

To Infinity and Beyond - Spring Term

	YR/Y1	Y1/Y2	Y2/Y3	Y3/Y4	Y4/Y5	Y5/Y6
	Diamond	Ruby	Topaz	Emerald	Sapphire	Amethyst
History	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Geography	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

<p>Art</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>About great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>About great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>About great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>
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D&T	<p>Evaluate their ideas and products against design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.</p>	<p>Evaluate their ideas and products against design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.</p>	<p>Evaluate their ideas and products against design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and use mechanical systems in their products (for example gears, pulleys, cams, levers and linkages).</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>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.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>
Music	<p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>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</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>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</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>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</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>
Computing (Basic Skills)	<p>Turn on/off</p> <p>Control programmes</p>	<p>Turn on/off</p> <p>Log on/off</p>	<p>Log on/off</p>	<p>Create, Save and Retrieve documents</p>	<p>Copy and paste</p> <p>Microsoft Word</p>	<p>Microsoft Word</p> <p>Search Internet</p>

		Control programmes	Create, Save and Retrieve documents	Copy and paste	Search Internet	Powerpoint
Computing (Curriculum)	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p>	<p>Search Internet (swiggle)</p> <p>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</p> <p>Create and debug simple programs.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p> <p>Design write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p> <p>Design write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>