Autumn Term 1 National Curriculum Skills coverage Foundation Subjects 2022-2023

Autumn	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus half term **History**		**Nursing in the Past** I can use words and phrases like 'old', 'new', 'a long time ago'. I can recognise that some objects belonged to the past. I can explain how some people have helped us have better lives. I can spot old and new things in a picture. I can ask and answer questions about old and new objects. I can explain what an object from the past might have been used for.	**Nursing in the Past** I can use words and phrases like 'before', 'after', 'present', 'then', 'now'. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can answer questions using books and the internet. I can research the life of a famous person from the past using different sources of evidence.	**The Viking and Anglo Saxons** I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long ago events happened. I can explain some of the times when Britain has been invaded. I can use research skills to find answers to specific historical questions.	**The Viking and Anglo Saxons** I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how historic items and artefacts can be used to build up a picture of life in the past. I can research two versions of an	**The Industrial Revolution** I can draw a time line showing historical events or lives of significant people. I can describe some of the main events / the role of significant people from the past. I can show factual knowledge and understanding of aspects of the history of Britain and the wider world. I can describe features of past societies and periods and begin to make links between them.	**The Industrial Revolution** I can place features of historical events and people from the past societies and periods in a chronological framework. I can summarise the main events from a period of history explaining the order of events and what happened. I can use factual knowledge and historical vocabulary to describe past societies and periods (globally and nationally). I can summarise the main events from a period of history explaining the order of events and what happened.

				I can research in order to find similarities and differences between different periods of history.	event and explain how they differ. I can explain how an event from the past has shaped our lives today. I can research two versions of an event and explain how they differ. I can research what it was like for children in a given period of history and present my findings to an audience.	I can describe and make links between events and changes and give reasons for, and results of, these events and changes. I can compare periods of history using an appropriate method of research. I can show understanding that some events, people and changes have been interpreted in different ways. I can suggest reasons why some events, people and changes have been interpreted in different ways. I can use my knowledge and understanding to evaluate sources of information. I can select and organise information to produce structured work / a presentation of my ideas.	I can summarise how Britain has had a major influence on the world. I can identify and explain differences, similarities and changes between different periods of history. I can describe, and say why there are different historical interpretations of events, people and changes. I can describe, and begin to analyse, why there are different historical interpretations of events, people and changes. I can evaluate sources of information, and begin to suggest why some may be more reliable than others. I can describe a key event / significant individual from the past using a range of evidence from different sources (based on either global, national or

						I can select and organise information to produce structured work, making appropriate use of dates and historical vocabulary.	local studies of historical periods). I can select and organise information to create a presentation suitable for an audience, making reference to appropriately chosen sources of evidence.
PE		**Games** **Use basic underarm rolling and hitting skills** **Intercept, stop and retrieve a beanbag consistently** **Track an object sent to them moving in line with it to collect it** **Decide where to stand, make it hard for opponents** **Beginning to use overarm throw technique** **Sometimes catch a beanbag and medium ball** **Choose different ways of striking,**	**Games** **Show awareness of opponents and team mates in games** **Perform basic rolling, striking & kicking with confidence** **Use simple tactics** **Apply these skills in a variety of games** **Make choices about appropriate space and targets**	**Tag Rugby, LACROSSE -** **Recognise when their body is warmer or cooler and when their heart beats faster or slower** **Relate different types of activity to different heart rates and body temperatures and use them when warming up** **- Explain why particular activities are used in a warm up and suggest other suitable activities** **Decide quickly where and when to pass the ball showing awareness of what is going on around them**	**Tag Rugby, LACROSSE -** **Use a small range of sending, receiving and travelling techniques with varied control** **- Know what their team needs to do to take the ball towards the opposition goal and contribute occasionally** **- Pass, dribble and shoot in games** **- Identify and use tactics to help their team keep the ball and take it towards the opposition goal** **- Mark opponents and help in defence** **- Pick out things that could be improved in**	**Football/basketball** **Use a small range of sending, receiving and travelling techniques with varied control** **- Know what their team needs to do to take the ball towards the opposition goal and contribute occasionally** **- Pass, dribble and shoot in games** **- Identify and use tactics to help their team keep the ball and take it towards the opposition goal** **- Mark opponents and help in defence**	**Football/basketball** **Use a range of sending, receiving and travelling techniques with varied control** **- With guidance, recognise some that need to be improved** **- Know what their team needs to do to take the ball towards the opposition goal and contribute** **- Identify and use tactics to help their team keep the ball and take it towards the opposition goal** **- Mark opponents and help each other in defence** **- Pass, dribble and shoot with control in games**

		throwing, hitting or kicking a ball		**Play a wider range of games and use a variety of skills well** **Vary tactics and adapt skills to the situation in a game** **Play effectively with speed and precision in small and larger teams** **Lead a small group for warm up activities** **Explain why particular activities are used in a warm up and suggest other suitable activities**	**performances and suggest ideas and practices to make them better** **- Use different techniques to pass, dribble and shoot** **- Use tactics in attack and defence** **- Play games confidently** **- Make changes that improve their own & team performance**	**- Pick out things that could be improved in performances and suggest ideas and practices to make them better** **- Use different techniques to pass, dribble and shoot** **- Use tactics in attack and defence** **- Play games confidently** **- Make changes that improve their own & team performance**	**- Pick out things that could be improved in performances and suggest ideas and practices to make them better** **- Use a range of tactics in attack and defence** **- Know what is more or less effective in the games played**
Science		Seasonal Change I can observe changes across the four seasons. (y1) I can observe and describe weather associated with the seasons and how day length varies. (y1) data to help answer questions. Everyday Materials I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (y2)		Light and Sound Ask relevant questions and use different types of scientific enquiries to answer them e.g. Why do shadows change during the day? Use research to find out a range of things e.g. How reflection can help us see things that are around the corner Make systematic and careful observations and,	Light and Sound Make systematic and careful observations and, where appropriate, take accurate measurements What do we mean by pitch when it comes to sound? Gather, record, classify and present data in a variety of ways to help in answering questions drawings, labelled diagrams, keys and child constructed	**Forces** Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the	**Forces** Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might

		I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (y2) I can distinguish between an object and the material from which it is made. (y1) I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (y1) I can describe the simple physical properties of a variety of everyday materials. (y1) I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (y1)	where appropriate, take accurate pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.	bar charts and tables Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about	effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects **Working scientifically** Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not. Set up a fair test when needed e.g. • Which surfaces create most friction? Set up an enquiry based investigation e.g. • Find out what adults/ children can do now that they couldn't do when they were a baby.	find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects **Working scientifically** Know which type of investigation is needed to suit a particular scientific enquiry e.g. • Looking at the relationship between pulse and exercise. Set up a fair test when needed e.g. • Does light travel in straight lines? Know how to set up an enquiry based investigation e.g. • What is the relationship between oxygen and blood? Plan different types of scientific enquiries to answer their own or others' questions. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y6 focus including capacity, mass, ratio and proportion)

					Know what variables are in a given enquiry and can isolate each one when investigating. e.g. • Finding out how effective parachutes are when made with different materials. Plan different types of scientific enquiries to answer given questions. Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y5 maths focus including capacity and mass) Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Group and classify things and recognise patterns using appropriate ways of presenting e.g. classification keys. Find things out using a wide range of secondary sources of information	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Group and classify things and recognise patterns using appropriate ways of presenting e.g. classification keys Find things out using a wide range of secondary sources of information Use results to draw conclusions. Is evaluative when explaining findings from scientific enquiries and is clear about what has happened in recent enquiries and can relate this to other enquiries where appropriate Identify scientific evidence that has been used to support or refute ideas or arguments

						Use results to draw conclusions. Is evaluative when explaining findings from scientific enquiries and is clear about what has happened in recent enquiries and can relate this to other enquiries where appropriate Identify scientific evidence that has been used to support or refute ideas or arguments	
Art		Drawing - linked to seasonal change and autumn colours Draw lines of different thicknesses Draw a representation that is recognisable	Drawing - linked to seasonal change and autumn colours Choose and use 3 different grades of pencil Use a viewfinder to focus on a specific part	**Modelling with Clay tablet with runes - Viking Jewellery** Develop clay pot to represent an object Use different grades of pencil to shade and show different tones and textures	**Modelling with Clay tablet with runes - Viking Jewellery** Sculpt clay and other moldable materials to create desired outcome Use marks and lines to show texture with confidence and increasing independence	**Sketches and painted portraits** Use marks and lines to produce texture confidently Successfully use shading to create mood and feelings Successfully use tints and tones by adding white and black in order to add additional details to paintings Research and replicate the style of other artists	**Sketches and painted portraits** Create careful observational studies which consider details and use a range of shading techniques to produce texture and depth. Test out a range of techniques, media and materials in order to create desired effect and explain and justify choices Produce drawings which clearly demonstrate body language, feelings and mood. Create preliminary studies before final pieces in order to test colour mixes and a range of textures. Test out a range of techniques, media and materials in order to create desired effect and explain and justify choices

							Independently research artists that inspire and replicate their style. Joseph Wright of Derby Grigoriy Soroka Ernst Josephson
PHSE		One Decision planning		Cycle safety Staying Safe (see school scheme)		Keeping/staying safe - peer pressure One Decision planning	
ICT		Multimedia text and images I can use IT to create a picture	Multimedia text and images I can use different effects within IT paint package	Introduction to Programming Blockly Turtle, SNAP! Examples H-Q Pupils can design a simple agorithm. Pupils can design and write a program to accomplish a specific task.	Introduction to Programming Blockly Turtle, SNAP! Examples H-Q Pupils can design and write a program to accomplish a specific task. They should understand how to break down a problem into smaller tasks. Pupils can use events, control and sensing in a program.	**Introduction to Programming Blockly Turtle, SNAP! Examples H-Q** 1 - Pupils can design, write and debug a program that accomplishes a specific goal. 2 - This should include control or simulation of a physical system. 3 - Pupils should be able to solve problems by decomposing them into smaller parts 1 - use sequence, selection, and repetition in programs 2 - work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors	**Introduction to Programming Blockly Turtle, SNAP! Examples H-Q** 1 - Pupils can design, write and debug a program that accomplishes a specific goal. 2 - This should include control or simulation of a physical system. 3 - Pupils should be able to solve problems by decomposing them into smaller parts 1 - use sequence, selection, and repetition in programs 2 - work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors

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Music		<u>RNA rhythms</u> Understand fast and slow (tempo) To keep a steady beat and copy simple rhythm patterns. To start and stop together on direction. To begin to use correct technique when playing a range of percussion instruments. Recognise patterns of long and short sounds.		<u>Ocarinas</u> To identify family groups in an orchestra. To learn how to play G, A, B, E, low D and high D on an ocarina. To copy back rhythms on 3 notes. To perform rhythms in 2 parts. To improvise simple tunes based on 3 notes. To learn to play a piece of music on the notes B, A, G and high D.		<u>Keyboards and tuned percussion</u> (based on "Industrial World" sung to the tune of "Material Girl" by Madonna) To play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. To identify different ensemble combinations and instruments heard. To keep a steady beat. To copy back rhythms (including syncopation) on one note. To recognise note values of semiquavers, quavers, crotchets, minims and semibreves. To learn the chords C, Am, G, F (+Bb and Eb for greater depth)	
MFL				Revision of colours - parts of body Adjectives big small		What's the time? Unit 15 lessons 71 - 72 French schools Unit 15 lesson 73 Places in our school Unit 15 lesson 74 Tour of our school unit 15 lesson 75	
Class Charity		Guide Dogs		RSPB		Shelter	
Visit / Enrichme		Florence Nightingale workshop day Forest Schools		Visit to Danelaw Living History Museum Forest schools		Visit to Thackray Medical Museum Forest School	

nt activities.				