Art

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

about great artists, architects and designers in history.

MFL
Listening & Comprehension
listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
Speaking
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

present ideas and information orally to a range of audiences*

Reading & Comprehension

read carefully and show understanding of words, phrases and simple writing

appreciate stories, songs, poems and rhymes in the language

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Computing

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

use sequence, selection, and repetition in programs; work with variables and various forms of input and output

use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design and Technology

Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make: select from and use a wider range of tools and equipment to perform practical tasks accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate: investigate and analyse a range of existing products
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
understand how key events and individuals in design and technology have helped shape the world
Technological Knowledge
apply their understanding of how to strengthen, stiffen and reinforce more complex structures
understand and use mechanical systems in their products
understand and use electrical systems in their products
apply their understanding of computing to programme, monitor and control their products.
Cooking & Nutrition
understand and apply the principles of a healthy and varied diet
cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
understand the source, seasonality and characteristics of a broad range of ingredients

FOUR ELMS
PRIMARY SCHOOL

Writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		
<u>Geography</u> **Locational Knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	<u>History</u> **Pre-Roman Britain** Pupils should be taught about changes in Britain from the Stone Age to the Iron Age **Roman Britain** Pupils should be taught about the Roman empire and its impact on Britain **Anglo-Saxons & Scots** Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots **Hi2/1.4 Anglo-Saxons & Vikings** Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<u>Music</u> Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. **Sport & Games**

FOUR ELMS
PRIMARY SCHOOL

Human and Physical Geography

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Local History

Pupils should be taught about an aspect of local history

Extended chronological study
Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Ancient Civilizations

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

    a.   Ancient Sumer;
    b.   The Indus Valley;
    c.   Ancient Egypt; or
    d.   The Shang Dynasty of Ancient China

Ancient Greece

Pupils should be taught a study of Greek life and achievements and their influence on the western world

Non-European Study

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

    a.   early Islamic civilization, including a study of Baghdad c. AD 900;
    b.   Mayan civilization c. AD 900; or
    c.   Benin (West Africa) c. AD 900-1300

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance

perform dances using a range of movement patterns

take part in outdoor and adventurous activity challenges both individually and within a team

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively

perform safe self-rescue in different water-based situations.