



Whole School
Planning and Objective Tracking
Document

“Non-Negotiables”

Foundation Subject Objective Tracking Document: Academic Year 2020 2021

Highlight secure coverage in:

<i>Autumn:</i>	Green
<i>Spring</i>	Orange
<i>Summer</i>	Blue

Please consider *prior* learning and whether objectives/areas of study from above or below the chronological expectation need to be addressed as well. It is an expectation that for the vast majority of children, each year group's objectives will be completely covered by the end of the academic year.



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Art

	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	<p>Explore what happens when mixing colours.</p> <p>Manipulate materials to achieve planned effect.</p> <p>Explore a variety of materials.</p>	<p>Use materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture with different materials.</p>	<p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Use a range of textile equipment including beads and fabric/thread for sewing.</p>	<p>Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.</p> <p>Simple dyeing techniques including tie dying, and printing.</p> <p>Work with a range of paints including powder, ready mix and block.</p>	<p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p>	<p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p>	<p>Experiment with working on different surfaces.</p> <p>Different textures (laminating, modroc, collage.)</p> <p>Natural materials to create sculptures.</p>	<p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)</p> <p>Different textures and consistencies of paint.</p>
Expression and Imagination	<p>Experiment with colour, design.</p>	<p>Develop and share their own imagination and experiences through art.</p>	<p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p>	<p>Respond to a range of stimuli.</p> <p>Begin to give reasons for choice of materials and colours.</p>	<p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p>	<p>Talk about their intention and how they wanted their audience to feel or think.</p>	<p>Use Art to express an emotion. Why have they chosen the materials and techniques that they have?</p>	<p>Use Art to express an abstract concept e.g war, love, creation.</p>



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<p>Techniques</p>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources.</p> <p>Selects tools and techniques needed to shape, assemble and join materials.</p>	<p>Develop and use texture, colour, line, pattern, shape, form and space.</p>	<p>Explore line and mark making in different ways.</p> <p>Work with a variety of different brushes.</p> <p>Threading and using a needle to create a stitch.</p> <p>Colour mixing.</p> <p>Use a range of tools (sponges, fabric) to begin to experiment with texture.</p>	<p>Practise a variety of methods for dyeing material.</p> <p>Explore shading with a pencil.</p> <p>Creating light and dark colours by tinting.</p> <p>Explore pattern through printing and stamping.</p> <p>Create work using natural materials to develop skills on texture.</p>	<p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques (running, stabbing)</p> <p>Draw outlines with reference to size and shape.</p>	<p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p>	<p>Use drawing techniques to introduce perspective.</p> <p>(Drawing from above and below, near/far.)</p> <p>Begin to experiment with the techniques of different artists.</p> <p>Practice skills to create different surfaces.</p> <p>Develop sculpture techniques by manipulating natural materials to create a structure.</p>	<p>Use viewfinders and perspective techniques in composition.</p> <p>Apply paint to show textures.</p> <p>'Limited palette' work. Working with one colour and developing work using tints and shades.</p> <p>Construct scale models using joining and drawing techniques.</p> <p>Combine techniques and give reasons for choices.</p>
<p>Artists</p>	<p>Know that artists create art (different media).</p>	<p>Look at a range of work by different artists.</p> <p>Say whether they like or dislike it begin to give reasons why.</p>	<p>Explore a range of work by other artists, craft makers and designers.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p>	<p>Continue to explore and be exposed to work by other artists and designers.</p> <p>Be able to describe the similarities and differences between pieces of</p>	<p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p>	<p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time</p>	<p>Use the work of a famous artist as a stimulus for their own work.</p> <p>Use other artists work as a basis for critique.</p>	<p>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.</p> <p>Be able to identify and appraise the</p>



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				<p>work by other artists.</p> <p>Work alongside an artist in order to make links to their own work.</p>	<p>Be able to appraise the work of other artists and designers and say how their work links to their own.</p>	<p>and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p>	<p>Research and develop the techniques of other artists to use in own work.</p> <p>Be introduced to the work of great designers through history.</p>	<p>work of designers through history.</p>
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Computing

	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology in the real world	<p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology both within school and beyond.</p>	<p>Use different font sizes, colours and effects.</p> <p>Select appropriate images to add to work.</p> <p>Develop an awareness of appropriate language in an email.</p>	<p>Use different font sizes, colours and images to communicate meaning for a given audience.</p> <p>Use presentation software.</p> <p>Log on to an email or blog.</p> <p>Use appropriate language in a simple email.</p>	<p>Use different font sizes, colours and images purposefully.</p> <p>Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.</p> <p>Open received emails and save attachments to appropriate place.</p>	<p>Know how to use digital tools responsibly to communicate</p> <p>Use search technologies effectively and safely.</p>	<p>Use digital devices to combine software and present data and information.</p> <p>Use search technologies and understand how results are ranked.</p> <p>Evaluate validity of a range of digital sources.</p>	<p>Use a range of digital devices to combine different software and present data and information.</p> <p>Collect, analyse and evaluate data.</p> <p>Use technology to accomplish challenging goals.</p>
Programming	<p>Completes a simple program on a computer</p> <p>Uses ICT software to interact with</p>	<p>Begin to understand what algorithms are</p> <p>Begin to use some logic to predict</p>	<p>Know what algorithms are and how they are used.</p>	<p>Understand that programmes are a sequence of simple instructions.</p>	<p>To plan simple sequences with algorithms.</p>	<p>Design a simple programme with a specific focus using algorithms to write the sequence.</p>	<p>Design and write programmes that control simulations and physical systems.</p>	<p>Understand several key algorithms that reflect computational thinking for sorting and searching.</p>



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	age appropriate software	what will happen next in a program	Understand how algorithms impact programming.	Create and test a simple programme.	Use logical reasoning to predict errors.	Use sequence selection and repetition in programmes. Detect and correct errors in algorithms and programmes.	Work with variables and various forms of input and output to test programmes.	
Purposeful application	Use technology for a purpose ie complete a game	Use technology beyond school Begin to use technology to create simple programs	Recognise how ICT is used beyond school. Use technology to create digital content.	Create and implement simple programmes on digital devices. Use technology to create, organise, store, manipulate and retrieve digital content.	Create and implement programmes to accomplish given goals. Use technology to present data and digital content.	Create and implement a range of programmes to accomplish given goals. Use technology to collect and present data and digital content.	Create and implement a range of programmes and content to accomplish specific goals. Use technology to collect, analyse, evaluate and present data and digital content	Use a range of programmes, systems and content to accomplish challenging goals. Use technology creatively to collect, analyse, evaluate and present data and digital content
Online Safety	Know that they should ask an adult before selecting a game / activity	Use technology respectfully and safely. Know who to talk to if they are worried Begin to know that they need to talk to adults when using the internet	Know what to do if they see something inappropriate online. According to schools Online Safety policy and acceptable use policy.	Know what personal information is and why they need to keep it private. Use technology safely and respectfully.	Recognise unacceptable behaviour online. Identify a range of ways to deal with inappropriate content. Continue to use technology safely and respectfully.	Use technology safely, respectfully and responsibly. Know what it means to be a responsible digital citizen.	Use technology securely. Know how to protect your online identity.	Know why you need to use technology securely. Know why it is important to protect your online identity.



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								Recognise correct content and conduct.
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	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>Begin to draw a design of their own</p> <p>Use materials to create a picture of their design</p> <p>Talk about what they are doing during each stage</p>	<p>Use criteria to design and make purposeful, functional items</p> <p>Make pictures of their design saying what they want to make</p>	<p>Design and make purposeful and functional products.</p> <p>Use pictures and words to convey what they want to design and make.</p> <p>Describe and explain what they are making, how it</p>	<p>Design and make purposeful, functional and appealing products.</p> <p>Use drawings with notes to record ideas as they are developed.</p>	<p>Use research to develop the design of functional and appealing products.</p> <p>Record plan by drawing labelled sketches or writing and discuss this while working.</p>	<p>Use research and develop design criteria to design functional and appealing products that are fit for purpose.</p> <p>Consider different ways in which they can creatively record their</p>	<p>Use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.</p> <p>Develop and communicate design ideas using</p>	<p>Use research and exploration to identify and understand user needs when designing a product.</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, oral and</p>



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		Create a prototype and critique and redraft product	works and what they need to do next.	Discuss their work as it progresses.		planning to engage an audience.	annotated sketches, detailed plans, oral and digital presentations.	digital presentations and computer based tools.
Make	Use and explore a variety of materials. Use a variety of tools and techniques.	Use the correct tools for the job Know the tools they are using Use equipment safely	Name the tools you are using. Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape. Join appropriately for different materials and situations. Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials.	Select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills. Select materials from a limited range to meet design criteria.	Think ahead about the order of their work and plan tools and materials needed. E.g. Weighing scales, glue gun, ruler. Consider working characteristics of materials.	Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy. Join and combine a range of materials, some with temporary, fixed or moving joints.	Select and use tools and equipment for a range of uses. E.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work. Join and combine a range of materials and ingredients using appropriate methods. E.g. beating, rubbing in, drilling, gluing, sewing, screwing.	Select from and use specialist tools and techniques for a range of uses. E.g. Whisk, craft knife, cutting mat, safety ruler. Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.



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<p>Evaluate</p>	<p>Represent their own ideas through their work</p> <p>Talks about their creation and how they got to the finished product</p>	<p>Say what they like and dislike about products that are already know</p> <p>Begin to say how they could improve a product offering own ideas</p>	<p>Explore existing products.</p> <p>Say what they like and do not like about products they have made.</p> <p>Consider and explain how the finished product could be improved.</p>	<p>Explore and evaluate existing products.</p> <p>Talk about their developing designs and identify good points and areas to improve throughout the design process.</p> <p>Evaluate their product and its appearance against a design criteria.</p>	<p>Investigate and analyse a range of existing products.</p> <p>Identify strengths and areas to improve in their own design.</p> <p>Identify what does and does not work in the product.</p>	<p>Use investigations of existing products to inform planning of their own product.</p> <p>Check their work as it develops and modify approach in light of progress.</p> <p>Discuss how well their product meets the design criteria and the needs of the user.</p>	<p>Show a clear understanding of the specification and use this to inform decisions.</p> <p>Justify decisions about materials and methods of construction.</p> <p>Evaluate products and use of information sources.</p>	<p>Test, evaluate and refine ideas and products against a specification.</p> <p>Justify decisions made during the design process.</p> <p>Evaluate products and use of information sources throughout the process and use this to inform planning.</p>
<p>Technical knowledge</p>	<p>Build using a variety of materials</p> <p>Begin to say how they made their structure</p>	<p>Build structures using different materials</p> <p>Begin t make suggestions to make structures stronger and more stable</p> <p>Begin to explore mechanisms such as levers, wheels and axles</p>	<p>Build structures and investigate how they can be made more stable.</p> <p>Create models with wheels and axles.</p> <p>Insert paper fasteners for card linkages.</p>	<p>Build structures and investigate how they can be made stronger, stiffer and more stable.</p> <p>Use a range of materials to create models with wheels, axles or hinges.</p> <p>Investigate temporary, fixed and moving joining's.</p>	<p>Create shell or frame structures and make structures more stable.</p> <p>Join and combine materials with temporary, fixed or moving joining.</p> <p>Incorporate a circuit with a bulb or buzzer into a model.</p>	<p>Prototype shell or frame structures.</p> <p>Strengthen frames with diagonal struts.</p> <p>Use lolly sticks/card to make levers and linkages.</p>	<p>Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms.</p> <p>Use linkages to make movement larger or more varied.</p> <p>Incorporate motor and a switch into a model.</p>	<p>Build complex frameworks using a range of materials to support mechanisms.</p> <p>Use a CAM to make an up and down mechanism.</p> <p>Control a model using an ICT control programme.</p>



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<p>Cooking and Nutrition</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>Understand the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of savoury dishes</p>	<p>Understand the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
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Geography

	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Talk about features in immediate environment.</p> <p>Know how environments might vary from each other.</p>	<p>Know that the world is made up of land and water.</p> <p>Know countries have a capital city.</p>	<p>Know the world has continents and oceans.</p> <p>Know the 4 countries of the UK.</p>	<p>Know the 5 oceans</p> <p>Know the seven continents.</p> <p>Know the capital cities of the UK and surrounding countries.</p>	<p>Locate on a map- Human and physical characteristics of the UK.</p>	<p>Locate on a map- Human and physical characteristics of Europe.</p>	<p>Locate on a map- Human and physical characteristics of countries around the world and major cities.</p>	<p>Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer or Arctic and Antarctic Circles or Time zones.</p>
Place Knowledge	<p>Know similarities and differences in relation to places.</p>	<p>Know differences and similarities between Hartsholme, Lincoln and another city.</p>	<p>Know geographical features of the UK.</p>	<p>Compare features of the UK to geographical features of 1 chosen country.</p>	<p>Study geographical similarities and differences between regions in the UK.</p>	<p>Study geographical similarities and differences between countries in Europe.</p>	<p>Study geographical similarities and differences between countries around the world.</p>	<p>Study environments and compare similarities and differences in a range of some features stated above.</p>
Human and Physical Geography	<p>Talk about and make observations of and explain why some things occur, talk about changes.</p>	<p>Understand seasons and weather in each season.</p> <p>Describe features of environment.</p>	<p>Use some key vocabulary to describe features of the environment.</p>	<p>Know the typical weather of the UK.</p> <p>Know hot and cold areas in relation to the equator.</p>	<p>Know different types of settlement.</p> <p>Know where food comes from (trade routes)</p>	<p>Study rivers, mountains, volcanoes and natural disasters.</p>	<p>Know where energy comes from.</p> <p>Know about the water cycle and natural resources (where they come from)</p>	<p>Know meaning of Biomes and vegetation belts.</p> <p>OR</p> <p>Know about climate change or</p> <p>Know about plate tectonics.</p>



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<p>Geographical Skills and Fieldwork</p>	<p>Explore immediate area within school grounds.</p>	<p>Know what a map is.</p> <p>Find features on school grounds / park.</p>	<p>Use directional language (left or right, near or far).</p> <p>Study features of the local environment.</p>	<p>Use maps, atlases and globes to identify the UK and selected other countries.</p> <p>Construct basic maps using symbols in a key.</p>	<p>Continue to use globes, maps and atlases to apply knowledge.</p>	<p>Use aerial photographs, ordnance survey maps and satellite maps to support study.</p>	<p>Use Geographical information systems (GIS) to analyse data.</p>	<p>Use multiple sources of complex information to draw conclusions.</p>
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History

	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	<p>Imitates events in their own life during play.</p> <p>Talks about special events in their own lives.</p>	<p>Put significant events in their lives in order.</p> <p>Begin to understand past and present.</p>	<p>Put things in order</p> <p>Significant to themselves.</p>	<p>Put things in order within the topic.</p>	<p>Order events over a larger timescale.</p>	<p>Beginning to think about the impact of historical events/people.</p>	<p>Shows some understanding and talks with some clarity about the impact of historical events.</p>	<p>Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.</p>
Use of sources	<p>Begin to look at the world around them.</p> <p>Begin to ask questions.</p>	<p>Ask questions to find out more about People or photographs.</p> <p>Say own opinions and ideas.</p>	<p>People, photographs,</p> <p>Personal Opinions and facts.</p>	<p>Offers opinions and facts with some reasoning.</p>	<p>Distinguishing between fact and opinions and given reasons.</p>	<p>Understanding the difference between primary and secondary sources.</p>	<p>Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.</p>	<p>Understand the methods of historical enquiry, including how it is used to make historical claims.</p>
Historical Enquiry	<p>Begin to ask why.</p>	<p>Ask questions to find out more information.</p>	<p>Who? Where? When? Why?</p>	<p>Answer simple questions relating to the topic.</p>	<p>Children pose own questions to gain an understanding of the topic.</p>	<p>Generate purposeful questions.</p>	<p>Begin to use questions to understand significant events.</p>	<p>Identify significant events, make connections, draw contrast and analyse trends</p>



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Analyse and evaluate the impact of significant people/events in history	Talk about past and present in their own lives and that of family and friends.	Begin to talk about why something has happened showing their understanding.	To talk simply about why something happened.	Explore a particular event and how it affected people at the time.	Question why something happened and how it impacted people.	Question why something happened and how it impacted people long term.	A detailed study of a particular famous person and their historical legacy.	A detailed study of a particular famous person and their historical legacy from at least two different points of view.
Vocabulary	Long ago, Past Now Present Tomorrow future.	Past Present Future Use and understand meanings of words related to topic.	Past , present, future Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)

<p>Historical timeline:</p> <p>FS:</p> <p>Events within living memory-</p> <p>Historic North Devon, the place where I live.</p> <p>The royal family/ Kings and Queens.</p> <p>KS1:</p> <p>Changes within living memory.</p> <p>Events from the past centuries e.g. <i>The Great fire of London, The first Airplane flight (nationally or globally)</i></p> <p>Significant individuals from the past to compare life in different periods e.g. <i>Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong. Florence Nightingale, Mary Seacole, Rosa Parks.</i></p> <p>Historical events, people and places in their locality e.g. <i>The history of Bideford Bay, Hartland Quay</i> and how now-disappeared industries have shaped the coastline</p>



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LKS2;

Britain stone age to iron age/ Celts e.g. Early hunter-gatherers, early farmers, bronze age, iron age, including the existence of Clovelly Dykes Hill Fort

The Roman Empire and its impact on Britain e.g. *Influence on Exeter could be a focus, culture and beliefs, Roman inventions, Boudicca, Julius Caesar etc.*

Local history study e.g. *Ireland, Scotland, Famous invasions or a significant sites in British history.*

Ancient Greece e.g. a study of achievements and their influence on the western world.

UKS2:

Britain's settlement by the Anglo Saxons including follow-on from Roman era, Anglo Saxon crime, punishment, art and culture including place names and terms which still exist today

The Viking and Anglo-Saxon struggle for the Kingdom of England, including Viking incursions into northwest Devon and place name clues in and around Appledore, Viking invasions and the Danegeld, Edward the Confessor and his death in 1066

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. *Local studies of the Victorian era and the effect of World War Two on the village (specifically, how the school came to be founded and what we know about life in the school in the late Victorian era, and the effect of Evacuees on the life of the village during the second world war)*

Earliest civilizations – overview of where they appeared and in-depth study of Ancient Egypt

Non-European society to provide contrasts with British history: *The Mayan Civilization*



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Languages Where there is a mixed key stage class, it is entirely appropriate for the Y2 children to also take part in the Y3 French curriculum

	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language					<p>Listen to French spoken language and show understanding</p> <p>Respond to French spoken language orally</p> <p>Describe people and things orally</p> <p>Explore songs and rhymes in French</p>	<p>Listen to French spoken language and show understanding</p> <p>Respond to French spoken language orally</p> <p>Describe people and things orally</p> <p>Speak in sentences</p> <p>Explore songs and rhymes in French</p>	<p>Listen to French spoken language and show understanding</p> <p>Respond to French spoken language orally, engaging in conversations, asking and answering questions</p> <p>Describe people, places, things and actions orally</p> <p>Speak in sentences</p> <p>Explore songs and rhymes in French</p>	<p>Listen to French spoken language and show understanding</p> <p>Respond to French spoken language orally, engaging in conversations, asking and answering questions and expressing opinions</p> <p>Describe people, places, things and actions orally</p> <p>Speak in sentences</p> <p>Explore songs and rhymes in French</p>
Written Language					<p>Write key words in French (e.g. numbers, objects)</p> <p>Describe people and things in writing</p>	<p>Write key words in French (e.g. numbers, objects)</p> <p>Describe people and things in writing</p>	<p>Begin to write sentences to express ideas in French linked to oral conversations</p> <p>Describe people, places, things and actions in writing</p> <p>Look up words in a dictionary to expand oral and written vocabulary</p>	<p>Begin to write sentences to express ideas in French linked to oral conversations</p> <p>Describe people, places, things and actions in writing</p> <p>Look up words in a dictionary to expand oral and written vocabulary</p>



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Music

	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and Performing	<p>Begins to build a repertoire of songs and dances.</p> <p>Sing songs, and dance experimenting with changing them.</p>	<p>Use voices to sing songs, chants and rhymes.</p> <p>Explore and create sounds with a variety of instruments.</p> <p>Perform publicly</p>	<p>Sing songs and chants rhymes with some expression.</p> <p>Experiment to create accompaniments using instruments.</p> <p>Perform publicly.</p>	<p>Sing songs creatively adding accompaniments. changing the words and musical qualities.</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments.</p> <p>Perform publicly</p>	<p>Perform in a group using voices and instruments with expression.</p> <p>Begin to read simple notation on the Treble Clef and understand how notes and rests are organised</p> <p>Sing in a round</p> <p>Perform publicly</p>	<p>Perform in a group and alone using voices and instruments.</p> <p>Begin to read simple notation on the Treble Clef and understand how notes and rests are organised</p> <p>Sing in a round and in canon.</p> <p>Perform publicly</p>	<p>Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression</p> <p>Begin to read simple notation on the Treble Clef and understand how notes, repeats and rests are organised</p> <p>Sing in two parts including two part harmonies.</p> <p>Perform publicly, in large, small or solo contexts</p>	<p>Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression</p> <p>Begin to read simple notation on the Treble Clef and understand how notes, repeats and rests are organised</p> <p>Sing in two parts including two part harmonies.</p> <p>Perform publicly, in large, small or solo contexts</p>



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<p>Composing</p>	<p>Make music experimenting with changing.</p> <p>Explores different sounds of instruments.</p>	<p>Experiment with different sounds to create music.</p>	<p>Explore different instruments and ways of making a sound with them.</p> <p>Begin to use symbols to represent sounds.</p> <p>Begin to use technology to record sounds.</p>	<p>Adapt symbols representing music to show changes in dynamics.</p> <p>Choose and control sounds to create different moods and effects.</p>	<p>Interpret notation of rhythm (not on a stave.)</p>	<p>Improvise and compose music for a range of purposes controlling musical qualities.</p>	<p>Begin to use simple formal notation including beats in a bar.</p>	<p>Compose using an understanding of music from a range of cultures, times and styles.</p> <p>Plan for expression in compositions.</p>
<p>Listening and Appraising</p>	<p>Listen and begin to make comments on others work.</p> <p>Begin to say if music loud / quiet fast / slow.</p>	<p>Listen to and say dislikes / likes to a range of music.</p>	<p>Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.</p> <p>Respond to different moods in music.</p>	<p>Understand how different musical elements combined can create a mood.</p> <p>Identify different instruments used in a piece of music.</p>	<p>Able to describe and compare moods in different pieces of music.</p> <p>Use critique to improve work.</p>	<p>Begin to appreciate and understand different works and composers.</p> <p>Listen to live music and evaluate impact.</p>	<p>Listen and appraise using appropriate musical vocabulary.</p> <p>Identify characteristics of a piece and repeat using voice or instrument.</p>	<p>identify features that typify the work of great composers through time.</p> <p>Analyse and compare musical features.</p>
<p>Whole Class Ensemble Teaching (WCET)</p>	<p>Djembes, untuned percussion</p>	<p>Djembes, untuned percussion</p>	<p>Steel Pans, Djembes, tuned and untuned percussion</p>	<p>Ukulele, Steel Pans, Djembes, tuned and untuned percussion</p>	<p>Recorder, Ukulele, Steel Pans, Djembes, tuned and untuned percussion</p>	<p>Recorder, Ukulele, Steel Pans, Djembes, tuned and untuned percussion</p>	<p>Clarinets, Recorders, Steel Pans, Djembes, Voice (Part singing)</p>	<p>Clarinets, Recorders, Steel Pans, Djembes, Voice (Part singing)</p>



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[Physical Education](#)

The school now follows the Create Development REAL PE and REAL GYM programmes for its planned delivery of PE. Full information is on the online resource.

[Relationships and Health Education](#)

The school now follows the Life Education SCARF scheme for its planned delivery of PHE. Full information is on the online resource.