole ocean evaporate? Why doesn't it rain all the time?
	Year 6	**Big Question**	What was the significance of Ancient Greek beliefs?	What can an atlas tell us about countries and continents?	What impact did WW2 have on Britain?	What is Africa?	What is the story of our town?	What will happen in the future to our planet?
		QfLs	What was the purpose of temples in Ancient Greece? Who was the most powerful Greek god? What was the significance of Mount Olympus? How did Greek religion affect daily life? What were the Olympia Games held in honour of? Why were festivals important in ancient Greece?	What are coordinates? How do I read them? How do time zones work and affect the people of this planet? What are the differences between the Arctic and the Antarctic?	What was Adolf Hitler's master plan? How did evacuation affect people's lives in WW2? What was the significance of the Blitz? Why were there campaigns during the war? What were the roles of women in WW2? Why is VE day important?	Why are the borders between African countries often straight? How does life in Hebden differ from life in Nigeria? What does it mean to be part of the Fulani people? Why is Lagos significant? Who is in charge of Nigeria? What do we consume locally that originated in Nigeria?	Why was Hebden Bridge known as 'Trouser Town'? What is the history of Hebden Bridge Cinema? Where is Sylvia Plath buried? When did the Piece Hall open? Who was Anne Lister? Why are the Bronte sisters famous?	Can an individual change make a difference? Could there be a 'Planet B'? What are the biggest contributors to the climate crisis? How can we make our voices heard? What makes a temperature extreme? Who's leading the fight against the climate crisis?

			Autumn 1 – Take One Picture/Artist Study	Autumn 2 – Cooking	Spring 1 – Art movement	Spring 2 – Project based design	Summer 1 – Explore being an artist	Summer 2 – Project based design
Design and Technology and Art	Year 3	**Big Question**	Who was William Morris?	How can I prepare a healthy snack?	What was the Renaissance?	How do I sew?	How can I use the theme of 'Joy' to inspire me as an artist?	How does the structure of a box affect it?
		Skills, knowledge and QfLs	Use graded pencils to sketch and record ideas. Identify sources of inspiration and key design elements within the work of William Morris. Develop and critique their own wallpaper design. Create their own relief print and collaborate on a class silk screen print	Use sharp knives for cutting safely. How to safely work with boiling water and hot ovens. Measuring ingredients accurately. The importance of cleanliness in cooking. Why it's important to have separate chopping boards.	About the Life and key works of artists da Vinci, Anguissola and Michelangelo. How to design their inventions from different angles. To use elements of portrait drawing and painting. To draw like renaissance artists with red chalk. The techniques of painting like Michelangelo.	The various stitching techniques. How to measure and cut fabric into different sizes. Using electric sewing machines.	How to work within a given concept. How to respond to a design brief and develop it. About the work of great artists within a given concept. To create, record and rework ideas in sketchbooks. To develop and improve techniques and control of varied materials, building through the four year art journey. To experiment with different materials, forms and ideas. To critique, curate and exhibit their work.	How shape affects strength and integrity of the box. How different materials have different properties. How folds and creases can strengthen and stiffen more complex structures.
	Year 4	**Big Question**	Who was Friedensreich Hundertwasser?	What makes Yorkshire great for food?	What is impressionism?	How can I incorporate an electrical circuit into a game?	How can I use the theme of 'Nature' to inspire me as an artist?	How can I apply my design knowledge to solve a real life problem in the home?
		Skills, knowledge and QfLs	Collect, question and develop ideas inspired by the work of a visionary environmental architect. Create a colour palette / colour theory. Design and adapt design to make a 3D house. Apply colour palette imaginatively to final Hundertwasser house. Reflect on creative process	(In addition to further practising the skills from the year before) Cook with hot oil. Fine knife chopping/cutting skills. Handle hot trays and pans safely.	The 5Ws of Impressionism. Creating and developing colour palettes. Sketching and developing initial ideas in their sketchbooks. Techniques of colour application and the expressive use of paint. Principles of collage and relief.	How circuits can be used within products. Fine craft knife skills with cardboard and other materials. Hot glue gun handling.	How to work within a given concept. How to respond to a design brief and develop it. About the work of great artists within a given concept. To create, record and rework ideas in sketchbooks. To develop and improve techniques and control of varied materials, building through the four year art journey. To experiment with different materials,	Apply the whole design process and key skills and knowledge so far to solve an identified problem using design.

							forms and ideas. To critique, curate and exhibit their work.	
	Year 5	**Big Question**	Who was Charlotte Periand?	What do we mean by 'savoury tooth'?	What is surrealism?	How can I use gears and pulleys when constructing my own toy?	How can I use the theme of 'Freedom' to inspire me as an artist?	What skills to do I need to build a bird hide?
		Skills, knowledge and QfLs	About the life, struggles, inspiration and works of Charlotte Perriand. How designers and craftspeople work. Sketching and designing furniture from different angles. How to meet and fulfill a design brief through presentation to peers using the language of design. About the importance of collaboration and development.	(In addition to further practising the skills from the year before) Kneading dough and how yeast works. The importance of accurate measurements including water temperature. Whisking and beating. Chopping and preparing a variety of vegetables.	About Surrealism and its connection to Dada, war, dreams and the unconscious. To create automatic writing in response to Surrealism. To use digital photography to create own surreal portraits. How to create surreal clock faces. The techniques of pencil, ink pen, charcoal, water colour and paint. To collaborate on a class surrealist tree.	Safe use of hacksaws, braces and vices. Sandpaper to create a smooth finish. Measuring accurately. Incorporating moving systems within toys, e.g. pulleys, gears and cams	How to work within a given concept. How to respond to a design brief and develop it. About the work of great artists within a given concept. To create, record and rework ideas in sketchbooks. To develop and improve techniques and control of varied materials, building through the four year art journey. To experiment with different materials, forms and ideas. To critique, curate and exhibit their work.	Safe use of hacksaws, braces and vices. Glue gun work. How to join pieces of wood firmly and securely. Measure accurately and consistently. Varnishing to weather proof materials.
	Year 6	**Big Question**	Who was Zaha Hadid?	How can we access food all the year round?	What is contemporary art?	How do I turn fabric into an actual item?	How can I use the theme of 'Peace' to inspire me as an artist?	How can I apply my design knowledge to solve a real life problem in the world?
		Skills, knowledge and QfLs	Respond thoughtfully to a design brief. Develop and reflect upon ideas and processes. Ask and consider answers from a local architect. Use some architecture processes during design and specialist vocabulary. Build a 3D mock-up of their final design. Present and critique final work with peers	(In addition to further practising the skills from the year before) Cook with sugar over high temperatures. Use specialist equipment in preserving foods, e.g. air dryers. The importance of cleanliness in cooking, especially in preserving.	Learn about British artists working now. Learn how to write, create and film video diaries. Choose own materials to create and reflect on artwork. Experience artist led sculpture workshop. Use pen and ink in text and art. Collaborate to create a class installation a	Safe use of hot irons. The various stitching techniques. How to measure and cut fabric into different sizes. Using electric sewing machines. How to attaching separate fabric pieces together.	How to work within a given concept. How to respond to a design brief and develop it. About the work of great artists within a given concept. To create, record and rework ideas in sketchbooks. To develop and improve techniques and control of varied materials, building through the four year art journey. To experiment with	Apply the whole design process and key skills and knowledge so far to solve an identified problem using design.

					'window onto the imagination'		different materials, forms and ideas. To critique, curate and exhibit their work.	

Religious Education			Theme 1	Theme 2	Theme 3	Theme 4
	Year 3	**Big Question**	How are beliefs expressed through art?	What do creation stories tell us about our world?	What does it mean to be a Jew?	What do Christians believe about a good life?
		Example QfLs from first few lessons	What do symbols tell us about beliefs? What beliefs are important to you? How can you show what you believe? How do Christians use art? Why do some faiths say you should not picture God? Can art just use symbols? Abstract?	What does the Jewish creation story tell about our world? How do creation stories help me to think about the world in which I live? How do the creation stories from different faiths compare? How do creation stories help me to recognise my responsibilities to looking after the world? How do the creation stories from different faiths compare? How do creation stories help me to recognise my responsibilities to looking after the world?	Why is Moses important to Jewish people today and what do they learn from him? Why is Pesach important to Jewish people? What happened at the first Pesach? How do Jews celebrate Pesach today? Why do Jews celebrate Pesach today?	Why is the Bible such a special book for Christians? What are the rules for a good life in the Old Testament? What are the rules for living a good life? What does the story of Noah and the Ark tell Christians about how to lead a good life? What does it mean to keep a promise?
	Year 4	**Big Question**	Which faiths make up our community?	Who can inspire us?	How do festivals use light as a symbol?	What words of wisdom guide us?
		Example QfLs from first few lessons	What does belonging mean? How do we help people feel welcome? Which religions are found in our local area, town, city and region? Is our village, town, city, county typical of the UK's religions?	What is a leader? What are leaders like? What characteristics and qualities do leaders have? Who is Jesus and why is he important to people? What makes Jesus a good leader? How do the stories of Jesus show that he was an inspirational leader? Why is Jesus an inspiration to people? How do the teachings of Jesus provide Christians with a model for living?	Why is the light of Hannukah so important to Jews? Why does it help Jews focus on their belief in God? How does the story of Guru Hargobind and the prisoners compare with the story of the Maccabees? How is light important to Sikhs during Bandi Chor Divas? Why does this story remind Sikhs to help others?	How can stillness and silence help us to learn? How can breathing exercises help us to be calm? What do Sikhs say about the value of money? What do I think? What does the world need more of?
	Year 5	**Big Question**	Why are some journeys and places special?	What do Muslims believe about a good life?	Should we forgive others?	What matters most?
		Example QfLs from first few lessons	What do we mean by a special place? What special places do we have in our lives? What is it like to visit the Western Wall if you are Jewish? How does the special journey and place help believers to reflect? What is it like to visit Makkah if you are Muslim?	What is the Qur'an? Why is the Qur'an important to Muslims? How was the Qur'an revealed? How might the Prophet Muhammad have felt when he received the first revelation? How does it feel to receive a gift from someone important to us?	What is forgiveness? What is reconciliation? What did Jesus think and say about forgiveness and reconciliation? Saying sorry: how much does it matter?	Do rules matter? Why? What is a code for living? What codes for living do non –religious people use? What can we learn from discussion and drama about good & bad, right & wrong?

			What sacrifices would you need to make? How would it inspire you?			
	Year 6	**Big Question**	What does it mean to be a Sikh?	Can charity change the world?	What is compassion?	What is important to Christians?
		Example QfLs from first few lessons	What do we know about the Sikhs and their religion? What can we learn about the Ten Gurus who began the Sikh religion? Why are The Ten Gurus so important in the Sikh religion? Why do the Sikhs treat their holy scriptures like a living guru?	What do we know about charities already? Do you want to change the world? How and why does Islamic Relief try to change the world? How and why does Christian Aid try to change the world?	What is compassion and what are its opposites? What is the Golden Rule? What do Christians teach and do about compassion? Is it ever right for Christians to fight and, if so, in what way?	What do we know about Christians and Christianity? Where do Christians worship in our local area? What part does the church play in the lives of Christians? What happens in church? Why do many Christians go to church? Is a church a building or a community? Does a church need a building?

Modern Foreign Language - Spanish

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 – Project based learning
Year 3	**Big Question**	How do I greet people in Spanish?	What are the names of animals and my pets in Spanish?	How do you count to 20 in Spanish?	What are the names of colours in Spanish?	How can I explain the weather in Spanish?	What foods are popular in Spain?
	Skills, knowledge/grammar and writing	<u>Skills and Knowledge</u> Recognise sounds and combinations of sounds. Join in songs, rhymes, raps and stories. Practise the sounds of the language. React to instructions and questions. Take part in basic conversations.		<u>Grammar and Writing</u> Learn to remember grapheme – phoneme correspondences. Understand varied vocabulary and spelling through word games. Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language. Read, copy and write independently familiar words.			Research and discover Spanish food. Taste Spanish food. Make Spanish food. Present what they have learnt about Spanish food.
Year 4	**Big Question**	How do I explain who is in my family in Spanish?	What are the days of the week in Spanish?	What are the names of familiar body parts in Spanish?	How do you count up to 50 in Spanish?	What are the names of the months in Spanish?	What do Spanish children learn in school?
	Skills, knowledge and QfLs	<u>Skills and Knowledge</u> Listen carefully and recognise sounds and combinations of sounds. Join in songs, rhymes, raps and stories and practise the sounds of the language. Read short Spanish texts aloud. React to instructions and questions and express feelings. Take part in conversation at an appropriate level.		<u>Grammar and Writing</u> Remember grapheme – phoneme correspondences and vocabulary directly taught and reinforced. Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language. Read, copy and write independently familiar words and simple phrases.			Research and discover Spanish schools and timetables. Write letters to Spanish students. Create Spanish day. Present what they have learnt about Spanish school life
Year 5	**Big Question**	What are the names of popular sports in Spanish?	How do you count up to 100 in Spanish?	How do you tell the time in Spanish?	How do I pronounce dates in Spanish?	How can I express how I am feeling or what I am thinking in Spanish?	What music do Spanish people enjoy?
	Skills, knowledge and QfLs	<u>Skills and Knowledge</u> Listen carefully and recognise sounds and combinations of sounds which are similar to English. Join in songs, rhymes, raps and stories and practise the sounds of the language in an enjoyable way. Read short Spanish texts aloud and recite short texts. React to instructions and questions and express feelings and opinions. Take part in conversation at an appropriate level and increasingly confidently.		<u>Grammar and Writing</u> Understand grapheme – phoneme correspondences and vocabulary. Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language, recognising and using the present tense, some reference to the conjugation of future and past. Read, copy and write independently familiar words and simple phrases in singular and plural forms of nouns.			Research and discover Spanish music, instruments and composers. Listen to Spanish music and investigate artists. Experience Spanish dancing. Present what they have learnt about Spanish instruments, dances and composers.
Year 6	**Big Question**	What do Spanish people call popular places in towns and cities?	How do you count to 1000 in Spanish?	What are the names of the planets in Spanish?	What do you call popular forms of transport in Spanish?	How do you use the verb 'to go' in Spanish?	What's the difference between modern Spain and Spain further back in time?
	Skills, knowledge and QfLs	<u>Skills and Knowledge</u> Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, English. Understand and respond with		<u>Grammar and Writing</u> Understand grapheme – phoneme correspondences and vocabulary. Read stories and rhymes for enjoyment and to gain awareness of the structure of			Research and discover Spanish art and artists throughout history. Create some Spanish style art. Now and Then, compare

			increasing competence, accuracy and confidence. Join in songs, rhymes, raps and stories and practise the sounds of the language in an enjoyable manner and memorise and recite short texts. React to instructions and questions and confidently express feelings and opinion prepare and give a talk on a familiar subject confidently and with regard to the audience.	the written language, recognising and using the present tense, some reference to the conjugation of future and past. Read, copy and write independently familiar words and simple phrases in singular and plural forms of nouns.	Spanish art throughout history. Present what they have learnt about Spanish art.

			Subject area 1	Subject area 2	Subject area 3	Subject area 4	Subject area 5	Subject area 6 - RSE
Science	Year 3	**Big Question**	What is the purpose of our skeleton?	Are all rocks the same?	What is light?	How do magnets work and what is magnetism?	How do plants grow?	How are we different and how do we keep safe?
		Skills, knowledge and QfLs (Investigative sessions are part of each half term focus following training)	How do we get the things we need to survive? Why do we need a skeleton?	What different types of rocks are there? Are all rocks made in the same way? What is a fossil and how are they made?	What makes a surface reflect light more strongly? Why shouldn't I stare directly at the Sun? How are shadows formed?	What is friction and is it always the same? Are all metals magnetic? What do we mean when we say magnets attract and repel each other?	What are the names of the parts of plants? What are the essential ingredients to help plants thrive? Are all plants the same? How does a plant's life cycle work?	What are the names of our body parts? Are they different for girls and boys? What is unwanted touch? What can I do to avoid it? Does the word 'family' mean the same for everybody? Who can I talk to if I feel vulnerable?
	Year 4	**Big Question**	How can we classify living things as scientists?	How do I digest my food?	Are all materials the same?	How do we hear?	How does electricity work?	How will I change as I grow up?
		Skills, knowledge and QfLs (Investigative sessions are part of each half term focus following training)	What connects groups of animals together/What differentiates species? What is a classification key? How are we affecting the habitats that species rely on?	How do I take what I need from the food I eat? What role do teeth play in helping me digest? What can I tell from the types of teeth different animals have? What is a food chain?	What are the three states of matter? Can this be changed – and is this irreversible? What is the water cycle? How does the temperature of water affect its state?	What causes sound? Are all sounds the same – why and how do they differ? Can sound travel to us in different ways?	What needs electricity? How do appliances receive electricity? What are circuits? Do all materials allow electricity to pass through them?	What is my life cycle? What does puberty mean and how will it affect me and others? What does it mean to show respect to one another? How can we have healthy relationships?
	Year 5	**Big Question**	Do all animals follow the same life cycle?	What will happen to me when I grow older?	Are all materials the same?	What lies beyond my planet?	What forces are acting on me in the classroom?	What happens during puberty?
		Skills, knowledge and QfLs (Investigative sessions are part of each half term focus following training)	How are animals different in their life cycle, e.g. amphibians; reptiles and mammals? Do all animals follow the same life process when reproducing?	Have I always been able to do what I can do now? Will I always be able to do it in the future?	How can we categorise different materials? How can I separate solutions that are a mix of different types of materials? Are all materials used in the same way – and what makes them a good choice when utilised? Can all changes be undone?	Which moves – the Sun, the Earth, the Moon? Why does the Moon look different during the month? What shape best describes our planets? Why do we have night and day?	What is gravity and who discovered it? Can I see all forces? What is air resistance and how can I increase or decrease it? What is friction and how is it applied in industry? What are levers?	Is it just physical changes that happen in puberty? Does puberty mean the same for girls and boys? How might I change and what do I need to know about those changes that will make me more confident?
	Year 6	**Big Question**	What are microorganisms?	How does our heart work and why is it important to be healthy?	How have humans changed over time?	How do we see?	How can we adapt electricity?	How do humans reproduce?

		Skills, knowledge and QfLs (Investigative sessions are part of each half term focus following training)	How can we use similarity and difference to classify living things? What specific characteristics can we consider when discussing living things?	What impact does what I eat have on me? Why is it important to keep fit? How does what I need to live (nutrients and oxygen) get to where it needs to go? What is the circulation system? How important is my heart and how does it work?	What is evolution? How do we know we've evolved? How does offspring vary? Are all bears the same? What causes bears to be different?	How does light travel? How can I see the displays in my classroom? Why do shadows have different shapes?	What are cells and how do they affect a circuit? Why are some bulbs brighter than others? Why do we use symbols when drawing circuits and not the components themselves?	What can I remember about the changes we go through during puberty? Why is it important relationships are built on communication and respect? How do humans have babies and is it the same for every family?

Music		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
	Year 3	Whole class music instrument - recorder					
		Children are introduced to the basics of playing recorder, including: correct hold; how to use their air flow to make a sound; changing pitch. They will learn to play the notes B/A/G. Children are also taught how to read and identify basic rhythm notation through body percussion and eventually using the recorder itself.	Children will continue to progress by using the notes, rhythms and notation already learned in the context of new songs/pieces. They are introduced to the note C and will have an understanding of pulse, rhythm, pitch, dynamics and basic notation.	Continuing to use the notes B/A/G/C, children begin to expand their repertoire into various styles and pieces with different backgrounds. Children also begin to develop their listening and appraisal skills through aural tasks and activities as part of their weekly lessons.	Using their more advanced knowledge of notation and different genres of music, children begin to learn how to compose their own rhythms and melodies using the pitches and notation they have been introduced to throughout the year.	By the summer term, children have been introduced to the notes B/A/G/C/D/E and will be able to play pieces with up to 5 different pitches. They are introduced to the notes D/E and more advanced notation and terminology.	In the final term, children will consolidate all of their learning into performing a number of pieces from throughout the year. Before transitioning to brass in year 4, children are now armed with the fundamentals of music notation and background knowledge to develop their musicianship further during key stage 2.
	Year 4	Whole class music instrument - brass					
		Children are given the choice of trumpet, baritone or trombone, adapting their skills from year 3 to a different instrument family. They will learn to play the notes B/C/D/E. Using previous knowledge as a foundation, they will continue to develop their understand of written notation and general musicianship.	By the end of the term, children are able to play between 4-5 different pitches on their brass instrument. They are also able to control demonstrate dynamics and rhythmic awareness – continuing to build repertoire of pieces to include more notes and different genres.	Children are able to identify and play notes B/C/D/E/F/G. They will be able to play up to 5 notes in one piece confidently and will also continue exploring new genres of music from around the world through listening activities and analysing music.	As in year 3, children are encouraged to create their own compositions using more advanced knowledge and experience of music notation, more specific to brass playing. They are also introduced to performing with multiple voices or separate parts as a whole class.	Children continue to develop their range on the instrument to 6/7 pitches and beyond – B/C/D/E/F/G/A. They will also continuing to develop their playing to include more advanced playing techniques, including different types of articulations and effects.	Consolidating their learning into performing pieces which they have studied throughout the year, children are also encouraged where possible to continue their brass playing via individual/group tuition beyond year 4.
	Year 5	Singing and performing					
		All the learning is focused around one song: **Livin' On A Prayer.** The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments	This is a six-week Unit of Work. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:	This is a six-week Unit of Work. All the learning is focused around one song: **Make You Feel My Love**. The material presents an integrated approach to music where games, elements of music	This is a six-week Unit of Work. All the learning is focused around one song: **The Fresh Prince Of Bel-Air**. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked to **Rap**.	All the learning in this unit is focused around one song: **Dancing In The Street by Martha And The Vandellas**. The material presents an integrated approach to music where games, the dimensions of music	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

		are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic **rock songs.**	**Three Note Bossa and Five Note Swing**	(pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other **Pop Ballads.**		(pulse, rhythm, pitch etc), singing and playing instruments are all linked.	**Musical learning focus:** • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place
	Year 6	Whole class music - ukulele	Singing and performing	Whole class music - ukulele	Singing and performing	Whole class music - ukulele	Year 6 Musical Production
		Children are introduced to the ukulele and the basic skills such as: components; correct hold; correct technique to produce a note/sound. They also learn the four open notes and play along to tunes	All the learning in this unit is focused around one song: **Happy, a Pop song by Pharrell Williams** This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.	Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.	**A Friday Afternoons song by Benjamin Britten**. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from **Benjamin Britten's Friday Afternoons: A New Year Carol.** Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk	Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.	In the last half term, Year 6 tackle staging their own musical production to perform to families and peers at the end of their primary experience. They will: - Audition with prepared songs - Choreograph routines and songs to musical backing - Learn how to project voices in live settings

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Year 3	Handball	Gymnastics 1	Dance	Orienteering	Fitness	Athletics
		Football	Golf	Volleyball	Gymnastics 2	Netball	Rounders
	Year 4	Hockey	Gymnastics 1	Dance	Orienteering	Tennis	Athletics
		Tag-Rugby	Dodgeball	Badminton	Gymnastics 2	Basketball	Cricket
	Year 5	Handball	Gymnastics 1	Dance	Orienteering	Fitness	Athletics
		Football	Golf	Volleyball	Gymnastics 2	Netball	Rounders
	Year 6	Hockey	Gymnastics 1	Dance	Orienteering	Tennis	Athletics
		Tag-Rugby	Dodgeball	Badminton	Gymnastics 2	Basketball	Cricket

Athletics						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know that there is a difference in technique between sprinting and running over longer distance. I know that there is control and coordination needed when running.		I know that there is pace judgement needed when running over an increased distance. I know when to choose appropriate running speeds to meet the demand of the task.		I know that there is a range of throwing actions e.g., push, pull, sling, using different equipment. I know when to apply appropriate pace judgement for the running distance to be covered. I know when to apply the appropriate throwing and jumping technique to achieve maximum distance and height.	
Procedural Knowledge:	I know how to apply basic athletic skills and techniques to a variety of activities. I know how to practise different jumping techniques, showing control, coordination, and consistency throughout. I know how to run, jump, balance, hop, leap, and skip. I know how to throw overarm, underarm and pull throw towards a target. I know how to run, jump, and throw with increasing control and coordination.		I know how to apply a broad range of athletic skills in different ways. I know how to show control, coordination and consistency when running, throwing, and jumping. I know how to combine basic jump actions to form a jump combination, using a controlled jumping technique.		I know how to run, jump, catch and throw in isolation and combination. I know how to combine and perform skills with control. I know how to apply skills that meet the needs of the situation, combining and performing each skill with control at speed. I know how to choose the appropriate speed to run at for the distance to be covered.	

Dance						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know that dance phrases are small sections of a dance that make a complete routine. I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas. I know when practising and using a stimulus I can remember and repeat short dance phrases.		I know that expressive qualities are ideas and emotions communicated through movement patterns. I know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases. I know that is important to consider others when working in a pair or group. I know when and how to use stimuli to create characters and narratives. I know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and groups		I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance. I know when to use basic compositional principles to create dances. I know when to combine movements fluently and effectively throughout dance routines.	
Procedural Knowledge:	I know how to respond imaginatively to a range of stimuli. I know how to move confidently and safely in general space, using changes of speed, level, and direction. I know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy. I know how to compose short dances. I know how to move with control to music. I know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.		I know how to perform dances using a range of movement patterns – accurately, fluently, consistently. I know how to perform with control with a partner. I know how to combine actions and maintain the quality of performance when performing at the same time as a partner. I know how to perform with a wide range of actions, when working with a partner and in a group.		I know how to use a broader range of skills and movement patterns. I know how to explore movement ideas inspired by a stimulus. I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence. I know how to perform confidently to an audience.	

Gymnastics						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends.		I know that combinations of actions create gymnastic sequences and routines. I know the importance of flexibility, strength, control, technique, and balance in gymnastics. I know that there are different ways of using a shape, balance, or travel. I know when to experiment with spatial patterns, speed, and tension.		I know the importance of rhythm when creating, practising, and performing a routine. I know the terms exploration and improvisation in relation to creating and performing gymnastic routines. I know various compositional principles, including varying direction, level, and pathways to improve the look of a sequence. I know what skills are required when developing a performance, to meet the need of the situation. I know when flexibility, strength, control, technique, and balance are required for wide variety of elements in gymnastics.	
Procedural Knowledge:	I know how to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. I know how to combine different ways of travelling exploring a range of movements and shapes. I know how to perform movement phrases using a range of different body parts/actions. I know how to perform fundamental movement skills on the floor and apparatus. I know how to, moving safely using changes of speed, level, and direction. I know how to form simple sequences of different actions, using the floor and a variety of apparatus.		I know how to perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. I know how to create gymnastic sequences that meet a theme/set of conditions, showing a clear, beginning, middle and end. I know how to create, perform, and repeat a combination of actions that include changes of dynamic e.g., changes of level, speed and direction, and clarity of shape. I know how to link different elements and use elements in different ways to make sequences of movement. I know how to work with a partner and in a small group, considering performance aesthetics such as spatial patterns, mirroring, and contrasting.		I know how to create longer sequences, performing with fluency and clarity of movement. I know how to use combinations of dynamics using the space effectively. I know how to combine movement ideas fluently and effectively. I know how to use skills in different ways, performing confidently, with clarity and a sense of rhythm.	

Invasion Games						
Basketball	Netball	Tag Rugby	Football		Handball	Hockey
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.		I know that taking up certain spaces/positions can make it difficult for opponents. I know that finding and using space in game situations can achieve success. I know that tactics play a role in games. I know that there are rules in games that need to be followed. I know the importance of speed when playing invasion games. I know that decision making can influence success when choosing skills to meet the needs of the situation. I know, in game situations, when to use a range of tactics to help keep possession of the ball. I know when to apply basic attacking and defending principles - finding space (attacking), challenge a player in possession (defending.) I know when to employ simple tactics in game situations. I know when to set moves that can be used in attacking play. I know when to adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. I know when to choose space/ positions where you can receive a pass or to support a teammate. I know when to choose a certain pass to keep possession.		I know that working well as part of a team will contribute to success. I know that to using different skills will help keep possession of the ball. I know that tactics can help keep possession of the ball. I understand the positions in a team and the roles they play. I know that there are different ways to defend individually and as a team. I know that there are different ways to attack individually and as a team I know that there are defensive duties in tag rugby and the process of tagging (tag rugby). I understand to importance of keeping in a line in both attacking and defending plays (tag rugby). I know when to choose formations that suit the game and make amendments ensuring everyone has a role to play. I know when to apply principles for attacking. I know when to adapt games and activities making sure everyone has a role to play. I know when to keep possession of the ball when faced with opponents. I know when to use the defending principles in game situations, including marking, tracking, and covering, to gain possession. I know when and what tactics to use in games to achieve success as a team. I consider the best way to score and win the game, remembering to find and use space when running.	

Procedural Knowledge:	I know how to move a ball in different ways. I know how to show basic ball control when sending an object to a target, catching, gathering, and rolling. I know how to play in a safe way – showing good awareness of others. I know how to stop/ catch a ball. I know how to control the ball using basic actions. I know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. I know how to shoot to a target or goal. I know how to defend between ball and target. I know how to run, jump, balance, hop, leap, and skip. I know how to improve movement skills whilst moving with the ball in two hands, progressing to beating a defender (Tag Rugby) I know how to tag and begin tagging players in game situations (tag rugby).	I know how to move the ball keeping it under control whilst changing direction. I know how to Pass, shoot, and receive a ball with increasing accuracy, control, and success. I know how to pass in different ways e.g., high, low, fast, slow. I know how to work well as part of a team. I know how to shoot/score with some accuracy. I know how to receive a ball under control. I know how to challenge a player in possession of the ball. I know how to get into good positions to pass and receive the ball. I know how to pass the ball using different techniques. I know how to move forward to attack as part of a team – running in a line (tag rugby). I know how to work as part of a team when defending, keeping in a line, and spreading out (tag rugby).	I know how to keep good control when performing skills at speed. I know how to perform skills (e.g., passing) with accuracy, confidence, and control, and increasing speed. I know how to confidently change speed and direction to get away from a defender. I know how to keep possession of the ball when faced with opponents. I know how to combine and perform skills with control, adapting them to meet the needs of the situation. I know how to work effectively as part of a team. I know how to participate in competitive games, modified where appropriate.

Net and Wall Games						
Badminton		Tennis		Volleyball		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know what a rally is. I know that there are rules of the game to follow. I know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent. I know when to move to get in line with the ball to receive it.		I know that consistency is important when performing skills and practising techniques. I know that there are two types of rallies and I have participated in both. I know when to take up spaces to make it difficult for my opponents to score. I know why tactics are used in games. I know when to apply basic principles for attacking and defending when facing an opponent. I know when to find as use space to my advantage in game situations. I know when to use particular skills to try and win games.		I know the benefits of having a good ready position/stance during a rally. I know when to apply principles suitable for attacking, e.g., identifying gaps I know when to apply principles suitable for defending e.g., position on court. I know when to perform tactical serves to help deceive opponents and score points.	
Procedural Knowledge:	I know how to engage in competitive and cooperative activities (both against self and against others). I know how to move and use the ball in different way. I know how to show basic ball control with simple actions. I know how to send a ball to a partner (throwing, pushing, rolling).		I know how to perform skills needed for the game with control and accuracy. I know how to throw and send the ball using a variety of techniques. I know how to send a ball into space at different speeds and heights to make it difficult for the opponent. I know how to Intercept and stop the ball consistently. I know how to adopt a good 'ready position' to move and catch a ball.		I know how to use the correct footwork to hit the ball/shuttle with good technique. I know how to participate in competitive games, modified where appropriate. I know how to direct a ball/shuttle to a target area. I know how to perform consistently (resulting in longer rallies).	

	I know how to perform a range action including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow. I know how to hold a racket correctly. I can show good awareness of others during games and activities. I know how to move fluently, changing direction and speed – showing good awareness of others. I know how to watch, track, and catch a shuttle successfully (badminton). I know how to control the shuttles movements, with and without a racket (badminton). I know how to hit the shuttle, when it's in the air, varying height, speed, and direction into space and to a partner (badminton). I know how to rally. I know how the ball can move in different ways.	I know how to perform a basic forehand shot with control and accuracy. I know how to keep a rally going using a range of shots. I know how to throw/Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. I know how to compete with others – Keeping and following the rules of the game. I know how to move around the court well, with purpose. I know how to perform a good ready stance and structure when throwing/hitting the ball or shuttle. I know how to perform a forehand and backhand serve (badminton). I know how to hit the shuttle – in different directions, at various speeds and heights. I know how to complete a forehand and lift shot (badminton). I know how to complete a forehand and lift shot (badminton). I know how to chasse in isolation and in games (badminton).	I know how to keep a good grip on the racket to be able to play both a forehand and a backhand. I know how to perform a backhand and forehand shot with confidence. I know how to hit the shuttle whilst on the move (badminton). I know how to perform a backhand and overhead clear (badminton). I know how to perform a chasse step and lunge.

Outdoor Adventurous Games

Orienteering

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know that there are safety rules and procedures for taking part in orienteering events. I know that there are some basic features on a map and what they represent. I know that there is a competitive element to orienteering. I know that there are direction points on a compass and what they are used for. I know that working together is important in group activities. I know which route to select on a map.		I know the importance of safety rules and procedures for taking part in orienteering event. I know that there are physical aspects needed for orienteering. I know that maps are scaled down to make them accessible. I know when activities need thinking through and planning.		I know that planning strategies can help achieve success. I know that communication is vital to achieving success in team activities. I know when to move a map and when to move myself to orientate. I know what appropriate skills and approaches to choose for the challenge. I know when relevant techniques and elements are required to navigate to and from controls.	
Procedural Knowledge:	*(Not essential to teach at KS1)* I know how to move in different directions and a variety of different ways. I know how to map read to solve problems. I know how to take part in an orienteering event following rules and playing fairly. I know how to participate with others.		I know how to recognise where I am on a map. I know how to move with agility, balance, and coordination. I know how to participate in competitive orienteering events, following instructions of the game I know how to apply basic map reading/making skills and apply these skills and techniques in games.		I know how to use a map confidently. I know how to design a route to the controls. I know how to take part in orienteering events, such as picture orienteering and control orienteering, with success. I know how to build a detailed map. I can work well as part of a team, contributing effectively.	

Striking & Fielding Games						
Cricket			Rounders			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know that there are rules of the game I must follow. I know the importance of good awareness of others when playing games. I know when to apply simple tactics, such as, hit the ball into space to help score more points.		I understand the rules of the game. I know when to communicate and collaborate with others during team games. I can discuss tactics and know when to apply tactics in game situations – for both fielding and striking.		I know that taking up positions in a game will impact on a teams success. I know what is needed to score more runs. I know when tactics will help the situation and outwit the opponents.	
Procedural Knowledge:	I know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. I know how to run, jump, throw, catch, and skip. I know how to compete against myself and others. I know how to throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control. I know how to catch and stop the ball, getting in line with the ball to receive it.		I know how to throw a ball over an increasing distance. I know how to catch a ball over an increasing distance. I know how to hit a ball with the correct technique. I know how to intercept and stop the ball consistently.		I know how to bowl overarm (increasing accuracy, speed, and distance). I know how to hit the ball with purpose. I know how to bowl at different speeds. I know how to work well as part of a team. I know how to participate in competitive games. I know how to perform skills such as retrieving and intercepting at speed.	

Target Games						
Dodgeball			Golf			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pillars of Progression:	FMS: Locomotor Skills Stability Skills Manipulation Skills		Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.			
Declarative Knowledge:	I know that the ball moves in different ways. I know that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. I know when to throw the ball to a partner or opponent.		I know the importance of accuracy in games. I know that ball handling, striking, dodging, and catching are important skills needed to win games (dodgeball). I know when to move to get in position to both receive and throw the ball. I can discus tactics and strategies to try and win games. I know when and how to use space in game situations (dodgeball).		I know that speed and power applied when hitting/throwing a ball will need to change depending on the target distance. I know the importance of quick reactions (dodgeball). I know the concept of the game of golf, the basic rules of the game, and some key phrases (golf). I know which skills to choose in game situations. I know when to change the pace of the ball depending on the target distance. I know when to apply tactics and strategies into games to try win.	
Procedural Knowledge:	I know how to catch a large ball. I know how to move a ball in different ways. I know how to pass, send, and roll a ball in different ways. I know how to run, jump, balance, hop, leap, and skip. I know how to send a ball towards a target. I know how to safely and correctly use a golf putter (golf).		I know how to catch a variety of different throws/shots. I know how to control my body whilst moving at speed. I know how to move the ball with control whilst on the move. I know how to perform an underarm throw. I know how to work well as part of a team. I know how to perform a side shot throw (dodgeball). I know how to dodge and jockey (dodgeball). I know how to putt accurately and effectively (golf). I know how to chip the ball safely and correctly using a chipping club (golf).		I know how to throw the ball in different ways, showing good accuracy, pace and consistently. I know how to catch a ball at different heights and speeds. I know how to take part in competitive game, working together as a team, following rules, and playing fairly. I know how to move quickly and use different ways to dodge to ball – jump, skip, jockey, gallop (dodgeball). I know how to play a drive shot (golf). I know how to putt accurately (golf). I know how to chip for height and drive for distance (golf).	