

**Geography**

Water and its effects on landscapes and people, including: the physical features of rivers or coasts and the processes of erosion and deposition that affect them

Study at a range of scales: Local, regional and national.

Study a range of places beyond immediate locality (e.g. UK, Europe).

Carry out fieldwork investigations outside the classroom.

**History**

Britain and the wider world in Tudor times. Events and individuals, including Tudor monarchs. Everyday lives of men women and children.

**Art & Design**

Explore a range of starting points for practical work (E.g. themselves, experiences, images, stories, drama, music natural and man-made objects and environments).

Working independently and collaborating with others on projects in 2d and 3d and on different scales.

Using a range of materials and processes, including ICT (E.g. painting, collage, print making, digital media, textiles, sculpture).

Investigating different kinds of art, craft and design (E.g. in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet).

**Music**

A range of musical activities that integrate performing, composing and appraising.

Responding to a range of musical and non-musical starting points.

Working independently and in groups of different sizes and as a class.

Using ICT to capture, change and combine sounds.

A range of live and recorded music from different times and cultures.

**Design & Technology**

Investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of people who use them.

Focused Practical Tasks that develop a range of techniques, skills, processes and knowledge.

Designing and make products involving electrical and mechanical components.

Designing and make products involving textiles.

**Science***Life processes*

That the life processes common to humans and other animals include nutrition, movement, growth and reproduction.

That the life processes common to plants include growth, nutrition and reproduction.

To make links between life processes in familiar animals and plants and the environments in which they are found.

*Growth and reproduction*

About the main stages of the human life cycle.

*Micro-organisms*

That microorganisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy].

*Ideas and evidence in science*

That it is important to test ideas using evidence from observation and measurement.

*Planning*

Ask questions that can be investigated scientifically and decide how to find answers.

Think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use.

Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same.

*Obtaining and presenting evidence*

Use simple equipment and materials appropriately and take action to control risks.

Make systematic observations and measurements, including the use of ICT for data logging.

Check observations and measurements by repeating them where appropriate.

Use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.

*Considering evidence and evaluating*

Make comparisons and identify simple patterns or associations in their own observations and measurements or other data.

Use observations, measurements or other data to draw conclusions.

Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made.

Use scientific knowledge and understanding to explain observations, measurements or other data conclusions.

**Physical Education**

During the key stage, pupils should be taught the knowledge, skills and understanding through five areas of activity:

- dance activities
- games activities
- gymnastic activities

and two activity areas from:

- swimming activities and water safety
- athletic activities
- outdoor and adventurous activities.

Swimming activities and water safety must be chosen as one of these areas of activity unless pupils have completed the full key stage 2 teaching requirements in relation to swimming activities and water safety during key stage 1.

*Dance activities*

Create and perform dances using a range of movement patterns, including those from different times, places and cultures.

Respond to a range of stimuli and accompaniment.

*Games activities*

Play and make up small-sided and modified competitive net, striking/fielding and invasion games.

Use skills and tactics and apply basic principles suitable for attacking and defending.

Work with others to organise and keep the games going.

*Gymnastics activities*

Create and perform fluent sequences on the floor and using apparatus.

Include variations in level, speed and direction in their sequences.

*Swimming activities and water safety*

Pace themselves in floating and swimming challenges related to speed, distance and personal survival.

Swim unaided for a sustained period of time over a distance of at least 25m.

Use recognised arm and leg actions, lying on their front and back.

Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

***Athletics activities***

Take part in and design challenges and competitions that call for precision, speed, power or stamina.

Use running, jumping and throwing skills both singly and in combination.

Pace themselves in these challenges and competitions.

***Outdoor and adventurous activities***

Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments.

Use a range of orienteering and problem-solving skills.

Work with others to meet the challenges.

**PHSE & Citizenship*****Developing confidence and responsibility and making the most of their abilities***

To talk and write about their opinions, and explain their views, on issues that affect themselves and society.

To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.

To look after their money and realise that future wants and needs may be met through saving.

***Preparing to play an active role as citizens***

To research, discuss and debate topical issues, problems and events.

Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.

That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

To resolve differences by looking at alternatives, making decisions and explaining choices.

To recognise the role of voluntary, community and pressure groups.

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

To explore how the media present information.

***Developing a healthier, safer lifestyle***

That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

About how the body changes as they approach puberty.

Which commonly available substances and drugs are legal and illegal, their effects and risks.

To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

School rules about health and safety, basic emergency aid procedures and where to get help.

***Developing good relationships and respecting the differences between people***

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

To think about the lives of people living in other places and times, and people with different values and customs.

To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

To recognise and challenge stereotypes.

That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Where individuals, families and groups can get help and support.