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

Spring	EYFS RE focus	Year 1 RE	Year 2 RE	Year 3 RE	Year 4 RE	Year 5 RE	Year 6 RE
History	Non Focus half Term	Non Focus half Term	Non Focus half Term	Non Focus half Term	Non Focus half Term	Non Focus Half term	Non Focus Half term
Geography	Non Focus half Term	Non Focus half Term		Non Focus Half term	Non Focus Half term	Non Focus Half term	Non Focus Half term
PE		- Perform basic body actions - Choose and use appropriate movements - Move with control - Use different body parts singly and in combination - Remember and repeat short dance sequences - Vary the way they use the space	- Perform body actions with control and coordination - Link actions to remember and repeat a dance phase - Choose movements with different dynamic qualities - Perform short dances showing expressive qualities	Create dance phases that communicate ideas Repeat, remember and perform these phases in a dance Improvise freely, translating ideas from stimulus to dance Share and create dance phases with a partner Suggest improvements to their own and peers dances Use a wide range of movements when improvising Take the lead when creating dances	Respond imaginatively to a range of stimuli to show mood Perform dances clearly and fluently Describe, interpret and evaluate dance using apt language Refine, repeat and remember dance phases and dances Show sensitivity to the dance idea Development movement ideas for others Use a range of dance vocabulary to describe, interpret and evaluate dance Structure and vary longer dances	Dance **- Create and perform simple dances, focus on a style** **- Take part in a discussion about a final performance** **- Take part in group dances** **- Use simple words to talk about own and others work** **- Compose and plan dances creatively and collaboratively** **- Recognise and comment on dances, understanding style** **- Adapt their use of space and rhythm to express themselves**	Dance **- Use a small range of movements in their dance** **- Express some of their ideas clearly when composing and performing work in a group, allowing others to follow** **- Work creatively and imaginatively on their own, with a partner or in a group to compose simple dances** **- Perform dances fluently and with control** **- Perform an accompaniment expressively and sensitively** **- Talk about dance with understanding**

				Choose movements to express idea, mood and feeling Show greater fluency and control in movements	Show a good sense of rhythm and style when performing	- Suggest ways to improve their own and peers work - Plan and perform dances confidently - Use their dance skills to meet the needs of different styles - Identify the form and structure of a dance - Use this to plan for others - Show expression and sensitivity to music - Make imaginative suggestions to improve own & peers work	- Interpret different stimuli with imagination and flair - Communicate the artistic intention of a dance clearly - Help others to refine and structure movements and patterns - Create, refine and structure movements and patterns - Take the lead working in a group - Describe, interpret and evaluate dance
Science		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 notice that animals, including humans, have offspring which grow into adults.	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 notice that animals, including humans, have offspring which grow into adults. (y2)	Living Things & Their Habitats pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and	Living Things & Their Habitats pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails	Earth in Space Working scientific skills. See planning in Autumn A. 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	Earth in Space Working scientific skills. See planning in Autumn A. 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,

		(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	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)	invertebrates into snails and slugs, worms, spiders, and insects. Note:Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.	and slugs, worms, spiders, and insects. Note:Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.	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.	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.

		hygiene. (y2)					
RE		Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion,	Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion,	**RE Christianity** What does it mean to be a Christian in Britain today? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the	**RE Christianity** What does it mean to be a Christian in Britain today? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the	**What does it mean to be a Muslim in Britain today? Is it better to express your religion in arts and architecture or charity and generosity?** Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). Make connections between Muslim practice of the Five Pillars and their	**What does it mean to be a Muslim in Britain today? Is it better to express your religion in arts and architecture or charity and generosity?** Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). Make connections between Muslim practice of the Five

		suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2) Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re- tell stories	suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2) Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecos t and some ways a festival is celebrated in another religion (A1).	actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Also see planning for Why the Bible is important. What do people believe about God? Why is Jesus important ? Why are festivals important? Why do religions see life as a journey?	actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Also see planning for Why the Bible is important. What do people believe about God? Why is Jesus important ? Why are festivals important? Why do religions see life as a journey?	beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title	Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title key question

		connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).	Re- tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).			key question from different perspectives, including their own (C1). Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some	from different perspectives, including their own (C1). Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and

						believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1).	art (B2). Apply ideas about values and from scriptures to the title question (C2). Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1).
Art		Suggest how artists have used colour/pattern/shape	Suggest how artists have used colour/pattern/shape	**Digital media Revelation Natural Art - integrate digital images into art – Michelangelo ceiling paintings** Combine digital images with other	**Digital media Revelation Natural Art - integrate digital images into art – Michelangelo ceiling paintings** Combine digital images with other	**Create an accurate print design using given criteria based on tessellated Islamic patterns**	**Create an accurate print design using given criteria based on tessellated Islamic patterns**

				media/own work/other artists Compare work of different artists	media/own work/other artists Integrate digital images into art Experiment with styles used by other artists	Create an accurate print design using a criteria	Over-print to create different patterns and evaluate the outcome
DT Non Focus							
PHSE		One Decision		One Decision		Feelings and emotions (Anger)	
MFL	N/A	N/A		Participate in chorusing a finger rhyme, under stand and respond to a question, make links between sounds and spellings and recognise some familiar words in written form Letter strings oi, eu, perform actions to a French song Experiment with writing, respond to sound patterns Develop understanding of customs and traditions, experiment with writing, recite a finger rhyme and recognise how sounds are presented in written form		Then and Now Unit 16 lesson 83 Find the difference Unit 16 lessons 84 – 85 Then and Now Unit 16 lesson 86 A guide for tourists Unit 16 lesson 88	
Music		<u>Cup Rhythms</u> To keep a steady beat and copy simple rhythm patterns. To create patterns of sound. To recognise and respond to a pulse and patterns of long and short sounds. To start and stop together on direction.		<u>Bamboo Tamboo</u> To keep a steady beat. To copy back rhythms. To begin to understand 4 metre rhythm pattern. To improvise some rhythms in 4/4 time. To recognise semibreves, minims, crotchets, crotchet rests, quavers and semiquavers. To know what an ostinato is.		<u>Bamboo Tamboo</u> To play percussion instruments with an understanding of 2, 3 and 4 metre and syncopated rhythms. To accurately maintain an independent part within a group. To recognise note values of semibreve, minim, crotchet, semiquaver and corresponding rests. Perform with control and an awareness of others.	

				To explain what a time signature is.		Understand how a wider range of dynamics and tempi can be used for expressive effect. To know what an ostinato is. To improvise some rhythms in 4/4 time. To draw a treble clef.	
ICT		They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems.	They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems.	**Digital Literacy** **Podcasts and QR Codes** **E-Safety** **Record sound using Tablets** **Edit sound using Audacity & ID3 Tag** **Create QR Code online** **More use of Windows Explorer.** **They exchange information and ideas with others in a variety of ways, including using email.** **Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences.**	**Digital Literacy** **Podcasts and QR Codes** **E-Safety** **Record sound using Tablets** **Edit sound using Audacity & ID3 Tag** **Create QR Code online** **More use of Windows Explorer.** **They exchange information and ideas with others in a variety of ways, including using email.** **Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences.**	Digital Literacy E-Safety How do search engines work Learn how to create and edit video with moviemaker. Learn how to create and edit sound with audacity. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of	Digital Literacy E-Safety How do search engines work Learn how to create and edit video with moviemaker. Learn how to create and edit sound with audacity. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design

				1 - use technology safely and respectfully, keeping personal information private **2 - identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies**	**Pupils can use technology safely and respectfully especially with respect to online technology**	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 presenting data and information	and create **a range of programs, systems and content** that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Visit / Event		Walk to the church		Cathedral Visit Christian Visitor (Salvation Army)			