**Roebuck Academy History Curriculum 2019 - 2020**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** |  | **Heroes of history**  **(centenary focus)**  Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  significant historical events | **Tim Peake v’s Neil Armstrong**  Events beyond living memory that are significant nationally or globally | **Alexander Flemming**  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 |  |  |
| **Year 2** | **The Royal family- Queen Elizabeth II**  Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  Remembrance Sunday  Significant historical events in their own locality | **The Titanic**  Events beyond living memory that are significant nationally or globally |  | **Samuel Pepys & The Great Fire of London**  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 |  |  |
| **KS2** | **Year 3** | **Changes in Britain from the Stone Age to the Iron Age**  Changes in Britain from the Stone Age to the Iron Age including Bronze age religion, technology, travel, from example: Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture. | |  | | **The Roman Empire and its impact on Britain**  The Study of Pompeii  Julius Caesar’s attempted invasion in 55-54BC  The Roman Empire by AD 42 and the power of it’s army.  The Successful invasion by Claudius and the conquest including Hadrian’s wall  British resistance for example, Boudica. | |
| **Year 4** | **Ancient Greece**  A study of Greek life and achievements and their influence on the western world  The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day | | **Ancient Egypt**  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study | |  |  |
| **Year 5** | **Anglo Saxons**  Britain’s settlement by Anglo-Saxons and Scots  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  Anglo-Saxon invasions, settlements and kingdoms: place names and village life  Anglo-Saxon art and culture  Anglo-Saxon laws and justice  Christian conversion – Canterbury, Iona and Lindisfarne | | **The Vikings**  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Viking raids and invasion  Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld  Edward the Confessor and his death in 1066 | **Victorians**  Aspect of British History  Extends pupils chronological knowledge beyond 1066.  A significant turning point in British history, industrial revolution, first schools, railways, inventions etc. |  |  |
| **Year 6** |  | | **World war**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. E.g. a significant turning point in British history, e.g. Battle of Britain  Stevenage at war: a local history study | | **Mayans**  A non-European society that provides contrasts with British history: Mayan civilisation | |

**Roebuck Academy Geography Curriculum 2019 - 2020**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** | **Geographical skills and field work**  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  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  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  pack Paddington’s case identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |  |  |  | **Physical and human geography**  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  **Locational knowledge**  name and locate the world’s seven continents and five oceans  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | **Place knowledge**  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |
| **Year 2** |  |  | **Place knowledge**  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |  | **Locational knowledge**  name and locate the world’s seven continents and five oceans  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  **Geographical skills and fieldwork**  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  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  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | **Human and physical geography**  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| **KS2** | **Year 3** | **Human and physical geography**  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 the eight points of a compass, four and six-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  **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 | |  | **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  **Human and physical geography**  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  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 | **Locational Knowledge**  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  **Geographical skills and fieldwork –**  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-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. | |
| **Year 4** | **Locational Knowledge**  Geography - Locate the world’s countries, using maps to focus on Europe – Greece  **Geographical Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Greeks | | **Locational Knowledge**  Geography - Locate the world’s countries, using maps to focus on Europe – Greece  **Geographical Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Greeks  **Human and physical geography**  Including types of settlement and land use, economic activity including trade links  **Physical geography** – study of the River Nile. | | **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  **Geographical Skills and fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| **Year 5** | **Locational Knowledge**  Locate key countries in Europe (related to Anglo-Saxon movement)  Locate counties and cities of the United Kingdom (in reference to where Anglo-Saxons settled)  **Geographical skills and fieldwork**  Use atlases and identify above  Use eight point compass directions (to move from one Anglo-Saxon settlement to another)  Use of keys as appropriate | |  | | **Rainforests (the Amazon)**  **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 within North or South America  **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)  **Human and physical geography**  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  **Geographical skills and fieldwork**  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   use the eight points of a compass, four and six-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. | |
| **Year 6** | **Locational Knowledge**  Key Topographical features including hills, mountains, coasts and rivers to show how some of these aspects have changed over time.  **Human and Physical Geography**  coastlines and their land use  Structure of a coastline  Water Cycle  Erosion  Impact of weather and climate on coastlines  Sea defences  How the landscape has developed over time – coastal erosion  Sea defences  What is available – Justify choice | **Geographical skills and fieldwork**  Use fieldwork to observe, measure, record and present the human and physical features in the local area using arrange of methods including sketch maps, plans and graphs and digital technologies – Kingswood  observe the human and physical features in the local area  @Kingswood  Kingswood prep: use the 8 points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK and wider world  COASTS |  | **Locational Knowledge**  Geography - Identify countries where war has happened/is happening/ look at journey of refugees:  locate the world’s countries, using maps to focus on Europe and north and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities |  | **Locational Knowledge**  Locate the world’s countries using maps concentrating on countries and major cities  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Understand types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water  **Place knowledge**  Understand key geographical similarities and differences between the UK and a region within South America |

**Roebuck Academy ART Curriculum 2019 - 2020**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** |  | **Art & Design Skills**  **Design, drawing, craft, painting and art appreciation**  **Hero focus**  To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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. | **Formal Elements of Art**  **Shape, line and colour**  **Space pics**  To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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. | . | **Landscapes using Different Media : At the seaside**  **Seaside scenes**  To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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. | **Sculpture and collage – Living things**  **Animal models**  To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |
| **Year 2** |  | **Formal elements of art-**  **Titanic**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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. | **Art and design skills-**  **Dragons**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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. |  | **Human form-**  **We are precious**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **Mixed media-**  **Sun flowers- Van Gough**  To use a range of materials creatively to design and make products  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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.  To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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. |
| **KS2** | **Year 3** | **Formal elements of 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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history | **Prehistoric 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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  | **Craft**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  | **Art & Design Skills**  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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |
| **Year 4** | **Sculpture – working with recycled materials**  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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  | **Formal elements of art – texture and pattern.**  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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  | **Every picture tells a story – analysing famous artists work**  (focus on European artists)  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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  |
| **Year 5** | **Design for a Purpose**  **A coat of arms, a brand name and an advert**  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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history | **Art & Design Skills**  **Design, drawing, craft, painting and art appreciation**  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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history | **Formal Elements: Architecture**  **Colour, line, shape and form**  **-Viking Long houses**  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 [for example, pencil, charcoal, paint, clay  About great artists, architects and designers in history |  | **Every Picture Tells a Story**  **Analysing famous artists’ work**  To create sketch books to record their observations and use them to review and revisit ideas  About great artists, architects and designers in history |  |
| **Year 6** | **Art & Design Skills:**  **Design, drawing, craft, painting and art appreciation**  To create sketch books to record their observations and use them to review and revisit ideas  About great artists, architects and designers in history | **Still life: memory box – linked coastal objects**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay |  | **Making my Voice heard: Messaging in drawing, painting and sculpture**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay |  | **Photography**  **Photomontage, macro photography and self-portrait**  To create sketch books to record their observations and use them to review and revisit ideas  About great artists, architects and designers in history |

**Roebuck Academy Science Curriculum Skills coverage 2019 - 2020**

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|  |  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **KS1** | **Year 1** | **Trees and plants**  identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  identify and describe the basic structure of a variety of common flowering plants, including trees  **Seasonal changes** (autumn)  observe changes across the 4 seasons | | **Everyday materials**  distinguish between an object and the material from which it is made  identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties | **Seasonal changes**  (day length and spring)  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies | **Human body**  identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  Planting in allotment | **Seasonal changes**  (summer)  observe changes across the 4 seasons  **Sea animals**  identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) | **animals**  identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) | |
| **Year 2** | **Use of everyday materials**  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  Animals including humans.  Notice that animals including humans have offspring which grow into adults  Find out about and describe the basic needs of animals including humans for survival ex: water. Food, air.  Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | | | **Living things and habitats**  Explore and compare the differences between things that are living, dead, and things that have never been alive  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  Identify and name a variety of plants and animals in their habitats, including microhabitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | | **Plants**  Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | | |
| **KS2** | **Year 3** | **Animals including humans**  identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Forces and magnets**  compare how things move on different surfaces  notice that some forces need contact between two objects, but magnetic forces can act at a distance  observe how magnets attract or repel each other and attract some materials and not others  compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles  predict whether two magnets will attract or repel each other, depending on which poles are facing. | | **Rocks and soils**  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter. | | **Plants**  identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | **Light and shadows**  recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces  recognise that light from the sun can be dangerous and that there are ways to protect their eyes  recognise that shadows are formed when the light from a light source is blocked by an opaque object  find patterns in the way that the size of shadows change. |
| **Year 4** | **States of Matter**  Compare and group materials together, according to whether they are solids, liquids or gases  observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Sound**  Identify how sounds are made, associating some of them with something vibrating  recognise that vibrations from sounds travel through a medium to the ear  find patterns between the pitch of a sound and features of the object that produced it  find patterns between the volume of a sound and the strength of the vibrations that produced it  recognise that sounds get fainter as the distance from the sound source increases. | | **Animals including Humans**  Describe the simple functions of the basic parts of the digestive system in humans  identify the different types of teeth in humans and their simple functions  Construct and interpret a variety of food chains, identifying producers, predators and prey. | | **Circuits and Conductors**  Identify common appliances that run on electricity  construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part  of a complete loop with a battery  recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  recognise some common conductors and insulators, and associate metals with being good conductors. | | **Living things and their Habitats**  Recognise that living things can be grouped in a variety of ways  explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things. |
| **Year 5** | **Forces**  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  Identify the effects of air resistance, water resistance and friction, that acts between moving surfaces  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect | | | **Earth and space**  Describe the movement of the Earth, and other planets, relative to the Sun  Describe movement of the Moon relative to Earth  Describe the sun, earth and moon as approximate spherical bodies  Use the idea of the earth’s rotation to explain day and night and the apparent movement of the sun across the sky | **Properties and changes of materials**  Compare and group materials bases on their properties  Know some will dissolve in a liquid and how to recover this  Use knowledge of solids, liquids and gases to decide how mixtures might be separated  Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metaks, wood and plastics  Demonstrate that dissolving mixing nd change of state are reversible changes  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.  Reversible and irreversible changes  Fair tests | **Living things & their habitats**  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life processes of reproduction in some plants and animals | | **Animals including humans**  Describe the changes as humans develop to old age |
| **Year 6** | **Evolution and Inheritance**  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | | | **Animals including humans**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  describe the ways in which nutrients and water are transported within animals, including humans | **Living things and their habitats**  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals  give reasons for classifying plants and animals based on specific characteristics. | **Light**  Recognise that light appears to travel in straight lines  use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye    explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  use recognised symbols when representing a simple circuit in a diagram | |

**Roebuck Academy DT Curriculum 2019 - 2020**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** | **Mechanisms – Moving story books**  **Going on a bear hunt**  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, according to their characteristics  build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products |  | **Textiles – Puppets**  **Making aliens**  Design based on design criteria  generate, develop, model and communicate their ideas  select from and use a range of tools and equipment to perform practical tasks  select from and use a wide range of materials and components,  evaluate their ideas and products against design criteria | **Mechanisms – Wheels and Axles**  **Making an ambulance**  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, according to their characteristics  build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products | **Structures – Windmills**  **For pirate ships**  Design based on design criteria  generate, develop, model and communicate their ideas  select from and use a range of tools and equipment to perform practical tasks  select from and use a wide range of materials and components,  evaluate their ideas and products against design criteria  build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |  |
| **Year 2** | **Mechanisms-**  **Castles with a moving draw bridge**  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, according to their characteristics  build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products |  |  | **Structures-**  **Bridge across the Thames**  design based on design criteria  generate, develop, model and communicate their ideas  select from and use a range of tools and equipment to perform practical tasks  select from and use a wide range of materials and components,  evaluate their ideas and products against design criteria  build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | **Textiles- (1 day blocked)**  **Animal puppets**  design based on design criteria  generate, develop, model and communicate their ideas  select from and use a range of tools and equipment to perform practical tasks  select from and use a wide range of materials and components,  evaluate their ideas and products against design criteria |  |
| **KS2** | **Year 3** | **Mechanisms**  **Pneumatic Toys**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | **Textiles**  **Cushions**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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 |  | **Structures**  **Roman Townhouses**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **Electrical Systems**  **Static Electricity**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products |  |
| **Year 4** | **Structures – Pavilions**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **Mechanisms – Sling shot cars**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  | **Textiles – fastenings**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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 |  | **Electrical systems – torches**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  understand and use electrical systems in their  products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products |
| **Year 5** | **Mechanical systems: Making a Pop-up Book**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | **Textiles: Stuffed Toys**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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 |  | **Structure: Bridges**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **Electrical Systems: Electronic Greetings Cards**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  understand and use electrical systems in their  products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products |  |
| **Year 6** |  | **Creating board games**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  understand and use electrical systems in their  products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages | **Shadow Puppets and Whiteboards – a Mayan story**  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  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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  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  apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  |  |  |

**Roebuck Academy PE Curriculum 2019 - 2020**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** | **Throwing and Catching**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending | **Striking and Fielding**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending | **Gymnastics**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Footwork**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Olympic Events**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending | **Athletics**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Year 2** | **Ball/Racket skills**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending | **Striking and Fielding**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending | **Gymnastics**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Football**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending | **Throwing and Catching**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Athletics**  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **KS2** | **Year 3** | **Football**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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 | **Basketball**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  use running, jumping, throwing and catching in isolation and in combination | **Gymnastics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Ball/Racket skills**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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 | **Striking and Fielding**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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 | **Athletics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best  take part in outdoor and adventurous activity challenges both individually and within a team |
| **Year 4** | **Football**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Striking and Fielding**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  use running, jumping, throwing and catching in isolation and in combination  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**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Gymnastics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Mini Tennis**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Tri-Golf**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations | **Athletics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best  take part in outdoor and adventurous activity challenges both individually and within a team  **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations |
| **Year 5** | **Basketball**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  take part in outdoor and adventurous activity challenges both individually and within a team  use running, jumping, throwing and catching in isolation and in combination  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Tag Rugby**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  use running, jumping, throwing and catching in isolation and in combination  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 | **Gymnastics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Quicksticks**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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** | **Athletics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best  take part in outdoor and adventurous activity challenges both individually and within a team  **Swimming** | **Striking and Fielding**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  use running, jumping, throwing and catching in isolation and in combination  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** |
|  | **Year 6** | **Basketball**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  take part in outdoor and adventurous activity challenges both individually and within a team  use running, jumping, throwing and catching in isolation and in combination  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Gymnastics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Quicksticks**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  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 | **Tag Rugby**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  use running, jumping, throwing and catching in isolation and in combination  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 | **Athletics**  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best  take part in outdoor and adventurous activity challenges both individually and within a team | **Striking and Fielding**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  use running, jumping, throwing and catching in isolation and in combination  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 |
| Dance sessions | KS1- perform dances using simple movement patterns  KS2- perform dances using a range of movement patterns | | | | | | |

**Roebuck Academy Computing Curriculum 2019-20**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** | **Let’s Create**  Children begin to explore digital texts, using varied devices and software to create digital content. They investigate differences between input and output and hardware and software. They explore the idea of a network related to computers at home and school, logging on to their area with support. They use unplugged computing approaches to explore the devices they use. They consider eSafe practice. | | **Visual Information**  Children investigate how we derive information from different sources. They create graphs and charts and make general statements. They use dataloggers to explore environmental conditions. They organise objects using branching databases. They explore how computers might sort objects, noting the process of Repeat. They build eSafe practice. | | **Discovering programming**  Children name the main external parts of a computer and explore how they work together. They explore programmable devices relating their understanding of inputs and outputs to natural and digital systems. They use unplugged approaches and simple onscreen and physical devices to develop understanding of algorithms and programming. They develop their own skills in open programming time. | |
| **Year 2** | **Coding**  understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  create and debug simple programs  use logical reasoning to predict the behaviour of simple programs | **Online safety**  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.  **Spreadsheets** recognise common uses of information technology beyond school  use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Questioning**  recognise common uses of information technology beyond school  use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Effective searching**  use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Creating pictures**  use technology purposefully to create, organise, store, manipulate and retrieve digital content  recognise common uses of information technology beyond school | **Making music**  recognise common uses of information technology beyond school  **Presenting ideas**  use technology purposefully to create, organise, store, manipulate and retrieve digital content |
| **KS2** | **Year 3** | **Coding**  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 | **Online Safety**  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 | **Spreadsheets**  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  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  **Touch Typing** | **Email**  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 | **Branching Databases**  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 | **Simulations**  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  **Graphing**  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 |
| **Year 4** | **Coding**  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 | **Online safety**  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 | **Spreadsheets**  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  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 | **Logo**  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  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 | **Animation**  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 | **Effective searching**  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  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| **Year 5** | **Coding**  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 | **Online Safety**  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 | **Spreadsheets**  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  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 | **Databases**  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  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 | **Game Creator**  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 | **3D Modelling**  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 sequence, selection, and repetition in programs; work with variables and various forms of input and output |
| **Year 6** | **Coding**  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 | **Online Safety**  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 | **Spreadsheets**  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  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 | **Blogging**  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 | **Text adventures**  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 | **Network**  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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |

**Roebuck Academy Music Curriculum 2019-20**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** | **Seasons**  **Story time**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the interrelated dimensions of music | **Our school**  **Number**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the interrelated dimensions of music | **Travel**  **Machines**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the interrelated dimensions of music | **Our bodies**  **Ourselves**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the interrelated dimensions of music | **Water**  **Weather**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the interrelated dimensions of music | **Animals**  **Pattern**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the interrelated dimensions of music |
| **Year 2** | **Hands, feet and heart.**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Ho Ho Ho**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter-related dimensions of music. | **I wanna play in a band**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Zootime**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Friendship song**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Reflect, rewind and play**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **KS2** | **Year 3** | 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 | 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 | 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 | 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 | 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 | 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 |
| **Year 4** | **Mamma Mia**  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 | **Glockenspiel stage 2**  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 | **Stop!**  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 | **Lean on me**  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 | **Blackbird**  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 | **Reflect, rewind, replay**  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 |
| **Year 5** | **Livin’ On A Prayer Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music**  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 | **Classroom Jazz 1**  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 | **Make You Feel My Love**  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 | **Fresh Prince of Bel-Air**  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 | **Dancing In The Street**  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 | **Reflect, Rewind and Replay**  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 |
| **Year 6** | **Mama Mia**  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 | **Happy**  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 | **You got a friend**  **Topic- Pack up your troubles**  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 | | **New unit**  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 | **reflect, rewind and replay**  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 |

**Roebuck Academy PHSE Curriculum 2019-20**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** | **Being me in my world** | **Celebrating difference** | **Dreams and goals** | **Healthy me** | **Relationships** | **Changing me** |
| **Year 2** | **Being me in my world** | **Celebrating difference** | **Dreams and goals** | **Healthy me** | **Relationships** | **Changing me** |
| **KS2** | **Year 3** | **Being me in my world** | **Celebrating difference** | **Dreams and goals** | **Healthy me** | **Relationships** | **Changing me** |
| **Year 4** | **Being me in my world** | **Celebrating difference** | **Dreams & Goals** | **Healthy me** | **Relationships** | **Changing me** |
| **Year 5** | **Being me in my world** | **Celebrating difference** | **Dreams and goals** | **Healthy me** | **Relationships** | **Changing me** |
| **Year 6** | **Being me in my world** | **Celebrating difference** | **Dreams and goals** | **Healthy me** | **Relationships** | **Changing me** |