

Curriculum Skills and Knowledge Progression

At King's Academy Gomer, our curriculum is designed to ensure every pupil develops the knowledge and skills they need to thrive in modern society. Our focus on progression means that from Year 3 to Year 6, children build upon their learning year-on-year, deepening their understanding and preparing for future challenges. We offer a broad and balanced curriculum that encourages creativity, critical thinking, and resilience, supporting our pupils' academic and personal development.

Our curriculum is carefully structured, ensuring progression across key areas such as English, maths, science, the arts, and physical education, as well as personal development. Each subject has clear knowledge and skill development pathways to ensure consistency in learning and readiness for the next stage of education. We aim to nurture responsible, empathetic, and confident individuals ready to contribute positively to their communities.

We teach this curriculum because we are committed to the holistic development of our students, preparing them for the challenges of the future. Whether it's mastering digital literacy through our computing curriculum or exploring cultural diversity through religious education, our curriculum equips pupils with the tools they need to excel academically and personally.

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Curriculum Skills and Knowledge Progression

To ensure that all children make consistent progress, learning is sequenced coherently and tailored to each stage of development. Every foundation subject follows a carefully planned progression of skills and knowledge, which builds on prior learning and prepares pupils for their next steps.

Additionally, all our subjects Science follows this approach, and you can explore a sample of its progression [here](#).

Our annual reporting to parents outlines where children have achieved on their learning journey.

Art

Our Art curriculum is designed to inspire creativity, imagination, and confidence in pupils, while progressively developing their technical skills and artistic expression. From Year 3 to Year 6, students build upon their knowledge of artistic techniques, explore a wide range of media, and learn how to reflect on and improve their work. Our aim is to nurture pupils' individual artistic voices while ensuring they have a strong foundation in art theory and practice. The curriculum offers a structured approach to ensure progression in both knowledge and skills. This progression is designed to help pupils grow in confidence and technical ability, supporting them in creating increasingly complex and thoughtful artwork. Below is an **outline** of the progression across the years:

Year 3

- Introduction to using a sketchbook for recording observations and exploring different materials.
- Basic techniques in shading and clay shaping.
- Comparing and recreating natural and manmade forms through different media.

Year 4

- Developing sketchbooks for collecting ideas and planning work.
- Improving technical skills and experimenting with sewing techniques and design details.
- Learning proportions in drawing and planning sculptures through sketches.

Year 5

- Evaluating artwork against intended outcomes and refining use of tone, line, and shading.
- Using colours to express mood and dividing space into foreground, middle, and background.
- Adding collage to paintings and experimenting with layers to create different textures and effects.

Year 6

- Selecting ideas based on firsthand observations, refining techniques and adapting work based on feedback.
- Advanced skills in claywork, including slabs and coils, and introduction to simple perspective.
- Continued refinement of drawing and sculpture techniques, focusing on more complex compositions.

This curriculum ensures that pupils develop a robust set of art skills, allowing them to express themselves creatively while learning the foundational techniques of visual art. By Year 6, pupils are confident in using various artistic methods, including drawing, painting, sculpture, and collage, and are able to reflect critically on their own work and make improvements.

For a more detailed overview please do ask to see our progression and skills tracker.

Computing

Our Computing curriculum aims to equip pupils with essential digital literacy and problem-solving skills, preparing them for the increasingly technological world. We ensure that pupils progress steadily, building on their knowledge and skills each year, so they can confidently use, understand, and create technology in ways that benefit them and society. Our approach is aligned with the expectations of the Ofsted Inspection Framework for developing digital competency and safe, effective use of technology.

The curriculum is structured to provide pupils with a progressive learning experience that builds their capabilities from foundational computer literacy in Year 3 to advanced skills in Year 6. Below is an **outline** of this progression:

Year 3

- Basic file management: Create folders, save, and print work.
- Introduction to taking screenshots.
- Learning how to locate files and documents on the computer.

Year 4

- More advanced file management: Renaming, organising files and folders.
- Using print preview and print option menus.
- Independently finding and using programs, and attaching simple external hardware.
- Introduction to various external devices and options for program usage.

Year 5

- Enhanced file management: Searching for and manipulating files.
- Beginning to use keyboard shortcuts (e.g., copy, paste, cut).
- Further refining print functions and attachment of hardware devices.
- Broadening understanding of hardware options and settings.

Year 6

- Mastering keyboard shortcuts, including advanced ones (e.g., bold, print screen).
- Confidently using tools like print screen to evidence work.
- Introduction to debugging and solving basic computer issues.
- Adjusting screen resolution and other system settings.

At King's Academy Gomer, we recognise the importance of preparing our pupils for jobs that may not yet exist, and our Computing curriculum equips them with the skills, knowledge, and confidence to thrive in an ever-evolving digital world. This progression ensures that each child develops their digital literacy and problem-solving skills in a structured way, preparing them to engage with more complex computing tasks as they move through the school. By Year 6, pupils are confident in a range of computing skills, including file management, problem-solving, and hardware management, which sets them up for success in secondary education and beyond.

For a more detailed overview please do ask to see our progression and skills tracker.

DT

- *Text to follow....*



Let's Think English (LTE) – to support writing

Let's Think in English (LTE) is a research-based teaching programme designed to help pupils develop the higher-order skills essential for success in English, such as inference, deduction, and analysis. It also fosters confidence and resilience when tackling unfamiliar texts.

Developed at King's College London, LTE has seen great success in schools where it has been fully embedded into the curriculum. For further details or to read case studies from LTE schools, please visit their [website](#).

At our school, LTE lessons are taught regularly throughout the year and are linked by genre or theme to other areas of the curriculum. Grounded in social learning theory, these lessons not only enhance children's oracy skills but also develop their ability to justify, predict, and reach group consensus. Using engaging stimuli, pupils encounter cognitive challenges and work through complex ideas in these discussion-based lessons, which grow in difficulty as they progress through the key stage.

Geography

Our Geography curriculum is designed to instil a deep understanding of the world's diverse places, people, and environments. We ensure that pupils gain progressively sophisticated locational knowledge, develop geographical skills, and cultivate a greater understanding of physical and human geography. By the time pupils leave our school, they are well-prepared to engage with global issues and contribute to discussions about the world around them. The Geography curriculum is carefully structured to build pupils' locational knowledge and skills across the year groups. This enables them to not only understand their local area but also to appreciate the wider global context. Below is an **outline** of the progression:

Year 3

- Locate countries of the world and continents on maps.
- Understand the equator, hemispheres, and tropics.
- Introduction to the movement of plate tectonics.

Year 4

- Locate areas of similar environmental regions on a world map.
- Understand the main counties and cities within the UK.
- Reinforce knowledge of the equator, hemispheres, and tropics.

Year 5

- Locate countries and capital cities in North and South America.
- Understand how land use in Britain has changed over time.
- Introduction to time zones and their global impact.

Year 6

- Locate key countries and capitals in Africa, Asia, and Australasia.
- Apply mapping skills to explore land use changes in the local area.
- Gain understanding of coasts, erosion, and geographical features like hills and rivers.

This Geography curriculum provides a comprehensive progression of skills and knowledge. Pupils develop from basic locational awareness in Year 3 to more advanced geographical skills by Year 6, including an understanding of how land use and geographical features shape the world. Our aim is to develop pupils' geographical awareness, foster a sense of global responsibility, and equip them with the skills to engage with the world in a meaningful way.

For a more detailed overview please do ask to see our progression and skills tracker.

History

Our History curriculum is designed to help pupils develop a deep understanding of significant historical events, people, and changes over time. Pupils are taught how to think critically about history, understand chronology, and make connections between different historical periods. Our History curriculum is carefully sequenced to ensure that pupils not only learn key facts about the past but also develop important skills such as chronological understanding, historical interpretation, and comparative analysis. Below is an **outline** of the progression:

Year 3

- Begin to place events on a timeline to develop chronological understanding.
- Compare their own life with the lives of people from the past.

Year 4

- Gain an understanding of the passing of time through different historical periods.
- Begin to explore how historical events and societies are organised chronologically.

Year 5

- Develop a deeper understanding of chronology and the similarities and differences between historical periods.
- Explore key events, people, and changes in history, building a more detailed understanding of past societies.
- Begin to recognise characteristic features of past societies, including culture, politics, and economy.

Year 6

- Describe aspects of history in Britain and the wider world with more depth, using appropriate historical vocabulary.
- Continue to build on the understanding of characteristic features of past societies and apply this knowledge to various contexts.
- Apply critical thinking skills to compare different historical periods and evaluate their significance.

Our curriculum is designed to inspire a love for history while equipping students with the analytical skills they need to succeed academically. We use engaging methods such as drama, artefact analysis, and visits to bring history to life ensuring that all pupils leave with a deep and lasting understanding of the subject.

For a more detailed overview please do ask to see our progression and skills tracker.

Maths

Our Maths curriculum is designed to develop a deep understanding of mathematical concepts and strong numeracy skills. Pupils progress through increasingly complex topics, building on their prior learning to develop confidence and fluency in number, calculation, geometry, and problem-solving. Our approach ensures that by the end of Year 6, pupils are well-prepared to apply their mathematical knowledge in real-world contexts and further education. The Maths curriculum is structured to ensure pupils develop a strong foundation in key areas, with a clear progression from Year 3 to Year 6. Below is an **outline** of the progression in major mathematical concepts:

Year 3

- **Number and Place Value:** Understanding place value up to 1000, reading and writing numbers, comparing and ordering numbers, and finding 10 or 100 more or less than a given number.
- **Addition and Subtraction:** Using formal written methods to add and subtract numbers up to three digits.
- **Multiplication and Division:** Learning to multiply and divide within 100, and solving problems involving these operations.
- **Fractions:** Beginning to understand and compare fractions, including tenths, and learning to count up and down in tenths.

Year 4

- **Number and Place Value:** Recognising place value in four-digit numbers, counting in multiples (6, 7, 9, 25, and 100), and working with negative numbers.
- **Addition and Subtraction:** Solving two-step problems using formal methods, with increasing complexity.
- **Multiplication and Division:** Consolidating multiplication tables up to 12 x 12, and solving more advanced problems.
- **Fractions and Decimals:** Understanding hundredths, adding and subtracting fractions with the same denominator, and solving problems involving fractions.

Year 5

- **Number and Place Value:** Working with numbers up to 1,000,000, understanding powers of 10, and interpreting negative numbers in context.
- **Addition and Subtraction:** Solving multi-step problems with larger numbers.
- **Multiplication and Division:** Developing further proficiency with long multiplication and division, applying these to problem-solving contexts.
- **Fractions, Decimals, and Percentages:** Comparing and ordering fractions, calculating percentages, and converting between fractions, decimals, and percentages.

Year 6

- **Number and Place Value:** Understanding and using numbers up to 10,000,000, rounding numbers to a required degree of accuracy, and using negative numbers in various contexts.
- **Addition, Subtraction, Multiplication, and Division:** Mastering written methods for all operations and applying them in complex, multi-step problems.
- **Fractions, Decimals, and Percentages:** Solving problems involving mixed numbers, improper fractions, and percentages, including practical applications.
- **Algebra and Geometry:** Introducing basic algebraic concepts, using formulae, and exploring properties of shapes, angles, and coordinates.

This Maths curriculum ensures that pupils develop a comprehensive understanding of key mathematical concepts, while progressively deepening their skills in calculation, problem-solving, and reasoning. **For a more detailed overview please do ask to see our progression and skills tracker.**

Music

At King's Academy Gomer, our music curriculum is designed to provide a clear and carefully sequenced progression of knowledge and skills from Year 3 through to Year 6. Using the Charanga music programme, children experience a diverse range of musical genres and opportunities, enabling them to develop competence in listening, appraising, composing, and performing. This structured approach ensures that each year builds on the previous one, helping children to gain confidence in their musical abilities and express themselves creatively.

In addition to music lessons, children have the opportunity to participate in assemblies, concerts, and special events, further enhancing their exposure to music and performance. Our curriculum is not just about developing technical skills but also about fostering a love for music and supporting the well-being of every child. Music at King's Academy Gomer is integral to building confidence, resilience, and teamwork, aligning with our school values of respect, endeavour, and success. This is exemplified by the amount of children who subscribe to peripatetic music lessons. By Year 6, children are confident in singing in rounds, performing solos, and even directing group performances, ensuring that they leave primary school with a solid foundation in music.

The Music curriculum provides a structured approach to developing musical performance, composition, and listening skills. Below is an **outline** of the progression across the year groups:

Year 3

- Introduction to basic musical notation to support performance.
- Playing repeated patterns and recognising when to correct errors.
- Developing an awareness of group dynamics in performance and responding to hand signals for musical direction.

Year 4

- Increasing confidence in using notation and performing their own part in an ensemble.
- Improving pitch accuracy in singing and linking notes to form musical phrases.
- Singing in a way that reflects the meaning of the lyrics, enhancing musical expression.

Year 5

- Performing music for different occasions, with increasing complexity.
- Taking on individual roles in group performances and beginning to perform in a round.
- Collaborating with others in group performances, focusing on cohesion and timing.

Year 6

- Mastering beginnings and endings of compositions and playing solos with confidence.
- Developing leadership skills by directing musical groups.
- Performing confidently in a round and playing music in such a way that the whole class achieves a unified performance.

We are committed to providing a music education that enriches the lives of our students, ensuring they develop a lifelong appreciation for music while achieving the curriculum goals set out in the National Curriculum. **For a more detailed overview please do ask to see our progression and skills tracker.**

PD

Our Personal Development curriculum is carefully designed to promote a progressive understanding of key concepts and skills that will help our pupils grow into well-rounded, empathetic, and responsible individuals. We ensure that each year group builds on prior learning to deepen their knowledge and capabilities, preparing them for life both within and beyond the classroom. Our curriculum is structured to provide clear progression from Year 3 to Year 6, with a focus on key areas such as family relationships, friendships, respect, self-respect, and understanding of societal values.

Below is an **outline** showing how these concepts develop across the year groups:

Year 3

- Introduction to the importance of family love and support.
- Understanding the ups and downs of friendships and the impact of bullying.
- Learning effective communication and the role of trust in relationships.

Year 4

- Developing courtesy, manners, and understanding family relationships more deeply.
- Learning about the impact of personal behaviour and the importance of stereotypes.
- Reinforcing anti-bullying messages and respectful communication.

Year 5

- Building on positive relationships and understanding self-respect.
- Deepening understanding of family dynamics and recognising behaviours that can lead to conflict, including bullying.
- Beginning to explore the significance of respect within relationships.

Year 6

- Fully understanding the two-way nature of respect and how attitudes influence relationships.
- Exploring stereotypes and developing strategies for resolving disputes.
- Preparing pupils for greater social responsibility and reflecting on their role within a wider community.

We aim to foster social responsibility, resilience, and personal growth, ensuring pupils are equipped with the tools they need to succeed in a diverse and ever-changing world. Our curriculum covers areas like family relationships, friendships, self-respect, and conflict resolution, building on prior learning to provide a deep, reflective understanding of these concepts.

For a more detailed overview please do ask to see our progression and skills tracker.

PE

At King's Academy Gomer, we are committed to delivering a PE curriculum that supports the holistic development of every child, focusing on physical, social, and emotional well-being. Our carefully sequenced progression of skills and knowledge ensures that students from Year 3 to Year 6 develop competence across a broad range of physical activities, preparing them for future challenges in sport and active lifestyle. The PE curriculum provides a structured approach to developing physical and tactical skills across different sports and activities. These cover, invasion games, net and wall, striking and fielding, athletics and swimming. Below is an **outline** of the progression in some key areas:

Year 3

- **Gymnastics:** Introduction to basic shapes (straight, tuck, straddle sit, pike sit) and isolated movements.
- **Invasion Games (Football, Rugby, Hockey):** Learning the basic skills and rules for different invasion games, understanding how to participate in a team.
- **Dance:** Exploration of basic movement patterns and rhythm in response to music.

Year 4

- **Gymnastics:** Performing shapes with correct technique and control, starting to combine movements into short sequences.
- **Invasion Games:** Application of basic skills and rules to small-sided games, improving understanding of teamwork and positioning.
- **Dance:** Developing confidence in movement and refining skills in response to a variety of stimuli.

Year 5

- **Gymnastics:** Applying knowledge of shapes and movements to structured sequences, focusing on fluency and accuracy in performance.
- **Invasion Games:** More tactical play, applying skills in larger-sided games and using more advanced tactics.
- **Dance:** Creating more complex sequences with a focus on expression and teamwork in dance.



Year 6

- **Gymnastics:** Demonstrating the ability to perform complex sequences accurately and with fluid transitions, using advanced movements and shapes.
- **Invasion Games:** Applying effective tactics and advanced skills in competitive games, understanding both offensive and defensive strategies.
- **Dance:** Mastery of movement, creating and performing choreographed routines with confidence and precision.

The curriculum is designed to build on the fundamental skills taught in earlier years, gradually introducing more complex activities and sports such as athletics, invasion games, gymnastics, swimming, striking and fielding and Outdoor Adventurous Activities (OAA). This progression is aligned with the National Curriculum and ensures that children can engage in competitive and non-competitive sports, fostering resilience, teamwork, and leadership skills. Beyond the classroom, we encourage participation in extra-curricular clubs, inter-school fixtures, SGO opportunities and leadership opportunities such as becoming Sports Leaders. These experiences promote not only physical fitness but also essential life skills like confidence, communication, and perseverance.

This PE curriculum ensures that pupils develop key physical skills, teamwork, and a strong understanding of tactics and strategies in a variety of sports. By the end of Year 6, pupils are confident and capable in physical performance, understand the importance of physical activity for their health, and are well-prepared for further participation in sports and physical education.

Our approach to PE at King's Academy Gomer ensures that children leave primary school with the tools and mindset needed for success in secondary school and beyond, while nurturing a lifelong love of sport and healthy living. This aligns with our broader goal of fostering character development, encouraging children to respect others' successes and celebrate their own. **For a**

more detailed overview please do ask to see our progression and skills tracker.

RE

At King's Academy Gomer, our Religious Education (RE) curriculum follows the **Living Difference Agreed Syllabus**, which is driven by a concept-led methodology. This approach encourages children to explore religious ideas and concepts in a structured and reflective way, allowing for deeper understanding and enquiry. Using the agreed syllabus, we follow a clear methodology for teaching and learning that helps pupils progressively build their knowledge, vocabulary, and understanding of religious concepts. Pupils are encouraged to reflect on their own beliefs while exploring those of others, promoting inclusivity and mutual respect.

Year 3

- **Beliefs and Teachings:** Pupils develop basic religious and moral vocabulary and begin to understand the core beliefs of Hinduism and Christianity.
- **Religious Practices and Lifestyles:** Introduction to the function of objects, places, and people in religious practices, identifying key similarities and differences.
- **Ways of Expressing Meaning:** Exploring the impact of sacred texts and religious symbols on believers' lives.
- **Human Identity and Experience:** Recognising personal influences and how religion shapes individuals and communities.
- **Questions of Meaning and Purpose:** Beginning to explore different answers to key questions, such as those about creation.
- **Values and Commitments:** Asking initial questions about how religious values influence behaviour.

Year 4

- **Beliefs and Teachings:** Further development of religious vocabulary and deeper understanding of beliefs within Hinduism and Christianity.
- **Religious Practices and Lifestyles:** Pupils describe similarities and differences in religious practices both within and between religions.
- **Ways of Expressing Meaning:** More focus on religious symbols, their meanings, and interpretations.
- **Human Identity and Experience:** Exploring how religion influences individual and cultural identity.
- **Questions of Meaning and Purpose:** Identifying ultimate questions and exploring the lack of universal answers, including creation stories.
- **Values and Commitments:** Asking more in-depth questions about religious and moral values, and how they influence



Year 5

- **Beliefs and Teachings:** Pupils explore the beliefs and teachings of Buddhism and Christianity, using appropriate religious vocabulary.
- **Religious Practices and Lifestyles:** Describing similarities and differences in practices and lifestyles between and within religions.
- **Ways of Expressing Meaning:** Understanding religious symbols and actions, and how they may be interpreted differently.
- **Human Identity and Experience:** Raising questions of identity and belonging, suggesting answers through the lens of religious belief.
- **Questions of Meaning and Purpose:** Offering religious, philosophical, and moral answers to a range of ultimate questions.
- **Values and Commitments:** Pupils begin to explore right and wrong, with a focus on religious and moral teachings.

Year 6

- **Beliefs and Teachings:** Pupils use philosophical language and an advanced religious vocabulary to explore the reasons for similarities and differences between religious beliefs and teachings.
- **Religious Practices and Lifestyles:** Explaining how religious beliefs influence practices and exploring diverse practices within Buddhism and Christianity.
- **Ways of Expressing Meaning:** Pupils explain diverse forms of religious expression, including the interpretation of sacred texts.
- **Human Identity and Experience:** Exploring their own and others' views on human identity, shaped by religious ideas.
- **Questions of Meaning and Purpose:** Developing their own philosophical, moral, and religious responses to ultimate questions, while exploring the views of others.
- **Values and Commitments:** Providing reasoned explanations for religious views on moral and ethical issues, while reflecting on their own beliefs.

Children also engage with ultimate questions, moral values, and ethical issues, encouraging them to think critically and reflect on their own beliefs and those of others. Our approach ensures that pupils leave with a well-rounded understanding of different religious perspectives and the skills to thoughtfully engage with the world around them. This RE curriculum fosters an inclusive understanding of diverse religious traditions while encouraging philosophical inquiry and critical thinking. By Year 6, pupils are equipped to

engage thoughtfully with questions of meaning, identity, and values, and are prepared to discuss ethical issues with insight and empathy.

Science

Our curriculum is carefully mapped to ensure that scientific concepts are introduced early and revisited with increasing complexity as pupils advance through each year group. This cumulative approach allows children to develop a deeper understanding of key scientific principles and gradually improve their practical and investigative skills. Key areas of progression include:

- **Developing scientific vocabulary:** Children expand their vocabulary year by year, learning new and more complex terms to describe scientific phenomena.
- **Investigative skills:** Beginning with simple observations in Year 3, pupils gradually undertake more sophisticated experiments by Year 6, which involve predicting outcomes, testing hypotheses, and drawing conclusions from their findings.
- **Application of knowledge:** As students progress through the school, they are encouraged to apply their scientific knowledge to real-world problems, fostering critical thinking and problem-solving skills.

Below is an **outline** of the progression in some key areas:

Year 3

In Year 3, children are introduced to the basics of plants and animals, with a focus on:

- Understanding the **basic parts of a plant** (roots, leaves, stems, flowers) and their functions.
- Learning that **plants need water, light, air, nutrients, and soil** to survive.
- Exploring **simple life cycles** of plants, understanding how they grow from seeds to mature plants.
- Investigating the **basic needs of animals**, including humans, such as water, food, and air, and the importance of a balanced diet.

Year 4

In Year 4, students build on their understanding by exploring:

- The concept of **water transportation within plants** and how nutrients move through different parts.
- An in-depth look at how the environment affects growth and survival of plants and animals.
- **Digestion in humans:** the process of breaking down food and how nutrients are absorbed in the body.
- The **human skeleton and muscles**, focusing on movement, support, and protection.

Year 5

In Year 5, students take on more complex concepts such as:

- Understanding the **life cycle of flowering plants**, including pollination, fertilisation, and seed dispersal.
- Studying **human life cycles:** the different stages from birth to adulthood and old age.
- The properties of **materials:** exploring the concepts of solids, liquids, and gases, and how materials change state (evaporation, condensation, and the water cycle).
- **Forces**, including gravity, friction, air and water resistance, and how these forces act on objects.

Year 6

By Year 6, children are ready to tackle more advanced scientific ideas, such as:

- Exploring **ecosystems** and how plants and animals interact in different environments.
- Investigating **photosynthesis**: the process by which plants make their own food using sunlight.
- Learning about **electricity**: building simple circuits, understanding components (bulbs, switches, motors), and exploring how electricity is generated and used.
- A deeper dive into **Earth and space**, focusing on the movements of the Earth, Moon, and planets, and how these celestial bodies influence day, night, and the seasons.

For a more detailed overview please do ask to see our progression and skills tracker.

Science Tracker – sample; part of Y3

Skills Target	Knowledge Target
Ask relevant questions and use different types of scientific enquiries to answer them	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
Set up simple practical enquiries, comparative and fair tests	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Make systematic and careful observations	Compare how things move on different surfaces.
Where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
Gather, record, classify and present data in a variety of ways to help in answering questions	Observe how magnets attract or repel each other and attract some materials and not others.
Record findings using simple scientific language,.	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
Record findings using drawings, labelled diagrams, keys, bar charts, and tables	Describe magnets as having two poles.
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Use results to draw simple conclusions,	Recognise that we need light in order to see things and that dark is the absence of light.
Use results and evidence to make predictions for new values, suggest improvements and raise further questions	Notice that light is reflected from surfaces.