

**Owston Park National Curriculum Coverage Map**

	KS1 National Curriculum Coverage					
Science	Year 1			Autumn	Spring	Summer
<i>Working Scientifically</i>	▪ asking simple questions & recognising that they can be answered in different ways			X	X	X
	▪ observing closely, using simple equipment			X	X	X
	▪ performing simple tests			X	X	X
	▪ identifying & classifying			X	X	X
	▪ using their observations & ideas to suggest answers to questions			X	X	X
	▪ gathering & recording data to help in answering questions.			X	X	X
<i>Plants</i>	▪ identify & name a variety of common wild & garden plants, including deciduous & evergreen trees				X	
	▪ identify & describe the basic structure of a variety of common flowering plants, including trees.				X	
<i>Animals, including humans</i>	▪ identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals				X	
	▪ identify & name a variety of common animals that are carnivores, herbivores & omnivores				X	
	▪ describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds & mammals, including pets)				X	
	▪ identify, name, draw & label the basic parts of the human body & say which part of the body is associated with each sense.			X		
<i>Everyday Materials</i>	▪ distinguish between an object & the material from which it is made					X
	▪ identify & name a variety of everyday materials, including wood, plastic, glass, metal, water, & rock					X
	▪ describe the simple physical properties of a variety of everyday materials					X
	▪ compare & group together a variety of everyday materials on the basis of their simple physical properties.					X
<i>Seasonal Changes</i>	▪ observe changes across the four seasons			X	X	X
	▪ observe & describe weather associated with the seasons & how day length varies.			X	X	X

**Owston Park National Curriculum Coverage Map**

	<b>KS1 National Curriculum Coverage</b>					
<b>Science</b>	<b>Year 2</b>			<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<i>Working Scientifically</i>	▪ asking simple questions & recognising that they can be answered in different ways			<b>X</b>	<b>X</b>	<b>X</b>
	▪ observing closely, using simple equipment			<b>X</b>	<b>X</b>	<b>X</b>
	▪ performing simple tests			<b>X</b>	<b>X</b>	<b>X</b>
	▪ identifying & classifying			<b>X</b>	<b>X</b>	<b>X</b>
	▪ using their observations & ideas to suggest answers to questions			<b>X</b>	<b>X</b>	<b>X</b>
	▪ gathering & recording data to help in answering questions.			<b>X</b>	<b>X</b>	<b>X</b>
<i>Living things &amp; their habitats</i>	▪ explore & compare the differences between things that are living, dead, & things that have never been alive				<b>X</b>	<b>X</b>
	▪ identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other			<b>X</b>	<b>X</b>	<b>X</b>
	▪ identify & name a variety of plants & animals in their habitats, including micro-habitats			<b>X</b>	<b>X</b>	<b>X</b>
	▪ describe how animals obtain their food from plants & other animals, using the idea of a simple food chain, & identify & name different sources of food.			<b>X</b>		<b>X</b>
<i>Plants</i>	▪ observe & describe how seeds & bulbs grow into mature plants				<b>X</b>	
	▪ find out & describe how plants need water, light & a suitable temperature to grow & stay healthy.				<b>X</b>	
<i>Animals, including humans</i>	▪ notice that animals, including humans, have offspring which grow into adults			<b>X</b>		
	▪ find out about & describe the basic needs of animals, including humans, for survival (water, food & air)			<b>X</b>		<b>X</b>
	▪ describe the importance for humans of exercise, eating the right amounts of different types of food, & hygiene.				<b>X</b>	
<i>Uses of everyday materials</i>	▪ identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses			<b>X</b>		
	▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching.			<b>X</b>		

**Owston Park National Curriculum Coverage Map**

	KS1 National Curriculum Coverage	Autumn		Spring		Summer	
		Y1	Y2	Y 1	Y 2	Y1	Y 2
<b>Geography</b> <i>Locational knowledge</i>	▪ name & locate the world's seven continents & five oceans		X				
	▪ name, locate & identify characteristics of the four countries & capital cities of the United Kingdom & its surrounding seas	X		X			
<i>Place knowledge</i>	▪ understand geographical similarities & differences through studying the human & physical geography of a small area of the United Kingdom, & of a small area in a contrasting non-European country					X	
<i>Human &amp; physical geography</i>	▪ identify seasonal & daily weather patterns in the United Kingdom & the location of hot & cold areas of the world in relation to the Equator & the North & South Poles		X			X	
	▪ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather				X	X	
	▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop	X		X			X
<i>Geographical skills &amp; fieldwork</i>	▪ use world maps, atlases & globes to identify the United Kingdom & its countries, as well as the countries, continents & oceans studied at this key stage	X	X				
	▪ use simple compass directions (North, South, East & West) & locational & directional language [for example, near & far; left & right], to describe the location of features & routes on a map		X				X
	▪ use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key	X			X		X
	▪ use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment.	X			X		
<b>History</b>	▪ Pupils should develop an awareness of the past, using common words & phrases relating to the passing of time.	X	X	X	X	X	X
	▪ They should know where the people & events they study fit within a chronological framework & identify similarities & differences between ways of life in different periods.	X	X	X	X	X	X
	▪ They should use a wide vocabulary of everyday historical terms.	X	X	X	X	X	X
	▪ They should ask & answer questions, choosing & using parts of stories & other sources to show that they know & understand key features of events.	X	X	X	X	X	X
	▪ They should understand some of the ways in which we find out about the past & identify different ways in which it is represented.	X	X	X	X	X	X
	▪ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	X		X		X	X
	▪ events beyond living memory that are significant nationally or globally	X	X	X	X	X	X
	▪ the lives of significant individuals in the past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods		X	X	X	X	X
	▪ significant historical events, people & places in their own locality	X			X		

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	KS1 National Curriculum Coverage	Autumn		Spring		Summer	
		Y1	Y2	Y1	Y2	Y1	Y2
<b>Art &amp; Design</b>	▪ To use a range of materials creatively to design & make products				X		X
	▪ To use drawing, painting & sculpture to develop & share their ideas, experiences & imagination						
	▪ To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space		X		X		X
	▪ About the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work.		X		X		X
<b>Computing</b>	▪ understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions	X	X	X	X		
	▪ create & debug simple programs	X	X	X	X		
	▪ use logical reasoning to predict the behaviour of simple programs	X	X	X	X		
	▪ use technology purposefully to create, organise, store, manipulate & retrieve digital content					X	X
	▪ recognise common uses of information technology beyond school					X	X
	▪ use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.					X	X
<b>Design Technology</b> <i>Design</i>	▪ design purposeful, functional, appealing products for themselves & other users based on design criteria	X		X	X	X	X
	▪ generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, information & communication technology	X		X	X	X	X
<i>Make</i>	▪ select from & use a range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining & finishing	X		X	X	X	X
	▪ select from & use a wide range of materials & components, including construction materials, textiles & ingredients, according to their characteristics	X		X	X	X	X
<i>Evaluate</i>	▪ explore & evaluate a range of existing products	X		X	X	X	X
	▪ evaluate their ideas & products against design criteria	X		X	X	X	X
<i>Technical knowledge</i>	▪ build structures, exploring how they can be made stronger, stiffer & more stable	X		X	X	X	X
	▪ explore & use mechanisms [for example, levers, sliders, wheels & axles], in their products.	X		X	X	X	X
<i>Cooking &amp; Nutrition</i>	▪ use the basic principles of a healthy & varied diet to prepare dishes	X	X				
	▪ understand where food comes from	X	X				
<b>Music</b>	▪ use their voices expressively & creatively by singing songs & speaking chants & rhymes	X	X				
	▪ play tuned & untuned instruments musically				X	X	X
	▪ listen with concentration & understanding to a range of high-quality live & recorded music			X	X		
	▪ experiment with, create, select & combine sounds using the inter-related dimensions of music.					X	X
<b>PE</b>	▪ master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, & begin to apply these in a range of activities						
	▪ participate in team games, developing simple tactics for attacking & defending						
	▪ perform dances using simple movement patterns.						

### Owston Park National Curriculum Coverage Map

Science	KS2 National Curriculum Coverage – Year 3	Autumn	Spring	Summer
<i>Working Scientifically</i>	▪ asking relevant questions & using different types of scientific enquiries to answer them	X	X	X
	▪ setting up simple practical enquiries, comparative & fair tests	X	X	X
	▪ making systematic & careful observations &, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers & data loggers	X	X	X
	▪ gathering, recording, classifying & presenting data in a variety of ways to help answering questions	X	X	X
	▪ recording findings using simple scientific language, drawings, labelled diagrams, key, bar charts & tables.	X	X	X
	▪ reporting on findings from enquiries, including oral & written explanations, displays/presentations of results & conclusions	X	X	X
	▪ using results to draw simple conclusions, make predictions for new values, suggest improvements & raise further question	X	X	X
	▪ identifying differences, similarities or changes related to simple scientific ideas & processes	X	X	X
<i>Plants</i>	▪ using straightforward scientific evidence to answer questions or to support their findings.	X	X	X
	▪ identify & describe the functions of different parts of flowering plants: roots, stem/trunk, leaves & flowers		X	
	▪ explore the requirements of plants for life & growth (air, light, water, nutrients from soil, & room to grow) & how they vary from plant to plant		X	
	▪ investigate the way in which water is transported within plants		X	
<i>Animals, including humans</i>	▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation & seed dispersal.		X	
	▪ identify that animals, including humans, need the right types & amount of nutrition, & that they cannot make their own food; they get nutrition from what they eat	X		
<i>Rocks</i>	▪ identify that humans & some other animals have skeletons & muscles for support, protection & movement.	X		
	▪ compare & group together different kinds of rocks on the basis of their appearance & simple physical properties	X		
	▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock	X		
<i>Light</i>	▪ recognise that soils are made from rocks & organic matter.	X		
	▪ recognise that they need light in order to see things & that dark is the absence of light			X
	▪ notice that light is reflected from surfaces			X
	▪ recognise that light from the sun can be dangerous & that there are ways to protect their eyes			X
	▪ recognise that shadows are formed when the light from a light source is blocked by an opaque object			X
<i>Forces &amp; Magnets</i>	▪ find patterns in the way that the size of shadows change			X
	▪ compare how things move on different surfaces		X	
	▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance		X	
	▪ observe how magnets attract or repel each other & attract some materials & not others		X	
	▪ compare & group together a variety of everyday materials on the basis of whether they are attracted to a magnet, & identify some magnetic materials		X	
	▪ describe magnets as having two poles		X	
	▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.		X	

**Owston Park National Curriculum Coverage Map**

<b>Science</b>	<b>KS2 National Curriculum Coverage – Year 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<i>Working Scientifically</i>	▪ asking relevant questions & using different types of scientific enquiries to answer them	<b>X</b>	<b>X</b>	<b>X</b>
	▪ setting up simple practical enquiries, comparative & fair tests	<b>X</b>	<b>X</b>	<b>X</b>
	▪ making systematic & careful observations &, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers & data loggers	<b>X</b>	<b>X</b>	<b>X</b>
	▪ gathering, recording, classifying & presenting data in a variety of ways to help answering questions	<b>X</b>	<b>X</b>	<b>X</b>
	▪ recording findings using simple scientific language, drawings, labelled diagrams, key, bar charts & tables.	<b>X</b>	<b>X</b>	<b>X</b>
	▪ reporting on findings from enquiries, including oral & written explanations, displays/presentations of results & conclusions	<b>X</b>	<b>X</b>	<b>X</b>
	▪ using results to draw simple conclusions, make predictions for new values, suggest improvements & raise further question	<b>X</b>	<b>X</b>	<b>X</b>
	▪ identifying differences, similarities or changes related to simple scientific ideas & processes	<b>X</b>	<b>X</b>	<b>X</b>
▪ using straightforward scientific evidence to answer questions or to support their findings.	<b>X</b>	<b>X</b>	<b>X</b>	
<i>Living things &amp; their habitats</i>	▪ recognise that living things can be grouped in a variety of ways	<b>X</b>		
	▪ explore & use classification keys to help group, identify & name a variety of living things in their local & wider environment	<b>X</b>		
<i>Animals, including humans</i>	▪ recognise that environments can change & that this can sometimes pose dangers to living things.	<b>X</b>		
	▪ describe the simple functions of the basic parts of the digestive system in humans	<b>X</b>		
<i>States of Matter</i>	▪ identify the different types of teeth in humans & their simple functions	<b>X</b>		
	▪ construct & interpret a variety of food chains, identifying producers, predators & prey.	<b>X</b>		
	▪ compare & group materials together, according to whether they are solids, liquids or gases		<b>X</b>	
<i>Sound</i>	▪ observe that some materials change state when they are heated or cooled, & measure or research the temperature at which this happens in degrees Celsius (°C)		<b>X</b>	
	▪ identify the part played by evaporation & condensation in the water cycle & associate the rate of evaporation with temperature.		<b>X</b>	
	▪ identify how sounds are made, associating some of them with something vibrating			<b>X</b>
	▪ recognise that vibrations from sounds travel through a medium to the ear			<b>X</b>
<i>Electricity</i>	▪ find patterns between the pitch of a sound & features of the object that produced it			<b>X</b>
	▪ find patterns between the volume of a sound & the strength of the vibrations that produced it			<b>X</b>
	▪ recognise that sounds get fainter as the distance from the sound source increases.			<b>X</b>
	▪ identify common appliances that run on electricity			<b>X</b>
	▪ construct a simple series electrical circuit, identifying & naming its basic parts, including cells, wires, bulbs, switches & buzzers			<b>X</b>
<i>Electricity</i>	▪ 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			<b>X</b>
	▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit			<b>X</b>
<i>Electricity</i>	▪ recognise some common conductors and insulators, and associate metals with being good conductors			<b>X</b>

### Owston Park National Curriculum Coverage Map

Science	KS2 National Curriculum Coverage – Year 5	Autumn	Spring	Summer
<i>Working Scientifically</i>	▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	<b>X</b>	<b>X</b>	<b>X</b>
	▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	<b>X</b>	<b>X</b>	<b>X</b>
	▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	<b>X</b>	<b>X</b>	<b>X</b>
	▪ using test results to make predictions to set up further comparative and fair tests	<b>X</b>	<b>X</b>	<b>X</b>
	▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	<b>X</b>	<b>X</b>	<b>X</b>
	▪ identifying scientific evidence that has been used to support or refute ideas or arguments	<b>X</b>	<b>X</b>	<b>X</b>
<i>Animals including humans</i>	▪ describe the changes as humans develop to old age		<b>X</b>	
<i>Living things and their habitats</i>	▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird		<b>X</b>	
	▪ describe the life processes of reproduction in some plants and animals		<b>X</b>	
<i>Properties and changes of materials</i>	▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets	<b>X</b>		
	▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	<b>X</b>		
	▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	<b>X</b>		
	▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	<b>X</b>		
	▪ demonstrate that dissolving, mixing and changes of state are reversible changes	<b>X</b>		
<i>Earth and space</i>	▪ 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.	<b>X</b>		
	▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system	<b>X</b>		
	▪ describe the movement of the Moon relative to the Earth	<b>X</b>		
	▪ describe the Sun, Earth and Moon as approximately spherical bodies	<b>X</b>		
	▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	<b>X</b>		
<i>Forces</i>	▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object			<b>X</b>
	▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaced			<b>X</b>
	▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect			<b>X</b>

### Owston Park National Curriculum Coverage Map

Science	KS2 National Curriculum Coverage – Year 6	Autumn	Spring	Summer
<i>Working Scientifically</i>	▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	<b>X</b>	<b>X</b>	<b>X</b>
	▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	<b>X</b>	<b>X</b>	<b>X</b>
	▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	<b>X</b>	<b>X</b>	<b>X</b>
	▪ using test results to make predictions to set up further comparative and fair tests	<b>X</b>	<b>X</b>	<b>X</b>
	▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	<b>X</b>	<b>X</b>	<b>X</b>
	▪ identifying scientific evidence that has been used to support or refute ideas or arguments	<b>X</b>	<b>X</b>	<b>X</b>
<i>Living things &amp; their habitats</i>	▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	<b>X</b>		
	▪ give reasons for classifying plants and animals based on specific characteristics	<b>X</b>		
<i>Animals, including humans</i>	▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood			<b>X</b>
	▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function			<b>X</b>
	▪ describe the ways in which nutrients and water are transported within animals, including humans			<b>X</b>
<i>Evolution and inheritance</i>	▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago		<b>X</b>	
	▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents		<b>X</b>	
	▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution		<b>X</b>	
<i>Light</i>	▪ recognise that light appears to travel in straight lines			<b>X</b>
	▪ 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			<b>X</b>
	▪ 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			<b>X</b>
	▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them			<b>X</b>
<i>Electricity</i>	▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit			<b>X</b>
	▪ 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			<b>X</b>
	▪ use recognised symbols when representing a simple circuit in a diagram			<b>X</b>







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	KS2 National Curriculum Coverage	Autumn				Spring				Summer			
		Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6
<b>Art &amp; Design</b>	▪ to create sketch books to record their observations and use them to review and revisit ideas	X	X	X	X	X	X	X	X	X	X	X	X
	▪ 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]	X	X	X	X	X	X	X	X	X	X	X	X
	▪ about great artists, architects and designers in history	X	X	X	X	X	X	X	X	X	X	X	X
<b>Computing</b>	▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	X	X	X	X								
	▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	X	X	X	X								
	▪ 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					X	X	X	X	X	X	X	X
	▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content					X	X	X	X	X	X	X	X
	▪ 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					X	X	X	X	X	X	X	X
	▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	X	X	X	X	X	X	X	X	X	X	X	X
<b>Design Technology</b> <i>Design</i>	▪ 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	X					X	X				X	X
	▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	X					X	X				X	X
<i>Make</i>	▪ select from & use a wider range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining & finishing]	X					X	X				X	X
	▪ select from & use a wider range of materials & components, including construction materials, textiles & ingredients, according to their functional properties and aesthetic qualities	X					X	X				X	X
<i>Evaluate</i>	▪ investigate and analyse a range of existing products	X					X	X				X	X
	▪ evaluate their ideas & products against their own design criteria and consider the views of others to improve their work	X					X	X				X	X
	▪ understand how key events and individuals in design and technology have helped shape the world	X					X	X				X	X
	▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures	X					X	X				X	X

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<i>Technical knowledge</i>	▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	X					X	X				X	X
	▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	X					X	X				X	X
	▪ apply their understanding of computing to program, monitor and control their products	X						X	X			X	X
<i>Cooking &amp; Nutrition</i>	▪ understand and apply the principles of a healthy and varied diet			X	X	X						X	
	▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			X	X	X						X	
	▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			X	X							X	
<b>Music</b>	▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			X								X	
	▪ improvise and compose music for a range of purposes using the inter-related dimensions of music		X				X						
	▪ listen with attention to detail and recall sounds with increasing aural memory	X	X	X	X	X	X	X	X	X	X	X	X
	▪ use and understand staff and other musical notations			X						X			X
	▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			X									
	▪ develop an understanding of the history of music	X	X	X	X	X	X	X	X	X	X	X	X
<b>PE</b>	▪ use running, jumping, throwing and catching in isolation and in combination												
	▪ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending												
	▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]												
	▪ perform dances using a range of movement patterns												
	▪ take part in outdoor and adventurous activity challenges both individually and within a team												
	▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best												
<i>Swimming and water safety</i>	▪ swim competently, confidently and proficiently over a distance of at least 25 metres.			X				X					
	▪ use a range of strokes effectively			X				X					
	▪ perform safe self-rescue in different water-based situations			X				X					