

Nova Curriculum



Skills and Knowledge Progression Documents

Science skills progression - Working Scientifically

Type of investigation	KS1 working scientifically focus	LKS2 working scientifically focus	UKS2 working scientifically focus
Observing over time	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>
Classifying and grouping	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Identifying and classifying</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>
Pattern seeking	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p>	<p>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>
Comparative and fair testing	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Performing simple tests</p> <p>Gathering and recording data to help in answering questions</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up practical enquires, comparative and fair tests</p> <p>Reporting on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>
Research using secondary sources		<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>

Nova Curriculum
Music skills progression

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Listening & responding	<ul style="list-style-type: none"> ➤ I can listen to a range of high-quality recorded and live music ➤ I am beginning to recognise changes in pitch, dynamics and tempo ➤ I can recognise percussion, brass and string instruments being played in music ➤ I can respond to music I hear in a variety of ways (through movement, art, discussing how it makes me feel etc) ➤ I can copy simple musical patterns and melodic phrases. 	<ul style="list-style-type: none"> ➤ I can listen with attention to detail and discuss a range of high-quality live and recorded music drawn from different traditions, composers and musicians ➤ I can discuss how sounds are used to achieve an intended effect using appropriate vocabulary (pitch, duration, dynamics, tempo, <i>timbre, texture and structure</i>) ➤ I can identify individual key instruments in a piece of music and recognise layers of sound in recorded music 	<ul style="list-style-type: none"> ➤ I can listen with attention to detail, make comparisons and evaluate a variety of high-quality live and recorded music drawn from different traditions and from great composers and musicians ➤ I can discuss how sounds are used to achieve an intended effect using appropriate vocabulary (pitch, duration, dynamics, tempo, timbre, texture, ostinato and structure) ➤ I can identify repeated and contrasting sections in recorded music and explore the use of sequencing in recorded music ➤ I can trace the shape of a tune and match it to conventional notation ➤ I can recall various simple musical patterns and play tunes by ear
Singing & Performing	<ul style="list-style-type: none"> ➤ I can use my voice in different ways such as speaking, singing and chanting ➤ I can sing with others (in class and during assemblies) ➤ I can think about others when performing (audience and classmates) 	<ul style="list-style-type: none"> ➤ I can sing songs in unison and in two parts ➤ I can sing with expression, clear diction and controlled pitch ➤ I can practise, rehearse and present performances with an awareness of the audience ➤ I can choose appropriate dynamics, tempo and vocal quality for the performance of songs and compositions 	<ul style="list-style-type: none"> ➤ I can sing in unison and in two/three parts ➤ I can sing with clear diction, controlled pitch and a sense of phrase ➤ I can practise, rehearse and present performances with an awareness of the audience ➤ I can choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions
Playing & Performing	<ul style="list-style-type: none"> ➤ I can repeat short rhythmic and melodic patterns ➤ I can perform simple patterns and accompaniments keeping to a steady pulse ➤ I can play untuned and tuned instruments musically ➤ I can tap the metre of a song 	<ul style="list-style-type: none"> ➤ I can play tuned and untuned instruments with control and rhythmic accuracy ➤ I can play simple tunes by ear and perform rhythmically simple parts that use a small range of notes ➤ I can play as part of an ensemble with an awareness of what is happening in the group ➤ I can clap the rhythm of a song whilst others tap the metre (and vice versa) ➤ I can play an ostinato 	<ul style="list-style-type: none"> ➤ I can change the way I play an instrument, learning and applying skills and techniques, in order to achieve different affects. <ul style="list-style-type: none"> ➤ I can play tunes by ear and perform rhythmic parts that use a range of notes ➤ I can maintain my own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences ➤ I can play the rhythm of a song whilst others tap the metre (and vice versa)
Composing	<ul style="list-style-type: none"> ➤ I can create musical patterns (in a group or on my own) using different instruments and sounds ➤ I can choose and order sounds within simple structures such as beginning, middle, end ➤ I can record my compositions in graphic notation (pictorial) 	<ul style="list-style-type: none"> ➤ I can improvise and compose melodic and rhythmic phrases (in a group or on my own) using different instruments and sounds ➤ I can record my compositions in graphic notation (pictorial) ➤ I am beginning to record my compositions in staff graphic notation (introduce staff - minim, crotchet, quaver, rest)) 	<ul style="list-style-type: none"> ➤ I can improvise and compose melodic and rhythmic phrases (in a group or on my own) using different instruments and sounds to create specific effects ➤ I can record my compositions in staff graphic notation (staff - minim, crotchet, quaver, rest)
Musical terms & techniques	Pitch, tempo, dynamics, notation	Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation, ostinato, metre	Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation, ostinato, metre

Design and Technology skills progression

EY	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Design, make, evaluate and improve</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> Explain what they are making and which materials they are using. Design products that have a clear purpose and an intended user. Use pictures and words to convey what they want to make. Make products, using a range of tools to cut, shape, join and finish. Say what they like and don't like about their product and explain why. Talk about how closely their finished product meets their design criteria. Begin to use software to represent 2D designs 	<ul style="list-style-type: none"> Investigate existing products, including drawing them to analyse and understand how they are made. Gather info about the needs & wants of particular groups. Plan a sequence of actions to make a product. Develop more than one design. Develop prototypes. Generate designs with annotated sketches Refine work and techniques as work progresses, continually evaluating the product design. Identify strengths and weaknesses of their design ideas. Talk about how closely their finished product meets their design criteria and meets the need of the user. 	<ul style="list-style-type: none"> Undertake research to inform design process. This may include surveys and interviews. Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs? - Google Sketchup? Consider the views of others when evaluating their own work. Ensure products have a high quality finish, using art skills where appropriate. Justify their decisions about materials and methods of construction. Make suggestions on how their design/product could be improved. Analyse cost of a product. Analyse how innovative a product is.
<p>Cooking and nutrition</p>	<ul style="list-style-type: none"> Understand where food comes from Group foods into the five groups in The Eatwell Plate. Cut, grate or peel ingredients safely. Prepare simple dishes-safely and hygienically- without using a heat source. Measure or weigh using cups or electronic scales. 	<ul style="list-style-type: none"> Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Measure ingredients using scales. Prepare ingredients hygienically and using the appropriate utensils by following a recipe. Follow procedures for safety & hygiene. 	<ul style="list-style-type: none"> Combine ingredients appropriately e.g. beating or rubbing. Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed Create and refine recipes, including ingredients, methods, cooking times and temperatures. Follow procedures for safety & hygiene.
<p>Construction, mechanics and electronics</p>	<ul style="list-style-type: none"> Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels. Use materials to practise drilling, screwing, nailing and gluing to strengthen products. 	<ul style="list-style-type: none"> Create series and parallel circuits. Investigate how to make structures more stable e.g by widening the base Strengthen frames using diagonal struts. Begin to use mechanical systems in their products e.g. gears, pulleys and levers. 	<ul style="list-style-type: none"> Control a model using an ICT control model. Use a glue gun with close supervision. Join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears.
<p>Materials</p>	<ul style="list-style-type: none"> Fold, roll, tear and cut paper or card. Investigate strengthening sheet materials. Demonstrate a range of joining techniques such as gluing, taping or creating hinges. Measure and mark out lines.. Cut materials safely using tools provided Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. Use simple pop-ups. 	<ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest mm. Use and explore complex popups Cut slots and internal shapes. Create nets. 	<ul style="list-style-type: none"> Cut materials with precision. Cut accurately and safely to a marked line. Join/combine materials with temporary, fixed or moving joints.
<p>Take inspiration from design throughout history</p>	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes. Explore how products have been created. 	<ul style="list-style-type: none"> Disassemble products to understand how they work. Improve on existing designs, giving reasons for choices. Identify some of the great designers in different areas of study to generate ideas from their designs. 	<ul style="list-style-type: none"> Use knowledge of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products to create their own innovative designs.

Nova Curriculum
Geography skills progression

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	<ul style="list-style-type: none"> ➤ I can identify and locate England, Scotland, Wales, Northern Ireland on a map ➤ I can name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> ➤ I can identify the four capital cities of the UK ➤ I can locate the main countries and major cities in North or South America. ➤ I can locate the main countries and major cities of Europe ➤ I can identify the position of the Equator and how it affects climates in both hemispheres 	<ul style="list-style-type: none"> ➤ I can locate counties of the UK ➤ I can identify the Tropics of Cancer/ Capricorn, Arctic and Antarctic circle ➤ I can identify and describe different climatic zones ➤ I can explain how time zones work using the words longitude and latitude
Place Knowledge	<ul style="list-style-type: none"> ➤ I can describe what the place I live in is like. ➤ I can describe natural and man-made features. ➤ I can compare the human and physical features of a place in the UK to a place outside of Europe 	<ul style="list-style-type: none"> ➤ I can compare the human and physical features of a place in the UK to South America ➤ I can compare the human and physical features of a place in the UK and Europe 	<ul style="list-style-type: none"> ➤ I can describe the geographical similarities and differences of a region of the UK and the Americas ➤ I can describe the geographical similarities and differences of a region of the UK and a European country.
Human & Physical Geography	<ul style="list-style-type: none"> ➤ I can describe how the UK weather changes through the seasons ➤ I can use these words: forest, beach, mountain, soil, valley, coast, desert, cliff, island, ocean ➤ I can use these words: village, city, capital, town, factory, farm, community ➤ I can measure and describe daily changes in the local weather ➤ I can identify features as physical or human ➤ I can use these words: coastal, environment, route, pollution, climate, landscape, continent 	<ul style="list-style-type: none"> ➤ I can identify why early settlers chose to live near physical features ➤ I can identify how the human features of a landscape have changed over time ➤ I can use these words: settlement, population, urban, rural, facilities, location, resources, migrate, scale ➤ I can describe how climate and use of land (e.g. for cocoa production) supports an economy and trade links ➤ I can compare the physical features of a region in the UK and North/South America ➤ I can use these words: region, hemisphere, equator, tropical, economy, (fair) trade, industry 	<ul style="list-style-type: none"> ➤ I can describe the parts of a river ➤ I can describe the water cycle ➤ I can use these words: erosion, precipitation, transportation, evaporation delta, tributary, vegetation ➤ I can explain how the physical features of two contrasting regions influence how and where people live (Europe and UK) ➤ I can identify how and why volcanoes erupt ➤ I can explain why and where earthquakes occur ➤ I can use these words: agriculture, contour, altitude, elevation, migration, immigration, biome. longitude, latitude
Geographical Skills & Field work	<ul style="list-style-type: none"> ➤ I can use North, South, East and West to describe position ➤ I can use a map key ➤ I can draw a simple map e.g. my route to school ➤ I can use drawings and simple technology to observe and record the environment ➤ I can design a map using symbols to show human and physical features ➤ I can recognise and interpret symbols on an ordnance survey map ➤ I can use coordinates to identify a location ➤ I can use a map to navigate to a location ➤ I can use drawings, tables and digital equipment to observe, and record the human and physical features in the local area 	<ul style="list-style-type: none"> ➤ I can interpret tables, diagrams and atlas maps to retrieve information ➤ I can identify 8 compass points ➤ I draw conclusion from maps about population, settlement and land use ➤ I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data ➤ I can use a map to trace a route ➤ I can identify how a place changes over time by using a range of aerial photographs, historical and recent maps ➤ I can use 4 figure grid references ➤ I can use and interpret data that I have collected using a range of technologies and equipment 	<ul style="list-style-type: none"> ➤ I can use a range of different maps to make inferences about the natural resources, economic trade and trade links ➤ I can use a scale to calculate the distance on a map ➤ I can use 6 figure grid references ➤ I can select the most appropriate equipment or method for recording geographical data ➤ I can use scale to create my own map e.g. an aerial view of classroom ➤ I can use a compass points to navigate to a location ➤ I can use digital technology (Google Earth, Ipads, data loggers) to record, interpret and present geographical data

History skills and knowledge progression

	EY	Key Stage 1	Lower Key Stage 2	Upper Key Stage
Historical knowledge	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	<ul style="list-style-type: none"> ➤ Toys/childhood in the past: changes within living memory ➤ events beyond living memory that are significant nationally or globally [e.. the Great Fire of London/ first aeroplane flight or events commemorated through festivals/ anniversaries] ➤ the lives of significant individuals who can be compared from different time periods <i>Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</i> ➤ significant historical events, people and places in their own locality. E.g. Brunel and Bristol 	<ul style="list-style-type: none"> ➤ Changes in Britain from the Stone Age to the Iron Age ➤ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study Ancient Egypt ➤ The Roman Empire and its impact on Britain ➤ A local history study – is Shirehampton really a village? 	<ul style="list-style-type: none"> ➤ Ancient Greece – a study of Greek life and achievements and their influence on the western world ➤ Anglo-Saxons and Vikings Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the kingdom of England ➤ A local history study and a significant turning point in British History ➤ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300??
Chronological awareness/ knowledge/ understanding		<ul style="list-style-type: none"> ➤ To develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence ➤ Know where people and events studied fit into a chronological framework, sequence artefacts/events/ photos in chronological order ➤ Identify similarities and differences between periods of time 	<ul style="list-style-type: none"> ➤ Continue to develop chronologically secure knowledge of history time periods studied ➤ Place events from period studied on time line in relation to other studies ➤ Understand that time can be divided into BC/AD ➤ Establish clear narrative within period studied ➤ Note connections, contrasts and any trends over time 	<ul style="list-style-type: none"> ➤ Continue to develop chronologically secure knowledge of history time periods studied ➤ Place current study on time-line in relation to other studies (using key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings) ➤ Establish clear narratives within and across periods studied ➤ Know and sequence key events of time studied using relevant dates and terms ➤ Relate current studies to previous studies make connections and comparisons between different times in history and trends over time
Historical enquiry (using evidence, communicating ideas) - include use of primary and secondary sources		<ul style="list-style-type: none"> ➤ Ask and answer questions (why, what, who, how, when) related to different sources and objects ➤ Sequence a small collection of artefacts/pictures, ➤ Understand some ways we can find out about the past ➤ Understand some ways we can find out about the past ➤ Use parts of stories and other sources to show that they know and understand concepts 	<ul style="list-style-type: none"> ➤ Regularly address and sometimes devise historically valid questions ➤ Understand how knowledge of the past is constructed from a range of sources (including primary and secondary) ➤ Construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event and choose relevant material to present/communicate this 	<ul style="list-style-type: none"> ➤ Regularly address and sometimes devise historically valid questions ➤ Understand how knowledge of the past is constructed from a range of sources (including primary and secondary) ➤ Construct informed responses by selecting and organising relevant historical information from a range of sources ➤ Select and use evidence to build a picture and communicate this
Key concepts which underpin all historical enquiry: - Continuity and change in and between periods -Cause and consequence -Similarity / Difference within a period/situation (diversity) - Significance of events / people		<ul style="list-style-type: none"> ➤ Identify similarities / differences between ways of life 'now' and 'then' ➤ Ask and answer questions about why people did things/why events happened and suggest simple explanations ➤ Make simple observations about different types of people, events, beliefs within a society ➤ Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> ➤ Identify similarities / differences between ways of life at the different times studied in Key Stage 1 ➤ Describe/ make links between main events, situations and changes within and across different periods ➤ Identify and give reasons for, results of, historical events, situations, changes ➤ Describe social, cultural, religious and ethnic diversity in Britain and the wider world ➤ Identify and discuss historically significant people and events in situations 	<ul style="list-style-type: none"> ➤ Describe / make links between main events, situations and changes within and across different periods/societies, including Egyptians, Romans, Anglo-Saxons, Vikings present day ➤ Identify and give reasons for, results of, historical events, situations, changes ➤ Describe social, cultural, religious and ethnic diversity in Britain & the wider world ➤ Identify historically significant people and events in situations

Nova Curriculum
Computing Skills Progression

	EY	Key Stage 1	Lower Key Stage 2	Upper Key Stage
Programming	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I know what an algorithm is • I know that programmes are made up of a sequence of codes • I can use instructions (algorithms) to control devices or objects on screen • I can solve problems with instructions on and off screen 	<ul style="list-style-type: none"> • I can use algorithms to achieve a specific goal • I can design and write a program using instructions and know that this is coding • I debug programs to solve problems • I understand how inputs can be used in coding to control outputs 	<ul style="list-style-type: none"> • I can write and design programmes • I can debug programmes • I can work with conditional commands and variables within a code • I can explain how an algorithm works
Technology in our lives / Research		<ul style="list-style-type: none"> • I can get online and use websites • Ask a question and find the answer • I can explore and share information online • I am safe online 	<ul style="list-style-type: none"> • I can search for information and decide if it is useful • I can use search engines efficiently and know how the results can change depending on words used • I know what to do if I come across inappropriate content 	<ul style="list-style-type: none"> • I can use search technologies effectively • I understand how search results are selected • I can use technology safely, respectfully and responsibly
e-safety		<ul style="list-style-type: none"> • I can use passwords and keep them safe • I know that private information shouldn't be given out on the internet • I know that information including images online can be shared at home, school and worldwide 	<ul style="list-style-type: none"> • I can use passwords to access resources on the web and keep them safe • I can communicate and share ideas online • I can communicate in different ways depending on the audience 	<ul style="list-style-type: none"> • I know that it is important to keep information safe online • I know how to prevent and respond to cyber bullying • I create positive profiles online to be a responsible member of the community • I know the school e-safety rules
Handling data & Multimedia		<ul style="list-style-type: none"> • I can create presentations for a specific audience • I can publish and share work online • I can take and edit photographs/videos on digital devices • I can save and use recorded sounds • Use a data logger to collect information • I can use software to represent data and information on screen • I can create a graph or chart to answer questions 	<ul style="list-style-type: none"> • I can create and present information using programs • I can publish and share work online for a given audience • I can take and manipulate digital images • I can use sound files to fit the mood of my work • I can create pictograms, bar charts and tables on the computer • I can speak about how ICT helps me to learn 	<ul style="list-style-type: none"> • I can choose the appropriate tools to create images for a task • I can create, edit, evaluate and combine digital images for an audience or task • I can create music to accompany a story, presentation or digital movie • I can create music and sound files thinking about an audience • I can use a spreadsheet with formulas to achieve a task • I can create graphs to show information and present them in a variety of ways • I know how a data logger can be used to prove a hypothesis

Nova Curriculum
Art and Design skills progression

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Exploring and developing ideas	<ul style="list-style-type: none"> ➤ Record and explore ideas from first hand observation, experience and imagination. ➤ Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. ➤ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. ➤ Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook ➤ Identify what they might change in their current work or develop in their future work. ➤ Annotate work in sketchbook. 	<ul style="list-style-type: none"> ➤ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ➤ Question and make thoughtful observations about starting points and select ideas to use in their work. ➤ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. ➤ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ➤ Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> ➤ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ➤ Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ➤ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures ➤ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ➤ Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> ➤ Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. ➤ Understand the basic use of a sketchbook and work out ideas for drawings. ➤ Draw for a sustained period of time from the figure and real objects, including single and grouped objects. ➤ Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> ➤ Make informed choices in drawing inc. paper and media. ➤ Alter and refine drawings and describe changes using art vocabulary. ➤ Collect images and information independently in a sketchbook. ➤ Use research to inspire drawings from memory and imagination. ➤ Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> ➤ Demonstrate a wide variety of ways to make different marks with dry and wet media. ➤ Identify artists who have worked in a similar way to their own work. ➤ Develop ideas using different or mixed media, using a sketchbook. ➤ Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> ➤ Mix a range of secondary colours, shades and tones. ➤ Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. ➤ Name different types of paint and their properties. ➤ Work on a range of scales e.g. large brush on large paper etc. ➤ Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> ➤ Make and match colours with increasing accuracy. ➤ Use more specific colour language e.g. tint, tone, shade, hue. ➤ Choose paints and implements appropriately. ➤ Plan and create different effects and textures with paint according to what they need for the task. ➤ Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> ➤ Create shades and tints using black and white. ➤ Choose appropriate paint, paper and implements to adapt and extend their work. ➤ Carry out preliminary studies, test media and materials and mix appropriate colours. ➤ Work from a variety of sources, inc. those researched independently. ➤ Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> ➤ Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. ➤ Design patterns of increasing complexity and repetition. ➤ Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> ➤ Research, create and refine a print using a variety of techniques. ➤ Select broadly the kinds of material to print with in order to get the effect they want ➤ Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> ➤ Describe varied techniques. ➤ Be familiar with layering prints. ➤ Be confident with printing on paper and fabric. ➤ Alter and modify work. ➤ Work relatively independently.
Textiles/			

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collage	<ul style="list-style-type: none"> ➤ Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. ➤ Create textured collages from a variety of media. ➤ Make a simple mosaic. ➤ Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> ➤ Match the tool to the material. ➤ Combine skills more readily. ➤ Choose collage or textiles as a means of extending work already achieved. ➤ Refine and alter ideas and explain choices using an art vocabulary. ➤ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. ➤ Experiments with paste resist. 	<ul style="list-style-type: none"> ➤ Awareness of the potential of the uses of material. ➤ Use different techniques, colours and textures etc when designing and making pieces of work. ➤ To be expressive and analytical to adapt, extend and justify their work.
3 D form	<ul style="list-style-type: none"> ➤ Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. ➤ Build a textured relief tile. ➤ Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> ➤ Make informed choices about the 3D technique chosen. ➤ Show an understanding of shape, space and form. ➤ Plan, design, make and adapt models. ➤ Talk about their work understanding that it has been sculpted, modelled or constructed. ➤ Use a variety of materials. 	<ul style="list-style-type: none"> ➤ Develop skills in using clay inc. slabs, coils, slips, etc. ➤ Make a mould and use plaster safely. ➤ Create sculpture and constructions with increasing independence.
Breadth of study	<ul style="list-style-type: none"> ➤ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. ➤ Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> ➤ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. ➤ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> ➤ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. ➤ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions

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PE Progression of Skills

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Games	<ul style="list-style-type: none"> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching). Work co-operatively in teams. Travel in a variety of ways including running and jumping. Receive a ball with basic control. Begin to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. Begin to develop own games with peers. Begin to understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending. 	<ul style="list-style-type: none"> Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy). Work well as a team in competitive games. Apply basic principles of attacking and defending tactics. Develop an understanding of fair play (respect team-mates and opponents). Begin to communicate with others during game situations. Use skills with co-ordination and control. Develops own rules for new games. Begin to select resources independently to carry out different skills. Shows confidence in using ball skills in various ways, and can link these together e.g. <i>dribbling, bouncing, kicking</i>. 	<ul style="list-style-type: none"> Develop techniques of a variety of skills to maximise team effectiveness. Use the skills e.g. of throwing and catching to gain points in competitive games (fielding). Use tactics when attacking or defending. Apply rules of fair play to competitive games. Uses skills with co-ordination, control and fluency. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Use running, jumping, throwing and catching in isolation and in combination.
Dance	<ul style="list-style-type: none"> Copy some moves and develop control/confidence of movement using: <ul style="list-style-type: none"> - <i>Actions</i> (WHAT): travel, stretch, twist, turn, jump. - <i>Space</i> (WHERE): – forwards, backwards, sideways, high, low, safely showing an awareness of others. - <i>Relationships</i> (WHO): – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions. - <i>Dynamics</i> (HOW): – slowly, quickly, at different levels with appropriate expression. Move in time with music in the above actions - demonstrate good balance. Discuss dance ideas. Respond to own work and that of others when exploring ideas, feelings and preferences. 	<ul style="list-style-type: none"> Create dance phrases/dances to communicate an idea and develop movement using: <ul style="list-style-type: none"> - <i>Actions</i> (WHAT): travel, turn, gesture, jump, stillness - <i>Space</i> (WHERE): formation, direction and levels. - <i>Relationships</i> (WHO): whole group/duo/solo, unison/ canon. - <i>Dynamics</i> (HOW): explore speed, energy Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end – linked to a piece of music. Uses simple dance vocabulary to compare and improve work. Confidently improvises with a partner or on their own. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. 	<ul style="list-style-type: none"> Create longer and challenging dance phrases. Select appropriate movement material to express ideas/thoughts/feelings Develop movement using: <ul style="list-style-type: none"> - <i>Actions</i> (WHAT): travel, turn, gesture, jump, stillness - <i>Space</i> (WHERE): formation, direction, level, pathways - <i>Relationships</i> (WHO): solo/duo/trio, unison/canon/ contrast - <i>Dynamics</i> (HOW): explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)-link phrases to music. Perform a dance to an audience showing confidence and clarity of actions. Showing co-ordination, control, alignment, flow of energy and strength. Improvises with confidence, still demonstrating fluency across their sequence. Show an awareness of different dance styles, traditions and aspects of their historical/social context. Compare and evaluate their own and others' work.
Gym	<p>- Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</p> <ul style="list-style-type: none"> Balance: Stand and sit “like a gymnast”. <ul style="list-style-type: none"> - Explore the 5 basic shapes: straight/tucked/star/straddle/pike - Balance in these shapes on large body parts: back, front, side, and bottom. - Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). - Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. 	<p>- Perform a gymnastic sequence with clear changes of speed, different balances and different ways of travelling.</p> <ul style="list-style-type: none"> Balance: Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes. <ul style="list-style-type: none"> - Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. - Balance on floor and apparatus exploring which body parts are the safest to use. - Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently. Travel: Use a variety of rolling actions to travel on the floor and along apparatus. 	<p>- Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.</p> <ul style="list-style-type: none"> Balance: Perform balances with control, showing good body tension. <ul style="list-style-type: none"> - Mirror and match partner’s balance i.e. making same shape on a different level or in a different place. - Explore symmetrical and asymmetrical balances on own and with a partner. - Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from). - Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.

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	<ul style="list-style-type: none"> - Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). • Travel: Begin to travel on hands and feet (hands flat on floor and fully extend arms). <ul style="list-style-type: none"> - Monkey walk (bent legs and extended arms) - Caterpillar walk (hips raised so legs as well as arms can be fully extended). - Bunny hop (transfer weight to hands) • Jump: Explore shapes in the air when jumping and landing with control (e.g. star shape). • Roll: Continue to develop control in different rolls: <ul style="list-style-type: none"> - Pencil roll: from back to front keeping body and limbs in straight shape - Egg roll: lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength - Dish roll: with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. - Begin forward roll- crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. <p>- Perform sequences to a partner and perform together.</p> <p>- Understand and use equipment safely.</p>	<ul style="list-style-type: none"> -Travel with a partner. - Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. -Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. • Jump: Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing. <ul style="list-style-type: none"> - Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action. • Roll: Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll. <p>- Begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>- Develops strength, technique and flexibility throughout performances.</p>	<ul style="list-style-type: none"> - Perform group balances at the beginning, middle or end of a sequence. - Consider how to move in and out of these balances with fluency and control. • Travel: Travel sideways in a bunny hop and develop into cartwheeling action- keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel. <ul style="list-style-type: none"> - Travel in time with a partner, move away from and back to a partner. • Jump: Make symmetrical and asymmetrical shapes in the air. <ul style="list-style-type: none"> - Jump along, over and off apparatus of varying height with control in the air and on landing. • Roll: Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet. <ul style="list-style-type: none"> - Explore symmetry and asymmetry throughout the rolling actions. <p>- Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>- Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>- Links skills with control, technique, co-ordination and fluency.</p> <p>- Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>- Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
<p>Athletics</p>	<p>Running:</p> <ul style="list-style-type: none"> - Can change speed and direction. - Show differences in running at speed and jogging. <p>Jumping:</p> <ul style="list-style-type: none"> -Can jump from a standing position with accuracy. - Show control at take-off and landing. - Describe different ways of jumping. <p>Throwing:</p> <ul style="list-style-type: none"> -Throw into targets. - Perform a range of throwing actions e.g. rolling, underarm, and overarm. - Describe different ways of throwing. - Explain what is successful or how to improve. <p><i>Preparation for shot put and javelin.</i></p> <ul style="list-style-type: none"> - Can use equipment safely. 	<p>Running:</p> <ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence - pace and sustain their effort over longer distances. - Watch and describe specific aspects of running (e.g. what arms and legs are doing). - Recognise and record how the body works in different types of challenges over different distances. - Carry out stretching and warm-up safely. - Set realistic targets of times to achieve over a short and longer distance. <p>Jumping:</p> <ul style="list-style-type: none"> - Perform combinations of jumps e.g. hop, step, jump showing control and consistency. - Choose different styles of jumping. - Watch and describe specific aspects of jumping e.g. what arms and legs are doing. - Set realistic targets when jumping for distance for or height. <p>Throwing:</p>	<p>Running:</p> <ul style="list-style-type: none"> - Sustain pace over longer distances. - Perform relay change-overs Identify the main strengths of a performance of self and others. -Identify parts of the performance that need to be improved. - Perform a range of warm-up exercises specific to running for short and longer distances. - Explain how warming up affects performance. - Explain why athletics can help stamina and strength. - Set realistic targets for self, of times to achieve over a short and longer distance. <p>Jumping:</p> <ul style="list-style-type: none"> - Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. - Set realistic targets for self, when jumping for distance or height. <p>Throwing:</p> <ul style="list-style-type: none"> - Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.

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		<ul style="list-style-type: none"> - Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus). - Throw with greater control. - Consistently hit a target with a range of implements. - Watch and describe specific aspects of throwing (e.g. what arms and legs are doing). - Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others. - Beginning to record peers performances, and evaluate these. - Describes good athletic performance using correct vocabulary.
Swimming		<p>Year 4:</p> <ul style="list-style-type: none"> -Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. -Performs safe self-rescue in different water-based situations. 	
Healthy Lifestyles	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down.

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MFL Progression

	Year 3	Year 4	Year 5	Year 6
Topics	Greetings Personal details (name and age etc) Following and giving instructions Days and months Likes and dislikes Colours Fruit and other food Numbers Time	Parts of the body Adjectives Animals Christmas traditions Easter traditions Members of the family Pets Hobbies Using <i>me gusta</i> Places in Spain Weather Clothes	Buildings in the high street Directions Times of the day Christmas vocabulary Sports and hobbies More food vocab Likes and dislikes Spanish and English food More weather Saying where you live	Classroom routines Recap family member from yr 4 Occupations Places you might go to and stay on holiday Modes of transport Knowing where Spanish is spoken
Key skills and activities	Alphabet/sounds/spellings Letters and sounds different from English Pronunciation Accents	Following a short story Pronunciation Singing a song More work on letters and sounds Identifying key words in a text Ask and answer questions Reading simple words Learn some traditions	Making sentences Asking questions Using expressions Listening skills	Hold a conversation Speak clearly to an audience Simple comprehension skills Spelling skills Asking questions to check understanding
Grammar	Un/una Accents Verb to be Verb to have Singular and plural	All of year 3 grammar Changing endings of adjectives Gender Hay Quantifiers Forming a simple sentence Plurals	Hay Negatives Adjectives Future tense Mas que menos que connectives	Gender Recap of verbs to be and to have Understand word order Position of adjectives Understand how to use a dictionary