Values Based Curriculum
All children will be able to show our school values in all areas of school life

Responsibility	Caring	Friendship	RESPECT	Courage	Honesty	Co-operation

Science

Working Scientifically	Aspects of Biology	Aspects of Chemistry	Aspects of Physics
SWS1a plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary SWS1b use their test results to make predictions to set up further comparative and fair tests SWS2a record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs SWS3a identify scientific evidence and use scientific language to support or refute their ideas SWS3b describe and evaluate their own and other people's scientific ideas related to topics studied (including ideas that have changed over time), using evidence from a range of sources SWS6 report and present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations	SP4 and SA4 Describe and compare the different life process of reproduction and life cycles in some plants and animals SA1c identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood SA1d Describe the effects of diet, exercise, drugs and lifestyle on how their bodies function SA2&3 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals SEI1 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents SEI2 Identify how adaptation of plants and animals over time may lead to evolution? (fossils)	SM6 Explain how mixtures can be separated through filtering, sieving and evaporating SM7 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible (including changes associated with burning and the action of acid on bicarbonate of soda)	SL1 Explain that we can only see things when a light travels from a light source and enters our eyes or from light sources to objects and then our eyes SL2 Recognise that light travels in straight lines and can they use this information to explain the casting of shadows SF2 Explain that gravity causes unsupported objects to fall towards the Earth SF3 Identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force SF4 Identify the effects of air resistance, water resistance and friction between moving surfaces SES1 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system SES2 Use the idea of the Earth's rotation to explain day and night, and the apparent 'movement' of the sun across the sky SE1 Use recognised symbols when representing a simple circuit in a diagram SE2 Explain how the number of/voltage of cells affects bulbs, buzzers or motors in a circuit

Computing

Computer Science	Information Technology	Digital Literacy
CS1 Explain how algorithms work CS2 Combine sequences of instructions and procedures to turn devices on or off CS3 Check and refine a series of instructions CS4 Design and write programs that accomplish simple goals CS4a Use an ICT program to control a number of events for an external device, e.g. electrical or mechanical CS4b Explore 'what if' questions by planning different scenarios for controlled devices CS4c Write programmes with sequence and repetition CS4d Use an ICT programme to measure sound, light or temperature using sensors and interpret the data CS4e Work with and understand various forms of input and output, including using input from sensors to trigger events CS5 Detect and correct errors in programmes	CIT1a Use technology purposefully to design and create digital content, e.g. listen to and create podcasts, capture sounds, images and videos CIT1b Use technology purposefully to manipulate digital content, e.g. use photo editing software by exploring menu options, add special effects to a graphic, manipulate sound using Audacity, simple film editing CIT2a Use search technologies effectively, appreciating how results are selected and ranked CIT2b Use a search engine using keyword searches CIT2c Use complex searches using such as '+' 'OR' "Find the phrase in inverted commas" CIT3 Select 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,	CDL1a Use instant messaging to communicate with class members CDL1b Conduct a video chat with other classes/other schools/ other countries CDL1c Contribute to discussions online CDL2a Confidently choose the correct page set up option when creating a document CDL2b Confidently use text formatting tools, including heading and body text, bullets and numbering tools CDL2c Use the 'hanging indent' tool to help format work where appropriate (e.g. a play script) CDL2d Use the word count tool to check the length of the document CDL3a Use technology safely following the school safer internet rules, including using agreed search engines and understand that

	CS6 Make accurate predictions about the outcome of a program they have written	including collecting and presenting data information CIT3b Combine and manipulate text, images and sound (including music from open sources) to create sophisticated multimedia presentations in a variety of applications CIT3c Make a home page for a website that contains links to other pages CIT4 Collect live data using data logging equipment CIT5a Create a formula in a spreadsheet and then check for accuracy and plausibility CIT5b Use the formulae bar to explore mathematical scenarios CIT5c Search databases for information using symbols such as = > or < CIT5d Identify data error, patterns and sequences CIT5e Create databases planning the fields, rows and columns create graphs and tables to be copied and pasted into other documents and present information from it CIT6a Prepare and present a simple film for a specific audience and then adapt the same film for a different audience CIT6b Use ICT to record sounds and capture both still and video images	online environments have security setting, which can be altered, to protect the user CDL3b Understand the potential risks of giving personal information online and of using internet communication tools, and know how to minimise risks, including developing an online 'nickname' CDL3c Use technology respectfully CDL5a Understand that some messages may be malicious and know how to deal with this CDL5b Understand that some malicious adults may use various techniques to make contact and elicit personal information and know what to do if they think this is happening CDL5c Know that it is unsafe to arrange to meet unknown people online CDL5d Understand they must not publish other people's pictures without permission and that content put online is extremely difficult to remove CDL6 Be discerning in evaluating digital content

History

	Investigating and Interpreting the Past	Building an Overview of British and World History	Understanding Chronology	Communicating Historically/Knowledge and Understanding
History	HIP1a Use, select and analyse suitable sources of evidence to deduce information about the past and to justify claims about the past HIP1b Use various sources to piece together information about a period in history in order to answer a particular question HIP1c Research a specific event from the past using multiple sources and refine lines of enquiry as appropriate HIP2 appreciate that significant events in history have helped shape the country we have today HIP3a Show an understanding that no single source of evidence gives the full answer to questions about the past and recognise that past events have been interpreted and relayed differently HIP3b Look at two different versions & say how the author may be attempting to persuade or give a specific viewpoint HIP3c Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied HIP4 Appreciate how historical artefacts have helped us understand more about British lives in the present & past	HO1 Identify continuity and change in the history of the locality of the school, researching the life of someone who used to live in their area using the Internet & other sources to find out about them HO2 Give a broad overview of life in Britain across different time periods and summarise how Britain has had a major influence on world history HO3 Summarise what Britain may have learnt from other countries & civilizations through time gone by and more recently HO4 Appreciate that how we make decisions has been through a Parliament for some time HO5 Develop a good understanding as to how crime & punishment has changed over the years HO6 Recognise & describe differences & similarities / changes & continuity between different periods of history	HC1 Place specific events, artefacts and historical figures in order on a timeline within a specific time frame using dates HC2 Draw a timeline with different time periods outlined which show different information such as, periods of history, when famous people lived, what order key events happened in etc. HC3 Use their mathematical skills to work exact time scales & differences as need be	HK1 Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy HK2 Describe historical events and people from the past societies and different period/s they are studying/have studied and make comparisons between historical periods; explaining things that have changed & things which have stayed the same HK3 Describe why significant people acted as they did and suggest causes & consequences of the main events & changes in a specific period of history HK4a Describe the social, ethnic, cultural or religious diversity of past society including ideas, beliefs, attitudes and experiences of men, women and children HK4b Explain the role that Britain has had in spreading Christian values across the world HK7 Use original ways to present information and ideas using their highest standard numeracy and literacy skills HK8 Give more than one reason to support an historical argument

Geography

	Investigating Places	Investigating Patterns	Communicating Geographically
Geography	GPL1 Identify and describe how the physical features affect the human activity within a location and understand the way in which human activities can cause environments to change GPL3a Use a range of geographical resources and analyse statistics to give detailed descriptions and opinions of the characteristic features of a location and draw clear conclusions about those locations GPL3b Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area	GIP1 Understand some of the reasons for geographical similarities and differences between countries GIP3 Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) GIP4 Describe geographical diversity across the world and how locations around the world are changing and explain some of the reasons for change	GC1 Describe key aspects of physical geography: e.g. rivers, mountains, volcanoes, earthquakes and the water cycle GC2 Describe key aspects of human geography: e.g. settlements and land use GC3 Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world GC4 Use symbols and keys to communicate knowledge of the United Kingdom and the wider world GC5 Use four-figure grid references to communicate knowledge

	GPL3c Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map) GPL4 Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time		of the United Kingdom and the wider world GC6 Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

R.E.

Learning about Religion	Learning from Religion
RA1a Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities RA1b Describe why people belong to religions RA2&3 Know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this RA5a Recognise diversity in forms of religious, spiritual and moral expression, within and between religions RA5b Recognise how people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment RA5c Appreciate how people live as believers in the modern world applying their beliefs to their personal relationships RA5d Consider how and why people of different faith traditions engage in activities to help the wider community and sometimes come into conflict RA6 Explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues	RF1 Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues RF2 Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments RF3 Express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth RF4a Pose questions and suggest answers to, questions of sacredness, identity, diversity, belonging, meaning, purpose and truth, values and commitments RF4b Relate the above questions to their own and others' lives RF7 Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion

Art

Painting	Printing	Drawing	Collage	Digital Media	3D Art	Textiles	Inspiration and Developing Ideas
APa2 Use and able to name secondary, complementary and contrasting colours in their own work APa3 Use brush techniques and the quality of paint to create texture APa4 Create tints and shades by colour mixing APa5a Use qualities of watercolour paints to create visually interesting pieces APa5b Use the qualities of acrylic paint to create visually interesting pieces	APr2a Create and use printing blocks to create fine detail prints by layering colours APr2b simplify initial sketch book designs to create prints using 2-3 layers	AD1 Make different marks, lines, patterns and shapes within a drawing AD4 Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, movement) AD5 Develop an awareness of composition, scale and proportion in their pictures e.g. foreground, middle ground and background AD6 Use simple perspective (single focal point and horizon)	AC3a Design and create a collage, mixing textures and combining visual and tactile qualities AC3b Use colour, texture and a range of media to create a collage from their own design	ADM1 Use a graphics package to import, create and manipulate images ADM2 Record, collect and present visual images using software such as photostory/ powerpoint	A3D1 Develop skills in using clay inc. slabs, coils, slips, etc (clay faces) A3D2 Understand the safety and basic care of materials and tools A3D3 Produce intricate patterns and textures in a malleable media A3D4 Plan, design and make models from observation or imagination A3D5 Use recycled, natural and man-made materials (including mod roc) to create sculptures on a variety of scales	AT1 Use different grades of threads and needles and use a variety of stitches to decorate work AT3 Use fabrics to create 3D structures – slippers/ hats AT4 Experiment with wax batik techniques AT5 Weave together different textiles using a simple loom	AID1 Give details about the style of a notable artist and explain how their work was influential AID2 Create original pieces of work which show a range of influences and styles AID3 Explore a range of methods and materials AID4a Work in a sustained and independent way to create detailed work AID4b Use view finders to create close observation skills AID5 Adapt and refine work as it progresses

DT

Design	Make	Evaluate	Technical Understanding	Cooking and Nutrition
DD1a Research, develop and design criteria to help them design products which are fit for purpose and targeted toward a specific group or individual DD1b Communicate their ideas through	DM1 Cut and refine materials safely with precision with appropriate tools (such as sanding wood after cutting)?	DE1 continually evaluate and refine their own ideas as well as a range of existing products with the user in mind focusing on the service/quality of the product rather than simply for	DTU2 Use mechanical systems in their products as well as using their scientific knowledge of forces to select the appropriate mechanism e.g. gears, pulleys, cams, levers and	DC1 Create, refine and cook a variety of predominantly savoury dishes using a range of techniques whilst applying the principles of a healthy and varied diet

	discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		product DE2 Identify key events and individuals in design and technology that have helped shape the world and take inspiration from these ideas	linkages? DTU3 Understand and use electrical systems in their products e.g. series circuits incorporating switches, LED's, bulbs, buzzers and motors, and apply their understanding of computing to programme, monitor and control their products	DC2 Measure accurately and calculate ratios of ingredients to scale a recipe up or down DC3 Demonstrate and understand the importance of correct storage and handling of ingredients

Music

	Performing	Composing and Improvising	Transcribing	Describing
	MP1a Sing or play in tune with expression (from memory) MP1b Perform with controlled breathing (voice) and skilful playing (instrument) MP1c Sing a harmony part confidently and accurately MP2 Play clear notes on instruments MP3 Sustain a melodic ostinato (repeated pattern) MP5a Perform a simple part rhythmically MP5b Perform solos or as part of an ensemble and maintain their part whilst others are performing their parts	MC1 use different elements in their composition, thoughtfully selecting or changing elements for a piece to create a specific effect (pitch, tempo, timbre, dynamics) MC2a compose melodies & songs MC2b identify the relationship between lyrics and the melody MC2c use a variety of different musical devices in their composition (including melody, rhythms & chords) MC2d use the pentatonic scale MC3 they create repeated patterns with different instruments MC4 make connections between notations and musical sounds MC5 use digital technologies to compose pieces of music	MT1 Read and create notes and simple time signatures on the musical stave MT2a Recognise the notes EGBDF and FACE on the musical stave MT2b Understand the purpose of the treble and bass clefs MT2c Understand and use the # (sharp) and *b* (flat) symbols MT3a Use the standard musical notation of quavers, crotchets, minims, semibreves and the crotchet rest to indicate how many beats to play MT3b Understand simple time signatures	MD1 Describe and explain the use and effect of silence in a piece of music MD2 Describe and identify different purposes of music MD3a Use musical vocabulary to describe, compare, evaluate and appraise pieces of music & compositions (including pitch, dynamics, tempo, timbre, texture, lyrics and melody and sense of occasion) MD3b Understand more complex musical concepts such as: solo, rounds, harmonies, accompaniments, cyclic patterns, combination of musical elements and cultural context MD3c Describe how lyrics can reflect cultural context MD4 Suggest and explain improvements to their own and others' work

P.E.

	Games & Athletics	Dance	Gymnastics	Swimming
	PG1a Choose and use different techniques, individually and in combination, to pass, dribble, shoot and strike, including forehand and backhand PG1b Adapt throwing and catching techniques to suit a variety of challenges and sports PG2a Use rules fairly PG2b Choose from a range of tactics PG2c Use tactics and rules when attacking and defending PG2d Recognise weaknesses and improvements when participating in competitive games PG3 Identify activities that help to develop stamina and power for running events, measuring progress over time PG4a Show good control and technique during jumping and other athletic events PG4b Use power and technique in jumping activities PG5a Use detailed maps and diagrams to move confidently through familiar and less familiar environments PG5b Plan sensible responses to physical challenges or problems when tackling outdoor and adventurous activities PG5c Use and adapt your skills and strategies as the situation demands, e.g. respond when a task or environment changes as the challenge level increases	PD2&3 Remember, refine and repeat short dances with a sense of style and artistic intention PD4a Work creatively and imaginatively, alone or with a partner, to compose simple dances PD4b Perform dances fluently and with control PD4c Perform to an accompaniment expressively PD4d Show an awareness of musical structure, rhythm, mood and phrasing PD5 Suggest improvements to their own and other people's dances using appropriate dance vocabulary	PGy1 Practise and perform a range of actions and balances for a sequence with control and accuracy PGy2 Link actions and balances together so that they show clarity, fluency and accuracy PGy3a Plan, perform and repeat complex sequences that include changes of direction, speed and level PGy3b Adapt actions and balances so that they can be performed in a sequence PGy3c In small groups, perform a sequence to an audience PGy4 Show contrasts (such as small/tall, straight/curved and wide/narrow) PGy5 Travel by rolling forwards, backwards and sideways PGy6 Hold a position whilst balancing on different points of the body PGy7 Climb safely on equipment PGy8 Stretch and curl to develop flexibility PGy9 Jump in a variety of ways and land with increasing control and balance PGy10 Use criteria to judge the quality of compositions and sequences, suggesting improvements as required	PS1a Swim confidently and fluently on the surface and underwater PS1b Use three different strokes in swimming; front and back PS1c Breathe so that the pattern of swimming is not interrupted PS2a Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds PS2b Swim further than 100 metres PS2c Swim short distances using butterfly PS3 Perform a wide range of personal survival techniques confidently

PSHE	Protective Behaviours	Anti-Bullying	Keeping Safe	Lifestyle Choices	SRE
	PSHPB1 Identify safe places PSHPB2 Identify safe people who can be trusted PSHPB3 Name people they can go to for help if they have a worry Cross ref – CDL1-6 PSHPB4 explain the potential risks of providing personal information in cyberspace PSHPB5a protect yourself from the inappropriate use of technology by others PSHPB5b Respect the rights of other users PSHPB8a Select appropriate tools to collaborate and communicate confidently and safely with others in cyberspace PSHPB8b Exchange and share ideas with a wider audience safely, including the use of email, social networking, online gaming and mobile phones	PSHAB1 Recall and explain all of the features of bullying PSHAB2 Educate others in the definition of bullying, the different types of bullying and how to stop it PSHAB3a Definitively decide whether scenarios are bullying or conflict on your own PSHAB3b Demonstrate a better understanding of the impact of bullying PSHAB3c Identify why people bully others Cross ref – CDL1-6	PSHKS2a Identify potentially dangerous situations, the hazards they pose and suggest how to make things safer PSHSK2b Explain how warning signs could prevent potential hazards PSHKS3a Use the SAFE code to keep yourself and others safe in water PSHKS3b Name different bodies of water and identify their potential hazards PSHKS7a Identify all dangers that the railways present PSHKS7b Talk about how peer pressure leads to rail dangers and tragedies PSHKS7c Advise others how to keep safe from electricity on the railways PSHKS8a Recall and apply the rules regarding cycle safety PSHKS8b List 6 different ways to resist peer pressure to act unsafely when in a vehicle, on/ near a road and when using a bicycle Cross ref – CDL1-6	PSHLC1a Explain why people do the work they do, including considering salaries, and explain what is deducted from earnings and why PSHLC1b Make informed and sensible purchases PSHLC1c Talk about why people may borrow money and the risks involved PSHLC1d List the benefits of Fairtrade PSHLC2a Correctly sort food into food groups PSHLC2b Define a balanced diet and apply this to the choices you make about what you eat PSHLC2c Discuss the role the media plays on your eating choices PSHLC3a Manage their time to include regular exercise PSHLC3b Define the types of activities which make up a healthy lifestyle PSHLC5a Recall why labels and instructions on medicines need to be read PSHLC6a Recount how tobacco and alcohol can alter the way organs function and change the way we behave PSHLC6b Talk about the substances our body absorbs when we smoke, how these damage our health and the impact they have on our social life PSHLC6c Present an anti-smoking argument PSHLC7a Use their knowledge of smoking, alcohol and drugs to make good decisions about their life style PSHLC7b List how to make their life healthier and why that is important PSHLC7c Understand how the media can have affect their emotional health and wellbeing PSHLC7d Discuss the influence of adverts and celebrity pictures on healthy living choices	PSHSR1a Identify the many relationships in which you are involved PSHSR1b Accept a wide range of different family arrangements PSHSR2 Explain the need for love and trust in relationships PSHSR3a Explain why being different can provoke conflict and why this is unacceptable PSHSR3b Respect other people's viewpoints and beliefs PSHSR3c Recognise and challenge stereotypes, for example, in relation to gender PSHSR4a Explain the main changes that take place at puberty and why they happen PSHSR4b Identify the parts of the body involved with conception PSHSR5a Express views and opinions about childbirth and caring for a baby PSHSR6a Recognise the pressure of unwanted physical contact and know ways of resisting it PSHSR6b Identify adults you can trust and ask for help

Empowering Learning	Self-Managers	Effective Participators	Reflective Learners	Independent Enquirers	Team Workers	Resourceful Thinkers
	ELSM1 Organise their time and resources so that they can successfully complete tasks ELSM2 Show the ability to learn from their mistakes ELSM3 Assess potential risks and then make decisions to try and prevent them	ELEP1 Be a responsible role model for good behaviour ELEP2 Break down their ideas so someone else can understand ELEP3 Break down and put forward the views and beliefs of a peer even if they differ from their own ELEP4 Discuss and debate	ELRL1 Accept different types of feedback and learn from it ELRL2 Explain and discuss the different ways to give feedback to others ELRL3 Understand that their attitude and behaviour can affect their learning, and make changes ELRL4 Use a range of	ELIE1 Recognise that sometimes they need help from others to solve a problem ELIE2 Plan a complex task, working out what might go wrong and how to solve it ELIE3 Choose how to present information in suitable ways and break down an activity into smaller steps	ELTW1 Accept helpful comments from others to improve their learning ELTW2 Share a learning environment with others and respect their needs and different views, learning from them ELTW3 Motivate others and suggest how to organise a task	ELRT1 Link ideas from different subjects to solve problems ELRT2 Use resources around them when the solution is not obvious ELRT3 Show willingness to explore more than one option when solving a problem, thus showing that they understand there may be more than one

| | | issues when planning, completing and evaluating work | strategies to reflect on their own and others' learning? | | into smaller 'jobs' to suit the group they are in
ELTW4 Sort out problems within their group in order for everyone to be successful | solution
ELRT4 Adapt and apply their learning to new situations |