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

Autumn B	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

Focus half term **Geography**		**Local Study** **Locational Knowledge:** I can name the four countries in the United Kingdom and locate them on a map. **Place Knowledge:** I can explain where I live and tell someone my address. **Human and Physical** I can explain how the weather changes throughout the year and name the seasons. **Geographical skills** I can use aerial photos to recognise basic human and physical features and use and construct a basic key. I can use simple fieldwork, observational skills and human and physical features to study	**Local Study** **Human and Physical:** I can describe some of the features of an island. I can describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley I can explain how an area has been spoilt or improved and give my reasons. **Geographical skills** I can use simple fieldwork, observational skills and human and physical features to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. I can use aerial photographs and	**History** **Deep, deep oceans** I can locate the world's countries using maps. I can describe physical geography including climate zones, biomes, rivers, mountains, volcanoes and earthquakes. I can use an atlas by using the index to find places.	**History** **Deep, deep oceans** I can locate the topic of cancer/Capricorn, equator, northern and southern hemisphere. I can recognise a region within North and South America. I can use an atlas more confidently by using the index to find places. I can observe, measure and record using sketch maps, plans, graphs and digital technology with increasing skill.	**Geography** **There is no Planet B – climate and environmental change** I can name and locate many of the world's most famous rivers in an atlas. I can name and locate many of the world's most famous mountainous regions in an atlas I can talk about different regions in the UK, Europe and North and South America. I can explain how a location fits into its wider geographical location with reference to human and economic features.	**Geography** **There is no Planet B – climate and environmental change** I can name and locate many of the world's most famous rivers in an atlas. I can name and locate many of the world's most famous mountainous regions in an atlas I can talk about different regions in the UK, Europe and North and South America. I can explain how a location fits into its wider geographical location with reference to human and economic features.

		the school and surrounding area.	plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic key symbols.			I can describe and understand key aspects of: physical geography- climate zone, biomes, vegetation belts, rivers mountains, volcanoes, earthquakes and the water cycle. I can describe and understand key aspects of physical and human features.	I can describe and understand key aspects of: physical geography- climate zone, biomes, vegetation belts, rivers mountains, volcanoes, earthquakes and the water cycle. I can describe and understand key aspects of physical and human features.

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, throwing, hitting or kicking a ball	**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	**Dodgeball** **Net/wall games** **Decide quickly where and when to pass the ball showing awareness of what is going on around them** **- 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** **Use a wide range of throwing, catching & hitting skills on both sides of body** **- Change pace, length & direction of throws and shots to outwit opponents** **- Know how to defend their court** **- Suggest ideas for practices they can do to improve their performance**	**Net wall games** **Hit a ball bowled sympathetically to them** **- Understand the need for different tactics** **- Play some roles in a fielding team with limited success** **- Recognise why some practices improve their play** **Strike a bowled ball** **- Work collaboratively in pairs, group and small sided games** **- Use and apply basic rules fairly** **- Use a range of fielding skills (catching, throwing, bowling, intercepting) with growing consistency and accuracy** **- Understand and implement some tactics in games** **- Identify their own strengths & suggest practices to improve** **- Bat, bowl and field with control** **- Use tactics for attacking and defending as batters, bowlers and fielders** **- Play games effectively, reading situations well** **- Identify their own and others' strengths and devise practices that lead to improvement**	Net wall games Dodgeball/Tchouk ball **- Perform small range of basic shots on both sides of the body** **- Apply some of the basic tactics** **- Play games with some help** **- Recognise when they and others are playing well** **- Understand the need for tactics, and use some effectively** **- Choose and use appropriate tactics** **- Suggest practices that will lead to improvement**	Net wall games Dodgeball/Tchouk ball **- Perform small range of basic shots on both sides of the body** **- Apply some of the basic tactics** **- Play games with some help** **- Recognise when they and others are playing well** **- Understand the need for tactics, and use some effectively** **- Choose and use appropriate tactics** **- Suggest practices that will lead to improvement**

Science		**Seasonal Change and Everyday Materials** 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.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) 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)	Light and sound 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	**Light and sound** 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	Forces Working scientific skills. See planning in Autumn A. 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 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	Forces Working scientific skills. See planning in Autumn A. 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 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

Art		**Painting** Mix paint to make some secondary colours (Y1) Show how people feel in paintings (Y1) Use 2 different sized brushes to paint a picture(Y1) Mix paint to create all secondary colours (Y2) Select appropriate colours to paint things (Y2) Use a range of different sized brushes to paint different sized things (Y2)		**Art** **Collage of fish – stitching** **Simple stitching (Y3)** **Explore art of Paul Klee** **Compare work of different artists**	**Art** **Collage of fish – stitching – use two or more different types of stitching to create a piece of artwork (Y4)** **Explore art of Paul Klee** **Experiment with styles used by other artists**	Andy Goldsworthy sculptures using found materials Use recyclable, natural and man-made materials to create 3D models Research the work of an artists and use this to replicate a style	Andy Goldsworthy sculptures using found materials Independently use a range of materials, textures and skills to create desired effect and justify choices Explain about own style of work and explain how it has been influenced by a famous artist
PHSE		1-Decision Planning		Healthy living		Keeping/staying healthy (Smoking)	
ICT		**Safety / Digital Literacy** I can use technology safely I can keep personal information private	**Safety / Digital Literacy** I can use technology respectfully I know where to go for help if I am concerned I know how technology is used inside school and outside of school	Digital Literacy Networks and the internet Drawing Images Email Unplugged lessons: Networks and the Internet. How to use Windows Explorer Revelation Natural Art Email Online safety	Digital Literacy Networks and the internet Drawing Images Email Unplugged lessons: Networks and the Internet. How to use Windows Explorer Revelation Natural Art Email Online safety	Digital Literacy Desktop Publishing Microsoft Publisher select, use and combine a variety of software (including internet services) on a range of digital devices to design and create **a range of programs, systems and content** that accomplish given goals, including collecting, analysing, evaluating and	Digital Literacy Desktop Publishing Microsoft Publisher select, use and combine a variety of software (including internet services) on a range of digital devices to design and create **a range of programs, systems and content** that accomplish given goals, including collecting, analysing,

						presenting data and information	evaluating and presenting data and information
Music		<u>Body Percussion</u> To keep a steady beat and respond to a pulse. To recognise simple repeated rhythm patterns. To read and understand crotchets and quavers. To read rhythms and play them to a pulse. To create patterns of sound with body percussion. To recognise the sign for a crotchet rest.		<u>Xylophones and Glockenspiels</u> To perform rhythms in 2 parts. To copy back rhythms on two notes. To read and play at least 3 notes on an instrument. To learn to play a piece of music on the notes B, A, G and high D. To improvise simple tunes based on 3 notes. To perform rhythmic and melodic patterns using 3 notes. To recognise higher and lower sounds. To play and name notes in the C major scale. To explain what a chord is and know what the chords of C, F, G and A minor are made up of.		<u>"The Twelve Days of Christmas"</u> (Various instruments to form a class orchestra) To listen to music of differing genres. To recognise semiquavers, quavers, crotchets, minims and semibreves. To recognise notes on the stave. T recognise the sign for repeat. To play instruments with an understanding of pitch and the 4/4 time signature. To describe and give opinions of music heard with confident use of musical terminology. To maintain an independent part with a group in an instrumental performance.	
British values		Guide Dogs		RSPCA		Shelter	

MFL		N/A	Zoo animals Verb – être (to be), Quantifiers, AdjectivesZoo animals Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Some letters of the alphabet – introduction of vowels	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 Time (on the ¼ hour) Unit 15 lesson 76 School times and subjects Unit 15 lesson 77 School timetable Unit 15 lesson 78
Visit / Enrichment activities.		Stanley Marsh walk - beginning and end of topic	Visit to the Deep Hull	Carousel - blog to parents