Spring Term A National Curriculum Skills coverage Foundation Subjects 2022-23

Spring 1	EYFS DT Focus	Year 1 DT Focus	Year 2 DT Focus	Year 3 DT Focus	Year4 DT Focus	Year 5 DT Focus	Year 6 DT focus

PE **Spring Term A**		LI-1 - Explore basic actions and develop coordination LI-2 - Understand how to use space and apparatus safely LI-3 - Link and repeat actions with help LI-4 - Know how to start and finish movement phases - Show basic control and coordination (moving & still) - Make their body tense, relaxed, stretched and curled - Find and use space safely with awareness of others - Choose, link, remember and repeat actions - Use words such as rolling, travelling, balancing and climbing - Describe what they do in movement phases - Perform longer movement phases with clear beginnings, middles and ends - Perform basic gymnastic actions with control - Describe own and others movements, balances, body shapes using appropriate language - Repeat sequences accurately and consistently	- Choose and sequence basic actions with guidance - Perform movements with some control & coordination - Show a small range of body shapes and movement - Describe others sequences using actions and words - Plan and repeat simple sequences of actions - Perform the basic gymnastic actions with coordination, control and variety - Show contrasts in shape - Describe what they and others have done, describing why gymnastic actions have been performed well	Gymnastics Choose and plan sequences of contrasting actions Explain how strength and suppleness affect performance Adapt sequences to suit different apparatus Compare & contrast sequences, talking about improvements Show control, consistency and accuracy of movement Suggest warm up activities Include changes in level, direction and speed in sequences Suggest ways to improve performance	**Gymnastics** Plan, perform and repeat longer sequences - Understand that strength and suppleness can be improved - Watch, describe and suggest improvements to others performances - Perform actions, balances, body shapes with control - Adapt their own movements to include a partner - Recognise criteria that lead to improvement (change speed) - Suggest improvements to their own performance - Perform longer, more complex sequences with imagination - Say when movements are well performed and suggest way they could be improved - Choose practise and refine sequences on their own - Take the lead when working in a small group, adapting actions to include everyone	**Gymnastics** Under & over (partners) and synchronisation & canon With help, make up sequences that include contrasting actions, shapes and balances - Repeat their sequences successfully - Practise and refine actions, shapes and balances - Watch, compare and contrast others' performances - Create, practice & refine longer, more complex sequences for performance inc. changes in level, speed & direction - Adapt their performance to the demands of the task - Choose actions, body shapes and balances from a wider range of themes and ideas - Use basic criteria to make judgements about performance - Make up longer, more complex sequences, including contrasting shapes, actions, balances and usually one dynamic - Easily adapt sequences from one situation to another - Show clear individual movements	**Gymnastics** Under & over (partners) and synchronisation & canon Make up, practise and refine sequences with a partner - Use composition knowledge to create a sequence - Make simple judgements about their own and others work - Choose actions, shapes and balances from memory - Practise & refine actions, shapes and balances on their own - Make up longer, more complex sequences, including changes of direction, level and speed - Show clarity, fluency & consistency in their movements - Combine & perform gymnastic actions, shapes & balances - Show an awareness of factors influencing the quality of performance and suggest aspects

			- Perform actions with control and fluency, responding in a more imaginative way - Plan longer sequences independently - Use a wider range of gymnastic agilities and actions confidently on the floor and apparatus - Describe performances clearly, recognising what is good			- Take the lead in a group when preparing a sequence for performance to an audience - Practise and refine their own work - Transfer smoothly from one movement to another	needing improvement In small groups prepare a sequence, perform to an audience - Make up their own sequences - Organise groups independently - Include a wide range of actions, shapes and balances in their performance, some of which are original - Arrange their own apparatus safely to suit tasks - Lead class warm up activities - Suggest different ideas that will lead to individuals improving their performance in small group sequences

Science		I can notice that animals, including humans, have offspring which grow into adults. (y2) I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (y2) I can ask simple questions. I recognise recognise questions can be answered in different ways. (By observing closely, using simple equipment, perform simple tests and by identifying and classifying. I can use my observations and ideas to suggest answers to questions. I can gather and record I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (y2)	I can notice that animals, including humans, have offspring which grow into adults. (y2) I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (y2) I can ask simple questions. I recognise recognise questions can be answered in different ways. (By observing closely, using simple equipment, perform simple tests and by identifying and classifying. I can use my observations and ideas to suggest answers to questions. I can gather and record I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (y2)	Teeth (Animals including humans) Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.	Teeth (Animals including humans) Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.	**Earth in Space** Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Note:Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. **Working scientifically** See Autumn A planning	**Earth in Space** Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Note:Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think

		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)	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)				that structures such as Stonehenge might have been used as astronomical clocks. **Working scientifically** See Autumn A planning
Art		Draw lines of different thicknesses Draw a representation that is recognisable Sketch a basic representation of the human form	Choose and use 3 different grades of pencil Use a viewfinder to focus on a specific part Sketch a more accurate representation of the human form	Art Printing in the style of Joan Miro– 4 colours and patterns (Y4) Investigate the work of Joan Miro Select own method to create desired printing outcome	Art Printing in the style of Joan Miro– 4 colours and patterns (Y4) Investigate the work of Joan Miro Print onto different materials using at least 4 colours	**Collage based on Earth and Space** Use recyclable, natural and man-made materials to create 3D models	**Collage based on Earth and Space** Independently use a range of materials, textures and skills to create desired effect and justify choices
DT	**Non Focus half term**	* have own ideas * explain what I want to do *explain what my product is for, and how it will work * use pictures and words to plan, begin to use models * design a product for myself following design criteria *research similar existing products *explain what I'm making and why *consider what I need to do next	*** have own ideas and plan what to do next** *** explain what I want to do and describe how I may do it * explain purpose of product, how it will work and how it will be suitable for the user * describe design using**	DT begin to research others' needs show design meets a range of requirements describe purpose of product * follow a given design criteria have at least one idea about how to create product create a plan which shows order, equipment and tools	DT refer to design criteria while designing and making use criteria to evaluate product begin to explain how I could improve original design evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been	**Non Focus half term**	**Non Focus half term**

		***select tools/equipment to cut, shape, join, finish and explain choices *measure, mark out, cut and shape, with support *choose suitable materials and explain choices *try to use finishing techniques to make product look good *work in a safe and hygienic manner** *talk about my work, linking it to what I was asked to do talk about existing products considering: use, materials, how they work, audience, where they might be used *talk about existing products, and say what is and isn't good * talk about things that other people have made *begin to talk about what could make product better *begin to measure and join materials, with some support *describe differences in materials *suggest ways to make material/product stronger *begin to use levers or slides	**pictures, words, models, diagrams, begin to use ICT * design products for myself and others following design criteria * choose best tools and materials, and explain choices * use knowledge of existing products to produce ideas *explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. *join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why *choose suitable materials and explain choices depending on characteristics. *use finishing techniques to make product look good**	describe design using an accurately labelled sketch and words make design decisions explain how product will work make a prototype begin to use computers to show design	made, fit for purpose discuss by whom, when and where products were designed research whether products can be recycled or reused know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products		
PHSE		One Decision		Online safety		Computer safety (Image sharing) Being responsible	

					(Looking out for others) One Decision planning
MFL	N/A	N/A	N/A	Two expressions Oh la la, j'aime ca Receptive vocabulary only from song Meunier tu dors Le moulin, vite, le meunier, fort, le lapin, le poulet, le chaton Members of the family	Places in town Unit 16 lesson 79 Places in town sentence building Unit 16 lesson 80 That's a date Unit 16 lessons 81 - 82

Music		<u>Music For Stories</u> To keep a steady beat and copy simple rhythmic patterns. To perform rhythmic and melodic patterns on percussion instruments. To recognise a range of instruments and how they are played. To sing and accompany a story with instruments. Tp recognise changes in tempo and dynamics. To play repeated patterns on instruments.		<u>Cup Rhythms</u> To identify structural aspects of music. To describe and give opinions of the music heard, using Italian terms. To develop an understanding of repetition (ostinato), contrast (verse/chorus), structures and repeat signs. To recognise note values of semiquaver, quaver and crotchet, and crotchet rest. To understand a 4 metre rhythm pattern. To distinguish between pulse and rhythm.		<u>Ukuleles</u> To improvise with an awareness of rhythm. To play rhythms from reading notation, using minims, crotchets, quavers and semiquavers (including rests). To understand time signatures. To know how to play chords C, F, G, A minor and D minor chords. To learn how to follow strumming patterns. To perform with an awareness of others. To understand what ostinato is. To recognise the sign for repeat.	
ICT		Pupils explore information from various sources, showing they know that information exists in different	Pupils explore information from various sources, showing they know that information exists in different forms.	**Introduction to Programming Scratch Jam Sandwich Robot They use sequences of instructions to control devices and**	**Introduction to Programming Scratch Jam Sandwich Robot They use sequences of instructions to control devices and achieve specific outcomes.**	**Introduction to Programming Blockly Turtle, SNAP! Examples H-Q** 1 - Pupils can design, write and debug a program that accomplishes a specific	**Introduction to Programming Blockly Turtle, SNAP! Examples H-Q** 1 - Pupils can design, write and debug a program

		forms. They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. They talk about their use of ICT. Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in	They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. They talk about their use of ICT. Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text,	**achieve specific outcomes.** **They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT-based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions.** **Pupils can predict the behaviour of a simple program and detect errors.**	**They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT-based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions.** **Pupils can predict the behaviour of an algorithm and detect and correct errors in it using logical reasoning**	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 in algorithms and programs	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 in algorithms and programs

		different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school. Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their	tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school. Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others. They use				

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Visit / Event						Carousel workshop	