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

Autumn	EYFS	Year 1	Year 2	Year 3 Ancient Egypt	Year 4 Ancient Egypt	Year 5 Ancient Greece	Year 6 Ancient Greece
History		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 .I can recognise that some objects belonged to the past. I can use words and phrases like 'before', 'after', 'present', 'then', 'now'.	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 .I can recognise that some objects belonged to the past. I can use words and phrases like 'before', 'after', 'present', 'then', 'now'.	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 research skills to find answers to specific historical questions. I can research in order to find similarities and differences between different periods of history.	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 event and explain how they differ.	**Chronological Understanding** I can draw a time line with different historical periods, including identifying the period of study. I can draw a time line showing historical events or lives of significant people. I can draw a time line which is calibrated and labelled (using mathematical understanding of number) and identifies the period of study / historical events / dates related to significant individuals **Knowledge and understanding of events, people and**	**Chronological Understanding** 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 place features of historical events and people from past societies and periods on a timeline, which I have drawn and calibrated independently, and add significant dates (accurate

						changes on the past 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. I can describe and make links between events and changes and give reasons for, and results of, these events and changes. **Historical interpretations and enquiry** I can compare periods of history using an appropriate	reference to mathematical understanding of number). **Knowledge and understanding of events, people and changes on the past** 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 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.

						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 use carefully selected sources of evidence to enable me to take a viewpoint in preparation for a debate. **Organisation and communication** I can select and organise information to produce structured work / a presentation of my ideas.	I can summarise how Britain may have learned from other countries and civilisations (historically and more recently). **Historical interpretations and enquiry** 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 take a viewpoint to enable debate, based on reliable sources of evidence.

						I can select and organise information to produce structured work, making appropriate use of dates and historical vocabulary. I can suggest how the historical event or significant individual studied has had a bearing on the decisions we make today, and use this to enable me to form my own opinion.	**Organisation and communication** 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 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. I can draw my own conclusions based on research from carefully chosen sources of evidence, and use these to prepare a presentation about what I have learned.
Geography	Non focus	Non focus	Non focus	Non focus	Non focus	Non focus	Non focus

PE		- 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	- 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	**Cricket** - Use few skills with control and reasonable accuracy - Retrieve and throw a stationary ball when fielding - Hit a stationary ball - Carry out practices to improve their work - Throw, strike, intercept and stop a ball with some accuracy - Know rules and use them fairly to keep games going - Choose skills and tactics to suit a game situation - Describe what others do that is successful & needs practice - Play games with speed and precision - Throw a ball accurately from a distance - Play games using a variety of	**Cricket** - Use skills with control and reasonable accuracy - Use a range of skills and tactics in games - Hit a stationary ball, retrieve and throw it when fielding - Carry out practices to improve work and understand usefulness - Throw, strike, intercept and stop a ball with control and accuracy - Carry out tactics successfully - Know rules and use them fairly to keep games going - Choose and vary skills and tactics to suit a game situation - Set up small games - Describe what others do that is successful & needs practice - Play games with speed and precision	**Rounders (Striking and fielding)** - 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	**Rounders (Striking and fielding)** - Hit a ball bowled to them - Understand the need for different tactics and show in games - Begin to play a range of roles in a fielding team - Recognise why some practices help improve their play - Strike a bowled ball - Work collaboratively in pairs, group and small sided games - Use and apply basic rules consistently and fairly - Use a range of fielding skills (catching, throwing, bowling, intercepting) with control and accuracy - Understand and implement a range of tactics in games

				skills and equipment **- Hit a bowled ball with intent and force**	**- Throw a ball well from a distance** **- Play games using a variety of skills and equipment** **- Identify, parts of play that were successful and that could be improved, giving constructive feedback** **- Hit a bowled ball with intent and force** **- Collect, stop and intercept a ball with efficiency** **- Choose and vary a range of tactics making quick decisions**	**- 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**	**- Identify their own strengths & suggest practices to improve** **- Bat, bowl and field with control and confidence** **- Use a range of 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**
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) I can explore and compare the differences between things	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 explore and compare the differences between things that are	**<u>States of Matter</u>** Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note:Teachers	**<u>States of Matter</u>** Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note:Teachers should avoid using materials where heating is	**For working scientifically skills see Autumn A** **<u>Evolution and Inheritance</u>** Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should	**For working scientifically skills see Autumn A** **<u>Evolution and Inheritance</u>** Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David

		that are living, dead, and things that have never been alive. (y2) I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (y2) I can identify and name a variety of plants and animals in their habitats, including micro-habitats. (y2) I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (y2)	living, dead, and things that have never been alive. (y2) I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (y2) I can identify and name a variety of plants and animals in their habitats, including micro-habitats. (y2) I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (y2)	should avoid using materials where heating is associated with chemical change, for example, through baking or burning. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.	associated with chemical change, for example, through baking or burning. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.	find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow	Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow

RE	Non Focus	Non Focus	Non Focus	Non Focus	Non Focus	Non Focus	Non Focus
Art		Cut, roll and coil materials Make a clay pot Join 2 clay pots	Cut, roll and coil materials Make a clay pot Join 2 clay pots	Use different grades of pencil to shade and show different tones and textures Use sketches to produce a final piece Show facial expressions in sketches Create tints and tones by adding white and black Create a background using a 'wash' Choose the correct sized brush to create different effects	Use marks and lines to show texture with confidence and increasing independence Use line, tone, shape and colour to represent figures and forms in movement Create tints and tones by adding white and black with increasing independence and creativity Use a range of lines, tones, shapes and colours to represent figures and forms in movement	Compare and contrast Greek statues with Henry Moore figures Make a Modroc face (Y5) Use recyclable, natural and man-made materials to create 3D models Research the work of an artists and use this to replicate a style	Compare and contrast Greek statues with Henry Moore figures Make a Modroc face (Y5) 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
DT	Non Focus	Non Focus	Non Focus	Non Focus	Non Focus	Non Focus	Non Focus
PHSE		One Decision		One Decision		A world without judgement (Inclusion and acceptance)	

MFL	N/A	N/A		Hobbies: danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc Opinions phrases : j'adore, j'aime, je n'aime pas Tu aimes… ? Numbers 12-31 Two weather expressions: il fait froid, il fait chaud Quantifiers: très, un peu Clothes items for packing a suitcase: un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	Hobbies: danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc Opinions phrases : j'adore, j'aime, je n'aime pas Tu aimes… ? Numbers 12-31 Two weather expressions: il fait froid, il fait chaud Quantifiers: très, un peu Clothes items for packing a suitcase: un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	Café conundrum Unit 17 lesson 89 The Café Song Unit 17 lesson 90 Regional food Unit 17 lesson 91 Choosing an ice-cream Unit 17 lesson 92 Monter un café Unit 17 lesson 93	Café conundrum Unit 17 lesson 89 The Café Song Unit 17 lesson 90 Regional food Unit 17 lesson 91 Choosing an ice-cream Unit 17 lesson 92 Monter un café Unit 17 lesson 93
Music		<u>Glockenspiels and xylophones</u> To follow instructions on when to play an instrument. To copy back rhythms on three notes. To play a tune using 4 notes. To recognise high and low notes. To copy back rhythms on three		<u>Body Percussion</u> To keep a steady beat. To copy simple rhythm patterns. To read and understand crotchets, quavers, semiquavers and crotchet rests. To read rhythms and play them to a pulse.		<u>Recorders</u> To draw semiquavers, quavers, crotchets, minims and semibreves. To explain staccato and legato. To understand what tempo is in music. To identify instruments of the orchestra.	

		notes. To play the pulse to a piece of music on the notes E and D.		To understand repetition (ostinato). To understand that rhythmic patterns fit to a beat. To create patterns of sound using body percussion. To recognise the sign for repeat. To use and understand bar lines. To explain diminuendo and crescendo.		To learn how to play B, A and G on a recorder. To play a piece of music with the notes B, A and G.	
ICT		I can create digital content I can store digital content I can use a website	I can organise digital content I can retrieve and manipulate digital content I can navigate the web to complete simple searches	1 - Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. 2 - They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Programming Scratch** **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**	**Programming Scratch** **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**

						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** **1 - understand computer networks, including the internet** **2 - how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration**	**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** **1 - understand computer networks, including the internet** **2 - how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration**
Visit / Event		Visit to Sandal or Pontefract Castle		Visit to Leeds museum Visit from outreach service		**Greek workshop?** **Greek assembly parents to attend**	