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

Summer	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography		**The UK (Scotland) Locational Knowedge** 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	**The UK (Scotland) Locational Knowledge** I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. **Place Knowledge** I can say what I like and do not like about a different place. **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,	**Volcanoes** I can locate the world's countries using maps. I can recognise a region in European country I can describe physical geography including climate zones, biomes, rivers, mountains, volcanoes and earthquakes. I can describe human geography including settlement, economic activity, trade, natural I can start to use grid references on a map. I can start to use grid references on a map. I can use an atlas by using the index to find places.	**Volcanoes** I can locate the topic of cancer/Capricorn, equator, northern and southern hemisphere. I can explain why people may choose to live in one place rather than another. I can use grid references on a map. I can use an atlas more confidently by using the index to find places.	**Why is Wakefield here? Local study – field work** **Locational knowledge** 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 **Place knowledge** I can plan a journey to a place in another part of the world, taking account of distance and time. I can recognise and discuss features of a region within	**Why is Wakefield here? Local study – field work** **Locational knowledge** I can identify the position and significance of latitude, longitude, equator, northern/southern hemisphere, tropic of Cancer/Capricorn, Arctic and Antarctic circle, prime/Greenwich meridian and time zones. I can name the largest desert in the world and locate desert regions in an atlas. **Place knowledge** I can talk about different regions

		recognise basic human and physical features and use and construct a basic key.	mountain, ocean, valley I can explain how an area has been spoilt or improved and give my reasons. **Geographical Skills** II can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic key symbols.			North and South America. I can recognise and discuss features of a region the UK and European country **Human and Physical** I can explain why people are attracted to live by rivers. I can describe and understand key aspects of physical and human features. I can explain why many cities are situated on or close to rivers. **Geographical skills** I can communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.	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. **Human and Physical** 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: Human geography- settlement, land use, economic activity, trade

						I can understand that purpose, scale, symbols and style are related. I can use Ordnance Survey symbols and 6 figure grid references. I can use models and maps to discuss land shape and read and compare scales.	links, natural resources, energy, food and mineral use. **Geographical skills** I can communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. I can use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range if methods including sketch maps, plans and graphs and digital technologies.

							I can use Ordnance Survey symbols and 4 and 6 figure grid references, symbols and key to build my knowledge of the UK and wider world.
PE		**Athletics and Health** - Change directions while running at different paces - Make up and repeat a short sequence of jumps - Link running and jumping with fluency and control - Throw a variety of objects using different techniques - Recognise when their heart rate and temp change	**Athletics and Health** - Run at fast, med, slow speeds, changing direction & speed - Make up and repeat a series of linked jumps - Link running & jumping with fluency, control & consistency - Throw a variety of objects changing action for distance - Recognise when heart rate, temp and breathing change	PE Athletics & Health related fitness Invasion games - Understand and demonstrate the difference between sprinting and running - Throw with accuracy and power to a target - Know and demonstrate throwing techniques - Show consistent technique when jumping from a short run - Demonstrate good technique, accuracy and consistency in a wide range of running, jumping & throwing - Explain why particular activities are used as a warm up - Organise small groups events – Compare & contrast performances, suggesting improvements	**PE Athletics & Health related** fitness Invasion gamesThrow with increased accuracy and power to a target - Understand and demonstrate the difference between sprinting and running for sustained periods - Perform different roles in group activities - Know and demonstrate a range of throwing techniques - Perform a range of jumps, showing consistent techniques and sometimes using a short run up - Compare and contrast performances using accurate vocab - Demonstrate good technique, accuracy and consistency in a wide range of running, jumping & throwing - Explain why particular activities	**Athletics** **- Understand and demonstrate the difference between sprinting and distance running** **- Sustain their pace and effort for short periods of time** **- Identify which activities need more power or stamina** **- Demonstrate a range of throwing actions using equipment with some accuracy and control** **- Demonstrate a range of jumping skills** **- With guidance take different roles** **- Choose the best pace for a running event, so that they sustain their running and improve personal bests** **- Show control at take off in jumping activities** **- Organise and manage an athletic event** **- Understand how stamina and power help people perform well in different athletic activities** **- Show accuracy and technique when throwing for distance**	**Athletics** **- Understand and demonstrate the difference between sprinting and distance running** **- Sustain their pace and effort for different periods of time** **- Identify which activities need more power or stamina** **- Demonstrate a range of throwing actions using equipment with accuracy and control** **- Demonstrate a range of jumping skills** **- Explain similarities and differences between throws & jumps** **- Choose the best pace for a running event, so that they sustain their running and improve personal bests** **- Show control in jumping activities** **- Organise and manage an athletic event** **- Understand how stamina and power help people perform well in a range athletic activities**

					are used in a warm up - Organise small groups events, making sure all members have a role to play - Suggest how performances could be improved	**- Identify good athletic performance and explain why it's good** **- Show good control and technique, speed, strength and stamina when running, jumping and throwing** **- Organise and judge events and challenges well and fairly** **- Identify activities that help develop stamina or power and suggest how these can be used when warming up** **- Identify the good performances and suggest improvements**	**- Show accuracy and good technique when throwing for distance** **- Identify good athletic performance and explain why it's good** **- Show very good control and technique, speed, strength and stamina when running, jumping and throwing** **- Organise and judge events and challenges well** **- Identify activities that help develop stamina or power and suggest how these can be used in other athletic activities** **- Identify the good performances and evaluate** ***This half term also book another PE slot and complete Tag Rugby (Y6 only*** **- Use a range of sending, receiving and traveling 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 - 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 - Play games confidently - Use a number of techniques to pass, dribble and shoot - Make changes that improve team & individual performance **ORIENTEERING TRIP TO WATERTON PARK**
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. **Plants:** I can explore and compare the differences between things 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,		**Rocks and Soils** Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and	**Rocks And Soils** Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and	**For working scientifically skills see Autumn A** 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 find out about different types of reproduction,	**For working scientifically skills see Autumn A** 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 find out about different

		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)		discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.	discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.	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	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
Art		Pattern and printing - Tartan design Create a simple repeating pattern	Pattern and printing - Tartan design Create a simple repeating pattern by pressing, rolling, rubbing and stamping	Art Sketches using different grades of pencil to show texture of volcanoes Paintings of Mount Fuji in Hokusai's Great Wave off Kanagwa Investigate art of Hokusai	Art Sketches using different grades of pencil to show texture of volcanoes Paintings of Mount Fuji in Hokusai's Great Wave off Kanagwa Investigate art of Hokusai	Digital media – Revelation Natural Art in the style of David Hockney - layering (Y6) Use images (scanned and found) in art work, altering where necessary Research the work of an artists and	Digital media – Revelation Natural Art in the style of David Hockney - layering (Y6) Use a range of digital resources to create desired outcome and evaluate and justify choices

						use this to replicate a style	Explain about own style of work and explain how it has been influenced by a famous artist
PHSE		One Decision planning		One decision Chores at home Breaking Down Barriers		The working world (Enterprise) Growing and changing (Puberty)	
MFL				Following School scheme Y3/4 Letter string – on, understand and respond to a question, notice spelling of words Letter strings – eu, oi, listen and respond to a nursery rhyme and an extended text Join in reading a story, match sound to the written word, copy correctly Imitate pronunciation of sounds, identify social conventions at home and in other cultures		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		Graphic Scores		Soundscapes using percussion "The Lighthouse" To discuss the emotional impact of a piece. To create a soundscape using tuned and untuned percussion. To identify expressive aspects of music. Understand getting louder and quieter. To represent sounds on a graphic score with symbols for a group performance. Distinguish between pulse and rhythm. To perform simple rhythmic patterns on		Composing a soundtrack to a short film "Francis" using Band Lab To match sounds to a short film to create a scary effect. To learn how to create a drone, footsteps, heartbeat and mood using Bandlab on computers. To identify how music affects how we feel. To understand the effect of a sharp and flat. To understand time signatures.	

				an untuned percussion instrument. To explain structural aspects of music.			
ICT		Multimedia Sound and Motion Pupils explore information from various sources, showing they know that information exists in different forms. They use ICT to work with text, images and sound to help them share their ideas	Multimedia Sound and Motion use technology purposefully to create, organise, store, manipulate and retrieve digital content	Continuation with powerpoint Further Intermediate Programming Scratch 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. Pupils can design a simple agorithm. Pupils can design and write a program to accomplish a specific task. Pupils can predict the behaviour of a simple program and detect errors.	Continuation with powerpoint Further Intermediate Programming Scratch 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 predict the behaviour of an algorithm and detect and correct errors in it using logical reasoning	**Programming and Digital Literacy** **3 full mornings of Programming Scratch (create a game that encompasses all aspects of the Computer Science Curriculum)** **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 and Digital Literacy** **3 full mornings of Programming Scratch (create a game that encompasses all aspects of the Computer Science Curriculum)** **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,**

						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**	**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** **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		Scottish Flavour Day				**ORIENTEERING TRIP TO WATERTON PARK**	