



# Year 1

National Curriculum coverage



# National Curriculum coverage – Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What kind of superhero do I want to be?	What stories could our toys and games tell?	Where do we live and what makes it special?	What would it be like to live on an island elsewhere in the world?	Which is my favourite wildflower and why?	What will we find at the seaside?
HARMONY PRINCIPLE	The principle of Diversity	The principle of Health	The principle of Adaptation	The principle of Oneness	The principle of the Cycle	The principle of Interdependence
PRINCIPLE QUESTIONS	How are we all different and how are we the same? Why is it important that we are different? What can you do to be a superhero?	Which toys and games do we most enjoy and why? Are our toys and games better than those from long ago? Why is playing in Nature good for our health?	What do you think is special about where you live? Why is it important to look after your local area? What changes can we make to improve where we live?	What is an island? How is life on other islands different from our lives? What does it mean to be part of one world?	What is the life cycle of a wildflower? Which wildflowers grow where I live? Why should we let wildflowers grow?	What might we find at the seaside? What human actions affect life at the seaside? What can we do to look after seaside ecosystems?
SUSTAINABILITY THEME	Food & Farming	Health & Wellbeing	Adaptation for the Future	Energy & Climate Change	Biodiversity	Cycles & Waste
LINK TO SDGs	5 – Gender equality and equal opportunity	12 – Responsible consumption and production	11 – Sustainable cities and communities	8 – Decent work and economic growth	15 – Life on land	12 - Responsible consumption and production
ENGLISH GENRES	Sentence writing; Descriptive writing; Lists	Descriptive sentences; Story writing and performing; Instruction writing	Instructions; Reports; Letter writing; Poetry	Developing questions; Fact finding; Writing stories; Poetry	Sentence writing; Shape poetry; Narratives; Booklets	Information pages; Riddles; Recounts; Story telling
ENGLISH	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Sequence sentences to form short narratives Re-read what they have written to check that it makes sense

# National Curriculum coverage – Year 1 (continued)



ENGLISH (CONTINUED)	Discuss what they have written with the teacher	Discuss what they have written with the teacher	Discuss what they have written with other pupils	Discuss what they have written with other pupils	Read their writing aloud, clearly enough to be heard by their peers and the teacher	Read their writing aloud, clearly enough to be heard by their peers and the teacher
GPS FOCUS	<p>Leave spaces between words</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Use a capital letter for names of people, days of the week and personal pronoun 'I'</p>	<p>Leave spaces between words</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of people, days of the week and personal pronoun 'I'</p>	<p>Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of places</p>	<p>Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of places</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words</p>	<p>Begin to punctuate sentences using a capital letter, questions mark or exclamation mark</p> <p>Join words and join clauses using 'and'</p> <p>Use a capital letter for names of places</p> <p>Use the prefix -un</p>
GREAT TEXTS	<p><i>The same but different: A Let's Talk picture book to help young children understand diversity</i> by Molly Potter</p> <p><i>If all the world were...</i> by Joseph Coelho</p> <p><i>Grow: Secrets of our DNA</i> by Nicola Davies</p> <p><i>Giraffes can't dance</i> by Giles Andreae</p> <p><i>What jobs could you do?</i> by Catherine Barr</p> <p><i>The proudest blue</i> by Ibtihaj Muhammad with S.K. Ali</p> <p><i>Can I join your club?</i> by John Kelly</p>	<p><i>A first book of Nature</i> by Nicola Davies</p> <p><i>On Sudden Hill</i> by Linda Sarah</p> <p><i>The oak tree</i> by Julia Donaldson</p> <p><i>Leaf man</i> by Lois Ehlert</p> <p><i>Stanley's stick</i> by John Hegley</p> <p><i>Not a stick</i> by Antoinette Portis</p> <p><i>The velveteen rabbit</i> by Margery Williams</p> <p><i>Lost in the toy museum</i> by David Lucas</p>	<p><i>Invisible Nature: A secret world beyond our senses</i> by Catherine Barr</p> <p><i>Otto Blotter, bird spotter</i> by Graham Carter</p> <p><i>In every house, on every street</i> by Jess Hitchman</p> <p><i>Big panda and tiny dragon</i> by James Norbury</p> <p><i>We build our Homes</i> by Laura Knowles</p> <p><i>Mama Panya's pancakes: A village tale from Kenya</i> by Mary and Rich Chamberlin</p>	<p><i>My world, your world</i> by Melanie Walsh</p> <p><i>Here we are</i> by Oliver Jeffers</p> <p><i>Island</i> by Marc Janssen</p> <p><i>The secret of Black Rock</i> by Joe Todd Stanton</p> <p><i>Flotsam</i> by David Weisner</p> <p><i>Child a song: A celebration of children's rights</i> by Nicola Davies</p> <p><i>You choose</i> by Pippa Goodhart</p> <p><i>Come and eat with us</i> by Annie Kubler and Caroline Formby</p>	<p><i>It starts with a seed</i> by Laura Knowles</p> <p><i>The amazing plant life cycle story</i> by Kay Barnham</p> <p><i>Things that grow</i> by Becca Stadtlander</p> <p><i>Du Iz Tak?</i> by Carson Ellis</p> <p><i>The little gardener</i> by Emily Hughes</p> <p><i>The secret sky garden</i> by Linda Sarah</p> <p><i>Footpath flowers</i> by Jon Arno Lawson</p> <p><i>A little guide to wildflowers</i> by Charlotte Voake</p>	<p><i>The dog who caught the sea</i> by Josie Withers</p> <p><i>A house for hermit crab</i> by Eric Carle</p> <p><i>Hello lighthouse</i> by Sophie Blackall</p> <p><i>The snail and the whale</i> by Julia Donaldson</p> <p><i>10 things I can do to help my world</i> by Melanie Walsh</p> <p><i>Somebody swallowed Stanley</i> by Sarah Roberts</p> <p><i>The robot and the bluebird</i> by David Lucas</p>

# National Curriculum coverage – Year 1 (continued)



MATHS	<p><b>Number and place value</b> Count to and across 100, forwards and backwards, beginning with 0 or 1, or form any given number</p> <p><b>Number: Addition and subtraction</b> Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p><b>Geometry: Properties of shapes</b> Recognise and name common 2D and 3D shapes</p> <p><b>Geometry: Position and direction</b> Describe position, direction and movement</p>	<p><b>Number and place value</b> Identify and represent numbers using objects and pictorial representations including the number line, and using the language of equal to, more than, less than, fewer, most, least</p> <p><b>Number: Addition and subtraction</b> Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p><b>Measurement</b> Compare, describe and solve practical problems for time; sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p><b>Number and place value</b> Count to and across 100, forwards and backwards, beginning with 0 or 1, or form any given number; count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p><b>Number: Addition and subtraction</b> Add and subtract one-digit and two-digit numbers to 20, including 0</p> <p><b>Measurement</b> Compare, describe and solve practical problems for lengths and heights; measure and begin to record lengths and heights; measure and begin to record time (hours, minutes, seconds)</p> <p><b>Measurement</b> Sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p><b>Number: Addition and subtraction</b> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><b>Number: Multiplication and division</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><b>Measurement</b> Measure and begin to record lengths and heights; measure and begin to record time (hours, minutes, seconds)</p> <p><b>Geometry: Position and direction</b> Describe position, direction and movement including whole, half, quarter and three quarter turns</p>	<p><b>Number: Fractions</b> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity; Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p><b>Number: Multiplication and division</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><b>Measurement</b> Measure and begin to record lengths and heights</p> <p><b>Geometry: Properties of shapes</b> Recognise and name common 2D and 3D shapes</p> <p><b>Geometry: Position and direction</b> Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><b>Number: Addition and subtraction</b> Read, write and interpret mathematical statements involving addition, subtraction and equals; solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><b>Number: Multiplication and division</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><b>Measurement</b> Recognise and know the value of different denominations of coins and notes; recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><b>Geometry: Properties of shapes</b> Recognise and name common 2D and 3D shapes</p> <p><b>Geometry: Position and direction</b> Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>
-------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# National Curriculum coverage – Year 1 (continued)



<b>SCIENCE</b>	<p><b>Animals including humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Everyday materials</b> Distinguish between an object and the material from which it is made  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Describe the simple physical properties of a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Animals including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><b>Animals including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Identify and describe the basic structure of a variety of common flowering plants, including trees  <b>Seasonal changes</b> Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies</p>	<p><b>Animals including humans</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  <b>Everyday materials</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>
<b>HISTORY</b>	<p><b>Significant individual</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><b>Changes within living memory</b> Where appropriate, these should be used to reveal aspects of change in national life  <b>Significant individual</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><b>Significant historical events, people and places</b> In their own locality</p>	-	-	<p><b>Changes within living memory</b> Where appropriate, these should be used to reveal aspects of change in national life  <b>Significant individual</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
<b>GEOGRAPHY</b>	<p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p>	-	<p><b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p>	<p><b>Locational knowledge</b> Name and locate the world's seven continents</p>	<p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p>	-

# National Curriculum coverage – Year 1 (continued)

GEOGRAPHY (CONTINUED)			<p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, river, season and weather; key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather; key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p>	<p><b>Geographical skills and fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	
	DT	-	<p><b>Evaluate</b> Explore and evaluate a range of existing products</p> <p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> Select from and use a range of tools and equipment to perform practical tasks</p>	<p><b>Cooking and nutrition</b> Understand and apply the principles of a healthy and varied diet</p> <p>Understand where food comes from</p>	-

# National Curriculum coverage – Year 1 (continued)



DT (CONTINUED)		<b>Make</b> Select from and use a wide range of materials and components, according to their characteristics	<b>Evaluate</b> Evaluate their ideas and products against design criteria			<b>Make</b> Select from and use a wide range of materials and components,
<b>ART &amp; DESIGN</b>	Use a range of materials creatively to design and make products, develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, learn about about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work	-	-	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space, learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space	-
<b>PSHE</b>	<p><b>Health and wellbeing: Ourselves, growing and changing</b> H21. Recognise what makes them special H22. Recognise the ways in which we are all unique H23. Identify what they are good at, what they like and dislike</p> <p><b>Relationships: Friendships</b> R6. Learn about how people make friends and what makes a good friendship R7. Recognise when they or someone else feels lonely and what to do</p> <p><b>Economic wellbeing: Aspirations, work and career</b> L14. Learn that everyone has different strengths</p>	<p><b>Health and wellbeing: Healthy Lifestyles</b> H1. Learn about what keeping healthy means; different ways to keep healthy H3. Learn about how physical activity helps us to stay healthy; and ways to be physically active every day H4. Learn about why sleep is important and different ways to rest and relax H9. Learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>Health and wellbeing: Mental Health</b> H13. Learn how feelings can affect people's bodies and how</p>	<p><b>Relationships: Families and close positive relationships</b> R1. Learn about the roles different people play in our lives R2. Identify the people who love and care for them and what they do to help them feel cared for R3. Learn about different types of families including those that might be different from their own</p> <p><b>Relationships: Respecting self and others</b> R21. Learn about what is kind and unkind behaviour, and how this can affect others R22. Learn about how to treat themselves and others with respect; how to be polite and courteous</p>	<p><b>Relationships: Respecting self and others</b> R23. To recognise the ways in which they are the same and different to others</p> <p><b>Living in the wider world: Shared responsibilities</b> L2. Learn about how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>Living in the wider world: Communities</b> L4. Learn about the different groups they belong to L5. Learn about the different roles and responsibilities people have in their community L6. Recognise the ways they are the same as, and different to, other people</p>	<p><b>Health and wellbeing: Keeping safe</b> H32. Learn about ways to keep safe in familiar and unfamiliar environments</p> <p><b>Health and wellbeing: Drugs, alcohol and tobacco</b> H37. Learn about things that people can put into their body or on their skin; how these can affect how people feel</p> <p><b>Health and wellbeing: Ourselves, growing and changing (RSE)</b> H25. Learn to name the main parts of the body including external genitalia</p> <p><b>Relationships: Safe relationships (RSE)</b> R13. Recognise that some things are private and the importance of respecting privacy; that</p>	<p><b>Health and wellbeing: Healthy lifestyles</b> H8. Learn how to keep safe in the sun and protect skin from sun damage</p> <p><b>Health and wellbeing: Keeping safe</b> H28. Learn about rules that keep us safe H29. Recognise risk in simple everyday situations and what actions to take to minimise harm H32. Learn about ways to keep safe in familiar and unfamiliar environments H33. Learn about the people whose job it is to keep us safe H35. Learn about what to do if there is an accident and someone is hurt</p>

# National Curriculum coverage – Year 1 (continued)



PSHE (CONTINUED)

L16. Learn about different jobs that people they know or people who work in the community do

**Living in the wider world: Shared responsibilities**

L1. Learn about what rules are, why they are needed, and why different rules are needed for different situations

they behave

H14. Learn how to recognise what others might be feeling

H15. Recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. Learn about ways of sharing feelings; a range of words to describe feelings

H17. Learn about things that help people feel good

H18. Learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

**Health and wellbeing: Ourselves, growing and changing**

H24. Learn how to manage when finding things difficult

**Relationships: Managing hurtful behaviour and bullying**

R11. Learn about how people may feel if they experience hurtful behaviour or bullying

R12. Learn that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

**Living in the wider world: Shared responsibilities**

L3. Learn about things they can do to help look after their environment

**Living in the wider world: Media, literacy and digital resilience**

L7. Learn about how the internet and digital devices can be used safely to find things out and to communicate with others

parts of their body covered by underwear are private

R16. Learn how to respond if physical contact makes them feel uncomfortable or unsafe

H36. Learn how to get help in an emergency

**Economic wellbeing: Money**

L10. Recognise what money is; forms that money comes in; that money comes from different sources

L11. Learn that people make different choices about how to save and spend money

**Health and wellbeing: Ourselves, growing and changing**

H27. Learn about preparing to move to a new class/year group



# National Curriculum coverage – Year 1 (continued)



<b>MUSIC</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high-quality live and recorded music	Play tuned and untuned instruments musically  Experiment with, create, select and combine sounds using the interrelated dimensions of music	Play tuned and untuned instruments musically  Experiment with, create, select and combine sounds using the interrelated dimensions of music	Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the interrelated dimensions of music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
<b>PE</b>	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities  Perform dances using simple movement patterns	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities  Participate in team games, developing simple tactics for attacking and defending	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
<b>COMPUTING</b>	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Recognise common uses of information technology beyond school	Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to create, organise, store, manipulate and retrieve digital content



# Year 2

National Curriculum coverage



# National Curriculum coverage – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What do I need to be healthy?	Why should we change the way we travel?	Where are the polar regions and how are they changing?	Why should we reduce, reuse and recycle?	What can I discover about different plants?	Why are bees so brilliant?
HARMONY PRINCIPLE	The principle of Health	The principle of Adaptation	The principle of Oneness	The principle of the Cycle	The principle of Diversity	The principle of Interdependence
PRINCIPLE QUESTIONS	<p>What does it mean to be healthy?</p> <p>Why is it important to keep ourselves healthy?</p> <p>How can I support others to live healthy lives?</p>	<p>What different types of travel are there?</p> <p>What are the pros and cons of different types of travel?</p> <p>How can I change the way I travel to live more sustainably?</p>	<p>What makes the polar regions so special in our world?</p> <p>What would happen to the animals and people in our polar regions if the ice there melts?</p> <p>How can we reduce our energy use to slow down climate change?</p>	<p>What do I throw away each day and where does it go?</p> <p>What can I teach others about how to reduce and reuse waste?</p> <p>Why is it good to think in cycles?</p>	<p>How are plants different from each other?</p> <p>What different plants did we grow, and which plants grew best?</p> <p>Why are there so many different species of plant in Nature?</p>	<p>How do bees work together in a colony?</p> <p>How do plants and bees help each other?</p> <p>What will happen if bees and other insects disappear?</p>
SUSTAINABILITY THEME	Health & Wellbeing	Adaptation for the future	Energy & Climate Change	Cycles & Waste	Food & Farming	Biodiversity
LINK TO SDGs	3 - Good health and wellbeing	13 – Climate action	13 – Climate action	12 – Responsible consumption and production	15 - Life on land	15 - Life on land
ENGLISH GENRES	Poetry; Formal letters; Instructions; Stories	Diary entries; Information pages; Non-fiction reports; Story retelling; Newspaper articles	Poetry; Fact files; Diary entries; Book reviews; Stories; Persuasive writing	Information pages; Letter writing; Stories; Traditional tales	Diary entries; Playscripts; Traditional tales; Setting descriptions; Poetry	Non-chronological reports; Adventure stories; Instructions
ENGLISH	<p>Develop positive attitudes towards and stamina for writing by writing poetry</p> <p>Consider what they are going to write before beginning by writing down ideas including new vocabulary</p>	<p>Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>Develop positive attitudes towards and stamina for writing by writing for different purposes</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Develop positive attitudes towards and stamina for writing by writing narratives and writing about real events</p>	<p>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), and by writing poetry</p>	<p>Develop positive attitudes towards and stamina for writing by writing about real events</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p>

# National Curriculum coverage – Year 2 (continued)

ENGLISH (CONTINUED)		<p>Develop positive attitudes towards and stamina for writing by writing about real events and writing for different purposes</p> <p>Make simple additions, revisions and corrections to their writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their writing by proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Make simple additions, revisions and corrections to their writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>	
GPS FOCUS	<p>Spell by learning to spell common exception words</p> <p>Learn how to use familiar and new punctuation correctly, including apostrophes to indicate possession</p> <p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Add suffixes to root words</p> <p>Learn how to use familiar and new punctuation correctly including full stops, capital letters, commas for lists and apostrophes to indicate possession</p> <p>Learn how to use the present and past tenses correctly and consistently</p> <p>Learn how to use subordination (using <i>when, if, that, or because</i>)</p> <p>Learn how to use some features of written standard English</p>	<p>Learn how to use familiar and new punctuation correctly, including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive</p> <p>Introduce inverted commas to punctuate direct speech</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Learn how to use the present and past tenses correctly and consistently</p>	<p>Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Learn how to use present and past tenses correctly and consistently</p>	<p>Learn how to present and past tenses correctly and consistently</p> <p>Learn how to use subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and or but</i>)</p>	<p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Use inverted commas to punctuate direct speech</p>
GREAT TEXTS	<p><i>Oliver's vegetables</i> by Alison Bartlett</p> <p><i>Listening to my body</i> by Gabi Garcia</p> <p><i>My big shouting day</i> by Rebecca Patterson</p> <p><i>Eat your superpowers!</i> by Tony Buzzeo</p> <p><i>The huge bag of worries</i> by Virginia Ironside</p>	<p><i>How have things changed: Travel</i> by James Nixon</p> <p><i>The Wright brothers:</i> by Mary Nhin</p> <p><i>Looking for yesterday</i> by Alison Jay</p> <p><i>Wheels</i> by Tom Schamp</p> <p><i>Mimic makers: Biomimicry inventors inspired by Nature</i> by Kristen Nordstrom</p>	<p><i>The trouble with dragons</i> by Debi Gliori</p> <p><i>The emperor's egg</i> by Martin Jenkins</p> <p><i>The story of climate change</i> by Catherine Barr</p> <p><i>The search for the giant arctic jellyfish</i> by Chloe Savage</p> <p><i>Ice bear</i> by Nicola Davies</p>	<p><i>One plastic bag</i> by Miranda Paul</p> <p><i>The odd fish</i> by Naomi Fish</p> <p><i>George saves the world by lunchtime</i> by Dr Jo Readman</p> <p><i>Tale of a toothbrush</i> by MG Leonard</p> <p><i>Somebody crunched Colin</i> by Sarah Roberts</p>	<p><i>The extraordinary gardener</i> by Sam Boughton</p> <p><i>I ate sunshine for breakfast</i> by Michael Holland</p> <p><i>The amazing plant life cycle story</i> by Kay Barnham</p> <p><i>Growing green</i> by Daniela Sosa</p> <p><i>Yucky worms</i> by Vivian French</p> <p><i>Grow</i> by Rizaniño Reyes</p>	<p><i>Betsy Buglove saves the bees</i> by Catherine Jacob</p> <p><i>Bee: Nature's tiny miracle</i> by Patricia Hegarty &amp; Britta Teckentrup</p> <p><i>The book of bees</i> by Piotr Socha</p> <p><i>Kaia and the bees</i> by Maribeth Boelts</p> <p><i>The bee book</i> by Charlotte Milner</p>

# National Curriculum coverage – Year 2 (continued)

<b>MATHS</b>	<p><b>Number and place value</b> Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward; recognise place value of each digit in a two digit number (tens, ones); compare and order numbers from 0 up to 100, use &lt;, &gt; and = signs</p> <p><b>Number: Multiplication and division</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p><b>Measurement</b> Choose and use appropriate standard units to measure mass (kg/g)</p>	<p><b>Number: Multiplication and division</b> Solve problems involving multiplication</p> <p><b>Measurement</b> Choose and use appropriate standard units to estimate and measure length</p> <p><b>Geometry: Properties of shape</b> Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p><b>Number: Multiplication and division</b> Solve problems involving multiplication</p> <p><b>Measurement</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and capacity (litres/ml) using rulers and measuring vessels</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer questions about totalling and comparing categorical data</p>	<p><b>Measurement</b> Choose and use appropriate standard units to estimate and measure length (m/cm); mass (kg/g); recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; find simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and tables</p>	<p><b>Number: Multiplication and division</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; solve problems involving multiplication, using materials, arrays, repeated addition, mental methods</p> <p><b>Geometry: Properties of shape</b> Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p><b>Geometry: Properties of shape</b> Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line; identify and describe the properties of 3D shapes, including the edges, vertices and faces; identify 2D shapes on the surface of 3D shapes</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and tables</p>
<b>SCIENCE</b>	<p><b>Animals including humans</b> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Uses of everyday materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>Living things and their habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive; 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; identify and name a variety of plants and animals in their habitats, including microhabitats; describe how animals obtain their food from plants and other animals, using the idea of a simple</p>	<p><b>Uses of everyday materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b>Living things and their habitats</b> 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</p>	<p><b>Living things and their habitats</b> 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; identify and name a variety of plants and animals in their habitats, including microhabitats; 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</p>

# National Curriculum coverage – Year 2 (continued)

SCIENCE (CONTINUED)			<p>food chain and identify and name different sources of food</p> <p><b>Animals including humans</b> Notice that animals, including humans, have offspring which grow into adults</p>			<p><b>Animals including humans</b> notice that animals, including humans, have offspring which grow into adults</p>
HISTORY	<p><b>Significant individual</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><b>Events beyond living memory</b> Events beyond living memory that are significant nationally or globally (e.g. first flight)</p> <p><b>Significant individual</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Changes within living memory</b> Where appropriate, these should be used to reveal aspects of change in national life</p>	-	<p><b>Changes within living memory</b> Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Local history</b> Significant historical events, people and places in their own locality</p>	-
GEOGRAPHY	-	-	<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation season and weather</p>	-	<p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Geographical skills and fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Geographical skills and fieldwork</b> Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic</p>

# National Curriculum coverage – Year 2 (continued)

GEOGRAPHY (CONTINUED)			<p><b>Geographical skills and fieldwork</b></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>			<p>human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
ART & DESIGN	-	-	<p>Pupils should be taught to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; and about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	-	<p>Pupils should be taught to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; and to develop a wide range of art and design techniques using colour, pattern, texture, line, shape and form</p>	-
DT	<p><b>Cooking and nutrition</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks</p>	-	<p><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b></p> <p>Select from and use a wide range of materials and components, including construction materials,</p>	<p><b>Cooking and nutrition</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p><b>Evaluate</b></p> <p>Explore and evaluate a range of existing products</p> <p><b>Design</b></p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to</p>

# National Curriculum coverage – Year 2 (continued)

<b>DT (CONTINUED)</b>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their ideas and products against design criteria</p> <p style="text-align: center;"><b>Technical knowledge</b></p> <p>Explore and use mechanisms in their products</p>		<p>textiles and ingredients, according to their characteristics</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their ideas and products against design criteria</p>		<p>perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p style="text-align: center;"><b>Technical knowledge</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>
<b>PSHE</b>	<p><b>Health and wellbeing: Healthy lifestyles</b></p> <p>H1. Learn about what keeping healthy means; different ways to keep healthy</p> <p>H2. Learn about foods that support good health and the risks of eating too much sugar</p> <p>H3. Learn how physical activity helps us to stay healthy; and ways to be physically active every day</p> <p>H4. Learn why sleep is important and different ways to rest and relax</p> <p>H5. Learn simple hygiene routines that can stop germs from spreading</p> <p>H6. Learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H10. Learn about people who help us to stay physically healthy</p>	<p><b>Relationships: Respecting self and others</b></p> <p>R25. Learn how to talk about and share their opinions on things that matter to them</p> <p><b>Living in the wider world: Shared responsibilities</b></p> <p>L3. Learn about things they can do to help look after their environment</p> <p><b>Relationships: Friendships</b></p> <p>R8. Learn simple strategies to resolve arguments between friends positively</p> <p>R9. Learn how to ask for help if a friendship is making them feel unhappy</p> <p><b>Relationships: Managing hurtful behaviour and bullying</b></p> <p>R10. Learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. Learn how people may feel if they experience hurtful behaviour or bullying</p>	<p><b>Living in the wider world: Shared responsibilities</b></p> <p>L2. Learn how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. Learn about things they can do to help look after their environment</p> <p>L5. Learn about the different roles and responsibilities people have in their community</p>	<p><b>Health and wellbeing: Healthy lifestyles</b></p> <p>H9. Learn different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p style="text-align: center;"><b>Keeping safe</b></p> <p>H28. Learn about rules and age restrictions that keep us safe</p> <p>H34. Learn basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>Living in the wider world: Media literacy &amp; digital resilience</b></p> <p>L7. Learn about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. Learn about the role of the internet in everyday life</p> <p>L9. Learn that not all information seen online is true</p>	<p><b>Health and wellbeing: Ourselves, growing and changing</b></p> <p>H21. Learn to recognise what makes them special</p> <p>H22. Learn to recognise the ways in which we are all unique</p> <p>H23. Learn to identify what they are good at, what they like and dislike</p> <p>H24. Learn to name the main parts of the body including external genitalia</p> <p>H26. Learn about growing and changing from young to old and how people’s needs change</p> <p style="text-align: center;"><b>Health and wellbeing: Mental health</b></p> <p>H11. Learn about different feelings that humans can experience</p> <p>H12. Learn how to recognise and name different feelings</p> <p>H18. Learn different things that they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</p>	<p><b>Relationships: Families and close positive relationships</b></p> <p>R3. Learn about different types of families including those that may be different to their own</p> <p>R4. Identify common features of family life</p> <p>R5. Know it is important to tell someone if something about their family makes them unhappy or worried</p> <p style="text-align: center;"><b>Friendships</b></p> <p>R6. Learn how people make friends and what makes a good friendship</p> <p style="text-align: center;"><b>Respecting self and others</b></p> <p>R22. Learn how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. Learn how to listen to other people and play and work cooperatively</p> <p><b>Living in the wider world: Shared responsibilities</b></p> <p>L2. Learn how people and other living things have different needs; about the responsibilities of caring for them</p>



## National Curriculum coverage – Year 2 (continued)

<b>MUSIC</b>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Play tuned and untuned instruments musically</p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Begin to use and understand staff and other musical notations</p> <p>Begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Play tuned and untuned instruments musically</p> <p>Begin to improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Begin to use and understand staff and other musical notations</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>
<b>PE</b>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Perform dances using simple movement patterns</p>
<b>COMPUTING</b>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Recognise common uses of information technology beyond school</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>



# Year 3

National Curriculum coverage



# National Curriculum coverage – Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	How can we identify native trees in autumn?	How did life change from the Stone Age to the Iron Age?	How did the Romans adapt to life in Britain?	How is Planet Earth changing and what can we do about it?	Why should we protect the biodiversity of the rainforest?	Where does our food come from?
HARMONY PRINCIPLE	The principle of the Cycle	The principle of Health	The principle of Adaptation	The principle of Oneness	The principle of Diversity	The principle of Interdependence
PRINCIPLE QUESTIONS	What is the life cycle of a tree? Why do trees produce so many fruits and seeds? What do we like about woodlands and why should we protect them?	Was the life of a hunter gatherer healthier than ours or not? What did hunter gatherers eat and was their diet healthy? What would make our lives healthier?	How did the Romans change life in Britain? How did working as a team make the Romans successful? How can you collaborate with others to make positive changes?	What is changing on Planet Earth? Why is this happening? What does the principle of Oneness mean for us and our planet?	What does diversity look like in a rainforest? Why is diversity important in a rainforest? Why should we value the rainforest?	What is the difference between locally grown and seasonal food? How far does our food travel? Why should we eat locally grown and seasonal food?
SUSTAINABILITY THEME	Cycles & Waste	Health & Wellbeing	Adaptation for the Future	Energy & Climate Change	Biodiversity	Food & Farming
LINK TO SDGs	15 - Life on land	15 - Life on land	12 – Responsible consumption and production	13 – Climate action	13 – Climate action 15 - Life on land	3 - Good health and wellbeing 12 – Responsible consumption and production
ENGLISH GENRES	Poetry; Character descriptions; Stories; Information texts	Diary entries; Information texts; Drama; Instructions; Stories	Interviews; TV news reports; Instructions; Information texts; Diary entries; Discussion texts	Poetry; Recounts; Information texts; Narratives; Newspaper reports	Poetry; Stories; Fact files; Leaflets, Speeches	Diary entries; Information texts; Recounts; Adventure stories; Persuasive texts
ENGLISH	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme	Plan their writing by discussing and recording ideas Organise paragraphs around a theme	Recognise different forms of poetry Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan their writing by discussing and recording ideas Organise paragraphs around a theme Draft and write narratives, creating settings, characters and plot

# National Curriculum coverage – Year 3 (continued)



ENGLISH (CONTINUED)	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Draft and write narratives, creating settings, characters and plot</p> <p>Read own writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear</p>	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Draft and write narratives, creating settings, characters and plot</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Read own writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear</p> <p>Proofread for spelling and punctuation errors</p>	<p>Draft and write non-narrative material, using simple organisational devices</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements e.g. variety of powerful verbs</p>	<p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Draft and write non-narrative material, using simple organisational devices</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Draft and write non-narrative material, using simple organisational devices</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
GPS FOCUS	<p>Use capital letters, full stops, question marks to demarcate sentences</p> <p>Use and punctuate direct speech</p> <p>In non-narrative material, use simple organisational devices such as headings and sub-headings</p>	<p>Use capital letters, full stops, question marks to demarcate sentences</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>In non-narrative material, use simple organisational devices such as headings and sub-headings</p>	<p>Use capital letters, full stops, questions marks to demarcate sentences</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use figurative language such as similes and alliteration in descriptive writing (non-statutory)</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use capital letters, full stops, question marks to demarcate sentences</p> <p>Use and punctuate direct speech</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>

# National Curriculum coverage – Year 3 (continued)



<b>GREAT TEXTS</b>	<p><i>Wonder of trees</i> by Nicola Davies</p> <p><i>The magic &amp; mystery of trees</i> by Jen Green</p> <p><i>The book of trees</i> by Piotr Socha</p> <p><i>What do you see when you look at a tree?</i> by Emma Carlisle</p> <p><i>The girl who talked to trees</i> by Natasha Farrant</p> <p><i>By ash, oak and thorn</i> by Melissa Harrison</p>	<p><i>Live like a hunter gatherer</i> by Naomi Walmsley</p> <p><i>Stone age boy</i> by Satoshi Kitamura</p> <p><i>Stone age beasts</i> by Ben Lerwill</p> <p><i>Ug: Boy genius of the stone age</i> By Raymond Briggs</p> <p><i>The wild way home</i> by Sophie Kirtley</p> <p><i>The shortest day</i> by Susan Cooper</p>	<p><i>Bright new world: How to make a happy planet</i> by Cindy Ford</p> <p><i>Empire's end: A roman story</i> by Leila Rasheed</p> <p><i>Roman invasion</i> by Jim Eldridge</p> <p><i>The Romans: Gods, emperors and dormice</i> by Marcia Williams</p> <p><i>My family and other romans</i> by Marie Basting</p>	<p><i>Dear Earth</i> by Isabel Otter</p> <p><i>Floodland</i> by Marcus Sedgwick</p> <p><i>Earth shattering events</i> by Robin Jacobs</p> <p><i>The ever-changing Earth</i> by Grahame Baker-Smith</p> <p><i>The sea of tranquillity</i> by Mark Haddon</p> <p><i>Lots: The diversity of life on Earth</i> by Nicola Davies</p>	<p><i>The great kapok tree</i> by Lynne Cherry</p> <p><i>Rainforest warrior: The story of Chico Mendes</i> by Anita Ganeri</p> <p><i>Up in the canopy: Explore the rainforest, layer by layer</i> by James Aldred</p> <p><i>Jungle drop</i> by Abi Elphinstone</p> <p><i>The wonder garden</i> by Jenny Broom</p> <p><i>A rainforest story</i> by Jane Burnard</p>	<p><i>Be the change : Poems to help you save the world</i> by Liz Brownlee, Matt Goodfellow &amp; Roger Stevens</p> <p><i>The world came to my place today</i> by Dr Jo Readman</p> <p><i>Where does my food come from?</i> by Annabel Karmel</p> <p><i>Before we eat – from farm to table</i> by Pat Brisson</p> <p><i>Where does food come from?</i> by Emily Bone</p>
<b>MATHS</b>	<p><b>Number and place value</b> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; Compare and order numbers up to 1000; identify, represent and estimate numbers using different representations</p> <p><b>Measurement</b> Measure, compare, add and subtract: lengths; mass; volume/capacity</p> <p><b>Geometry: Properties of shape</b> Complete a simple symmetric figure with respect to a specific line of symmetry (Y4)</p> <p><b>Statistics</b> Interpret and present data using bar charts, pictograms and tables</p>	<p><b>Number and place value</b> Recognise the place value of each digit in a three-digit number; compare and order numbers up to 1000; identify, represent and estimate numbers using different representations</p> <p><b>Number: Addition and subtraction</b> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p><b>Measurement</b> Measure, compare, add and subtract: length, mass; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight; (dawn and dusk); compare durations of events</p> <p><b>Geometry: Properties of shape</b> Draw 2D shapes and make 3D shapes using modelling materials</p>	<p><b>Number: Multiplication and division</b> Write and calculate mathematical statements for multiplication and division</p> <p><b>Number: Fractions</b> Count up and down in tenths: recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10; recognise and show, using diagrams, equivalent fractions with small denominators</p> <p><b>Measurement</b> Measure, compare, add and subtract: lengths/distance (miles); tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks; compare durations of events</p>	<p><b>Number and place value</b> Compare and order numbers up to 1000</p> <p><b>Number: Addition and subtraction</b> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p><b>Number: Multiplication and division</b> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p><b>Measurement</b> Measure, compare, add and subtract lengths, capacity (rainfall), temperature and strength of earthquakes (Richter scale); use vocabulary such as a.m./p.m, morning, afternoon, noon and midnight</p>	<p><b>Number and place value</b> Read and write numbers up to 1000 in numerals and words; compare and order numbers up to 1000</p> <p><b>Number: Addition and subtraction</b> Estimate the answer to a calculation and use inverse operations to check the answers; solve problems, including missing number problems, involving all four operations</p> <p><b>Number: Fractions</b> Recognise, find and write fractions of a discrete set of objects; compare and order unit fractions, and fractions with the same denominators</p> <p><b>Measurement</b> Measure, compare, add and subtract lengths, capacity (rainfall) and temperature</p>	<p><b>Number and place value</b> Read and write numbers up to 1000 in numerals and words; compare and order numbers up to 1000</p> <p><b>Number: Addition and subtraction</b> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p><b>Number: Multiplication and division</b> Solve problems, including missing number problems, involving multiplication and division</p> <p><b>Measurement</b> Add and subtract amounts of money to give change, using both £ and p in practical contexts; measure, compare, add and subtract: lengths; mass and volume/capacity</p>

# National Curriculum coverage – Year 3 (continued)



<p><b>MATHS (CONTINUED)</b></p>		<p><b>Statistics</b> Interpret and present data using tables</p>		<p><b>Measurement</b> Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p><b>Statistics</b> Interpret and present data using bar charts, pictograms and tables</p>	<p><b>Statistics</b> Interpret and present using pictograms</p>	
<p><b>SCIENCE</b></p>	<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Rocks</b> Recognise that soils are made from rocks and organic matter</p>	<p><b>Animals, including humans</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><b>Forces and magnets</b> Compare how things move on different surfaces</p>	<p><b>Rocks</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p><b>Forces and magnets</b> Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p><b>Animals, including humans</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey (Y4)</p>	<p><b>Animals, including humans</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p><b>Plants</b> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>
<p><b>HISTORY</b></p>	<p>-</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>The Roman Empire and its impact on Britain</p>	<p>-</p>	<p>-</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

# National Curriculum coverage – Year 3 (continued)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GEOGRAPHY</b></p>	<p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains)</p> <p><b>Geographical skills and fieldwork</b> Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of the UK and the wider world; use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>-</p>	<p>-</p>	<p><b>Human and physical geography</b> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Identify land use patterns and understand how some of these aspects have changed over time</p> <p><b>Human and physical geography</b> Physical geography, including: climate zones, biomes and vegetation belts</p>	<p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b> Human geography, including: types of settlement and land use</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ART &amp; DESIGN</b></p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	<p>-</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>DT</b></p>	<p>-</p>	<p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p><b>Cooking and nutrition</b> Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes</p>

# National Curriculum coverage – Year 3 (continued)



DT (CONTINUED)		<p style="text-align: center;"><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>				<p>using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
PSHE	<p><b>Relationships: Families and close positive relationships</b></p> <p>R1. Recognise that there are different types of relationships</p> <p>R6. Learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p style="text-align: center;"><b>Friendships</b></p> <p>R10. Learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. Learn what constitutes a positive healthy relationship</p> <p style="text-align: center;"><b>Respecting self and others</b></p> <p>R32. Respect the differences and similarities between people and recognise what they have in common with others</p>	<p><b>Health and wellbeing: Healthy lifestyles</b></p> <p>H12. Learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p style="text-align: center;"><b>Keeping safe</b></p> <p>H38. Learn how to predict, assess and manage risk in different situations</p> <p>H39. Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p style="text-align: center;"><b>Living in the wider world: Shared responsibilities</b></p> <p>L1. Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p><b>Relationships: Friendships</b></p> <p>R11. Learn what constitutes a positive healthy relationship</p> <p>R17. Learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p style="text-align: center;"><b>Respecting self and others</b></p> <p>R30. Learn that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p><b>Living in the wider world: Shared responsibilities</b></p> <p>L4. Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p style="text-align: center;"><b>Economic wellbeing: Money</b></p> <p>L19. Learn that people's spending decisions can affect others and the environment</p> <p style="text-align: center;"><b>Economic wellbeing: Aspirations, work and career</b></p> <p>L30. Learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p style="text-align: center;"><b>Health and wellbeing: Mental health</b></p> <p>H20. Learn strategies to respond to feelings, including intense or conflicting feelings;</p>	<p><b>Health and wellbeing: Ourselves, growing and changing</b></p> <p>H27. Recognise their individuality and personal qualities</p> <p>H28. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p style="text-align: center;"><b>Living in the wider world: Communities</b></p> <p>L6. Learn about the different groups that make up their community; what living in a community means</p> <p>L8. Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p><b>Health and wellbeing: Healthy lifestyles</b></p> <p>H1. Make informed decisions about health</p> <p>H2. Learn about the elements of a balanced healthy lifestyle</p> <p>H3. Learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. Recognise that habits can have positive and negative effects on a healthy lifestyle</p> <p style="text-align: center;"><b>Living in the wider world: Shared responsibilities</b></p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p style="text-align: center;"><b>Economic wellbeing: Money</b></p> <p>L19. Learn that people's spending decisions can affect others and the environment</p>



# National Curriculum coverage – Year 3 (continued)



PSHE (CONTINUED)	<p>how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change</p>					
MUSIC	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
PE	<p><b>Outdoor and orienteering activities</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Striking and fielding</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns; compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance</p>

# National Curriculum coverage – Year 3 (continued)



<b>COMPUTING</b>	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration	
	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 presenting data and information	Use sequence, selection and repetition in programs; work with variables and various forms of input and output	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 presenting data and information	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 presenting data and information	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 presenting data and information	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 presenting data and information	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
		Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs					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 presenting data and information



# Year 4

National Curriculum coverage



# National Curriculum coverage – Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	How did the Anglo-Saxons farm and how was this different from today?	How can we prepare for a Tudor banquet?	Where does our energy come from and how much do we use?	What are the cycles of our Solar System?	How did the Ancient Egyptians live in harmony with Nature?	What do different indigenous cultures teach us?
HARMONY PRINCIPLE	The principle of Interdependence	The principle of Adaptation	The principle of Health	The principle of the Cycle	The principle of Oneness	The principle of Diversity
PRINCIPLE QUESTIONS	How did the Anglo-Saxons build community and work together? How did the Anglo-Saxons farm and how was this different from today? What can we learn from how the Anglo-Saxons produced food?	Why did the Tudors use local materials? How has life changed since Tudor times? How might we need to adapt in the future?	What is clean energy? Why should we measure our energy use? What are the advantages and disadvantages of different energy sources?	Why does our Solar System work in cycles? What cycles do we experience throughout our lives? What are the benefits of solar energy?	Why was the River Nile so important to the Ancient Egyptians? Why did Ancient Egyptians eat locally grown food and use locally sourced materials? What can we learn from the Ancient Egyptians about living in a way that is at one with the local environment?	What are some of the ways that cultures differ? What can we learn from the stories of different indigenous cultures? What can we learn from the way different indigenous cultures view Nature?
SUSTAINABILITY THEME	Food & Farming	Adaptation for the Future	Energy & Climate Change	Cycles & Waste	Healthy & Wellbeing	Biodiversity
LINK TO SDGs	15 – Life on land	12 – Responsible consumption and production	7 – Affordable and clean energy 13 – Climate action	13 - Climate action	12 – Responsible consumption and production	15 - Life on land
ENGLISH GENRES	Glossaries with dictionary definitions, Speech bubbles, Diary entries, Explanation texts, Riddles, Newspaper reports	Newspaper articles, Interviews Poetry, Narrative, Setting description, Diary entry	Comic strips, Explanation texts, Interviews, Magazine articles, Persuasive presentations	Setting descriptions, Poetry, Adventure stories, Diary entries, Information texts	Setting Description, Recount, Letter, Story writing, Instructions, Leaflets	Retelling stories, Performance, Story writing, Drama, Non-fiction texts
ENGLISH	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its	Plan their writing by discussing and recording ideas

# National Curriculum coverage – Year 4 (continued)



ENGLISH (CONTINUED)	<p>from its structure, vocabulary and grammar</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Organise paragraphs around a theme</p>	<p>from its structure, vocabulary and grammar</p> <p>Draft and rewrite narratives, creating setting, characters and plot</p> <p>Draft and write non-narrative material, using simple organisational devices, for example, headings and subheadings</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proofread writing for spelling and punctuation errors</p>	<p>structure, vocabulary and grammar</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Organise paragraphs around a theme</p>	<p>structure, vocabulary and grammar</p> <p>Draft and rewrite narratives, creating setting, characters and plot</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Organise paragraphs around a theme</p>	<p>structure, vocabulary and grammar</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Draft and write non-narrative material, using simple organisational devices, for example, headings and subheadings</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Draft and rewrite narratives, creating setting, characters and plot</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
GPS FOCUS	<p>Use and punctuate direct speech</p> <p>Use fronted adverbials</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Use and punctuate direct speech</p> <p>Use commas after fronted adverbials</p>	<p>Use and punctuate direct speech</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use fronted adverbials</p>	<p>Use fronted adverbials</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although</p> <p>Use fronted adverbials</p>

# National Curriculum coverage – Year 4 (continued)



<b>GREAT TEXTS</b>	<p><i>Anglo-Saxon boy</i> by Tony Bradman</p> <p><i>When we went wild</i> by Isabella Tree</p> <p><i>What's in the garden?</i> by Marianne Berkes</p> <p><i>A street through time</i> by Steve Noon</p> <p><i>A year on Adam's farm</i> by Adam Henson</p>	<p><i>Get up, Elizabeth!</i> by Shirin Yim Bridges</p> <p><i>The secret diary of Thomas Snoop, Tudor boy spy</i> by Philip Ardagh</p> <p><i>Tudor tales: The actor, the rebel and the wrinkled queen</i> by Terry Deary</p> <p><i>The Lady Grace mysteries: Assassin</i> by Grace Cavendish</p>	<p><i>Invisible Nature: A secret world beyond our senses</i> by Catherine Barr</p> <p><i>An introduction to renewable energy sources</i> by Baby Professor</p> <p><i>Energy island: How one community harnessed the wind and changed their world</i> by Allan Drummond</p>	<p><i>Moon</i> by Britta Teekentrup</p> <p><i>The fox and the star</i> by Coralie Bickford-Smith</p> <p><i>Lights on Cotton Rock</i> by David Litchfield</p> <p><i>Look up!</i> by Nathan Bryon</p> <p><i>Animals in the sky</i> by Sara Gillingham</p> <p><i>The cosmic diary of our incredible universe</i> by Tim Peake</p>	<p><i>A year in the life of Ancient Egypt: The real lives of people who lived there</i> by Donald P Ryan</p> <p><i>The story of Tutankhamun</i> by Patricia Cleveland-Peck</p> <p><i>The genius of the Ancient Egyptians</i> by Sonya Newland</p> <p><i>Secrets of a sun king</i> by Emma Carroll</p>	<p><i>Stories from the billabong</i> by James Vance Marshall &amp; Francis Firebrace</p> <p><i>Native American stories for kids</i> by Tom Pecore</p> <p><i>Weso Native American stories for kids</i> by Tom Pecore Weso</p> <p><i>Poems from the dreamtime</i> by Dom Reyam</p>
<b>MATHS</b>	<p><b>Measurement</b> Convert between different units of measure; estimate, compare and calculate different measures, including money in pounds and pence; measure and calculate the perimeter of rectilinear figures in cm and m; find the area of rectilinear shapes by counting squares</p> <p><b>Statistics</b> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<p><b>Number: Fractions (including decimals)</b> Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p><b>Measurement</b> Estimate, compare and calculate different measures, including money in pounds and pence</p> <p><b>Geometry: Properties of shape</b> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p>	<p><b>Number and place value</b> Count in multiples of 6, 7, 9, 25; recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s); order and compare numbers beyond 1,000</p> <p><b>Number: Multiplication and division</b> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p><b>Number: Fractions (including decimals)</b> Find the effect of dividing a one- or two-digit number by 10 and 100, identify the value of the digits in the answer as ones, tenths and hundredths; solve simple measure and money problems involving fractions and decimals to 2 decimal places</p> <p><b>Measurement</b> Estimate, compare and calculate different measures, including money in pounds and pence</p>	<p><b>Number and place value</b> Count backwards through zero to include negative numbers; recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s); order and compare numbers beyond 1,000</p> <p><b>Measurement</b> Estimate, compare and calculate different measures (temperature); solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p><b>Statistics</b> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p><b>Number and place value</b> Recognise the place value of each digit in a four-digit-number (thousands, hundreds, tens and ones); solve number and practical problems</p> <p><b>Measurement</b> Convert between different units of measure (capacity, length); estimate, compare and calculate different measures (capacity, length)</p> <p><b>Geometry: Properties of shape</b> Make 3D shapes using modelling materials e.g. square based pyramid (Y3 recap)</p>	<p><b>Number and place value</b> Solve number and practical problems</p> <p><b>Number: Multiplication and division</b> Recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p><b>Geometry: Properties of shape</b> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes; identify acute and obtuse angles and compare and order angles up to two right angles by size; complete a simple symmetric figure with respect to a specific line of symmetry</p>

# National Curriculum coverage – Year 4 (continued)



<p><b>MATHS (CONTINUED)</b></p>	<p style="text-align: center;"><b>Statistics</b> Interpret and present discrete data using bar charts; Solve comparison, sum and difference problems using information presented in bar charts</p>					
<p><b>SCIENCE</b></p>	<p><b>Animals, including humans</b> Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions</p>	<p style="text-align: center;"><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from sounds travel through a medium to the ear  Find patterns between the pitch of a sound and features of the object that produced it  Find patterns between the volume of a sound and the strength of the vibrations that produced it  Recognise that sounds get fainter as the distance from the sound source increases</p>	<p style="text-align: center;"><b>Electricity</b></p> <p>Identify common appliances that run on electricity  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p style="text-align: center;"><b>Earth and space (Y5)</b></p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system  Describe the movement of the moon relative to the Earth  Describe the sun, Earth and moon as approximately spherical bodies  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky  <b>Light</b> Recognise that we need light in order to see things and that dark is the absence of light  Notice that light is reflected from surfaces  Recognise that light from the sun can be dangerous and that there are ways to protect our eyes</p>	<p style="text-align: center;"><b>States of matter</b></p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  <b>Light</b> Recognise that shadows are formed when the light from a light source is blocked by an opaque object  Find patterns in the way that the size of shadows change</p>	<p><b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things  <b>Animals, including humans</b> Construct and interpret a variety of food chains, identifying producers, predators and prey</p>
<p><b>HISTORY</b></p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>A local history study</p>	<p>Significant inventors and pioneers of renewable energy (taught within English lessons)</p>	<p>History of space travel</p>	<p>The achievements of an early civilisation: Ancient Egypt</p>	<p style="text-align: center;">-</p>

# National Curriculum coverage – Year 4 (continued)



<b>GEOGRAPHY</b>	-	-	<p><b>Human and physical geography</b> Physical geography including: climate zones, biomes and vegetation belts and mountains</p> <p>Human geography including: the distribution of natural resources including energy</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	-	-	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>
<b>ART &amp; DESIGN</b>	-	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	-	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>
<b>DT</b>	<p><b>Cooking and nutrition</b> Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	-	-	<p><b>Make</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Technical knowledge</b> Understand and use mechanical systems in their products</p> <p><b>Cooking and nutrition</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	-



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<p><b>Relationships: Families and close positive relationships</b></p> <p>R7. Recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability</p> <p>R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b>Relationships: Friendships</b></p> <p>R13. Learn the importance of seeking support if feeling lonely or excluded</p> <p>R14. Learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. Learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>Relationships: Respecting self and others</b></p> <p>R30. Learn that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><b>Living in the wider world: Shared responsibilities</b></p> <p>L5. Consider ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p><b>Living in the wider world: Economic wellbeing</b></p> <p>L17. Learn about the different ways to pay for things and the choices people have about this</p> <p>L18. Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. Pupils learn that people's spending decisions can affect others and the environment</p> <p><b>Relationships: Respecting self and others</b></p> <p>R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p><b>Health and wellbeing: Mental health</b></p> <p>H15. Learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. Learn strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. Learn about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. Learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H21. Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p><b>Health and wellbeing: Ourselves, growing and changing</b></p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change</p> <p>H31. Learn about the physical and emotional changes that happen when approaching and during puberty</p> <p>H32. Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>Living in the wider world: Shared responsibilities</b></p> <p>L4. Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p>	<p><b>Living in the wider world: Shared responsibilities</b></p> <p>L2. Recognise there are human rights that are there to protect everyone</p> <p>L3. Pupils learn about the relationship between rights and responsibilities</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p><b>Living in the wider world: Communities</b></p> <p>L7. Learn to value the different contributions that people and groups make to the community</p> <p><b>Health and wellbeing: Healthy lifestyles</b></p> <p>H7. Learn how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H14. Learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p><b>Health and wellbeing: Keeping safe</b></p> <p>H37. Learn reasons for following and complying with regulations and restrictions</p> <p>H42. Learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others</p> <p><b>Relationships: Managing hurtful behaviour and bullying</b></p> <p>R21. Learn about discrimination: what it means and how to challenge it</p> <p><b>Relationships: Respecting self and others</b></p> <p>R32. Respect the differences and similarities between people and recognise what they have in common with others</p> <p>R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>Living in the wider world: Shared responsibilities</b></p> <p>L2. Recognise there are human rights that are there to protect everyone</p> <p>L3. Learn about the relationship between rights and responsibilities</p>

# National Curriculum coverage – Year 4 (continued)



<p><b>PSHE (CONTINUED)</b></p>						<p><b>Living in the wider world: Communities</b> L8. Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
<p><b>MUSIC</b></p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Develop an understanding of the history of music</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p><b>PE</b></p>	<p><b>Team Games</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b>Tennis</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b>Yoga</b> Develop flexibility, strength, technique, control and balance</p>	<p><b>Gymnastics</b> Develop flexibility, strength, technique, control and balance</p>	<p><b>Handball</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b>Dance</b> Perform dances using a range of movement patterns; compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<p><b>COMPUTING</b></p>	<p>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 presenting data and information</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to</p>

# National Curriculum coverage – Year 4 (continued)



<b>COMPUTING (CONTINUED)</b>		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	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	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	input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	report concerns about content and contact
----------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------



# Year 5

National Curriculum coverage



# National Curriculum coverage – Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	<b>What journey does a river take from source to sea?</b>	<b>How can we ensure our oceans stay amazing?</b>	<b>Who were the Vikings and where did they go?</b>	<b>How can I be a sustainability champion?</b>	<b>How can we restore our UK habitats back to health?</b>	<b>What can we learn from the Ancient Greeks about the order of Nature?</b>
HARMONY PRINCIPLE	The principle of the Cycle	The principle of Interdependence	The principle of Adaptation	The principle of Diversity	The principle of Health	The principle of Oneness
PRINCIPLE QUESTIONS	Why does water work in cycles? When is water safe for us and when is it not? How can our actions affect the water cycle?	How do living things in an ocean ecosystem work together? What are keystone species and what is their role? How can we make sure our oceans stay amazing?	Who were the Vikings and what were they like? How is a Viking ship different from a modern cruise ship today? What did the Vikings do to adapt to life in Britain?	How did the Industrial Revolution make a difference to people's lives? Why do we buy and consume so much and is it a good thing? What could we consume less of?	Why is it important to keep our natural habitats healthy? What are people doing to affect the health of UK habitats? How can we restore UK habitats back to health?	What did the Ancient Greeks learn from Nature? What can we learn from them? What does the principle of Oneness mean?
SUSTAINABILITY THEME	Cycles & Waste	Health & Wellbeing	Adaptation for the Future	Energy & Climate Change	Biodiversity	Food & Farming
LINK TO SDGs	6 - Clean Water and Sanitation	14 - Life below water	9 - Industry, Innovation and Infrastructure	12 - Responsible consumption and production	15 - Life on Land	3 - Good Health and Wellbeing
ENGLISH GENRES	Poetry, Leaflets, Character descriptions, Newspaper articles, Narratives, Persuasive texts	Adventure stories, Information texts, Discussion texts	Poetry, Newspaper articles, Leaflets, Setting descriptions, Character descriptions, Discussion texts	Leaflets, Poetry, Letters, Explanation texts, Balanced arguments, Campaign Speeches	Poetry, Documentary voiceovers, Information texts, Letters	Setting descriptions, Character descriptions, Myths and legends
ENGLISH	Use dictionaries to check the spelling and meaning of words  Use a thesaurus  Plan narratives, considering how authors have developed characters and settings in what	Spell some words with 'silent' letters  Use dictionaries to check the spelling and meaning of words  Plan their writing by identifying the audience and purpose of the	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1	Plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by selecting appropriate grammar and	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

# National Curriculum coverage – Year 5 (continued)



ENGLISH (CONTINUED)	<p>pupils have read listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Perform their own compositions, using intonation, volume, and movement so that meaning is clear</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write using further organisational and presentational devices to structure text and to guide the reader</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform their own compositions, using intonation, volume, and movement so that meaning is clear</p>	<p>vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proofread for spelling and punctuation errors</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Plan their writing in narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
GPS FOCUS	<p>Proofread for spelling and punctuation errors</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Punctuate bullet points consistently</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>

# National Curriculum coverage – Year 5 (continued)



GREAT TEXTS	<p><i>Rivers: An incredible journey from source to sea</i> by Simon Chapman</p> <p><i>Amazing rivers</i> by Julie Vosburgh Agnone &amp; Kerry Hyndman</p> <p><i>The story of green river</i> by Holly Webb</p> <p><i>A river</i> by Marc Martin</p> <p><i>Once upon a raindrop – the story of water</i> by James Carter</p> <p><i>The dam</i> by David Almond</p>	<p><i>Kensuke's kingdom</i> by Michael Morpurgo</p> <p><i>The whale who ate plastic</i> by Stephanie O'Connor</p> <p><i>A turtle's view of the ocean blue</i> by Catherine Barr</p> <p><i>Earth's incredible oceans (the magic and mystery of Nature)</i> by Jess French</p> <p><i>Be plastic clever</i> by Amy Meek</p> <p><i>The magical bag for a plastic-free Earth</i> by Pranamee Nath</p>	<p><i>Odd and the frost giants</i> by Neil Gaiman</p> <p><i>Viking boy</i> by Tony Bradman</p> <p><i>Riddle of the runes</i> by Janina Ramirez</p> <p><i>The long-lost secret diary of the world's worst Viking</i> by Tim Collin</p> <p><i>Illustrated Norse myths</i> by Alex Frith</p> <p><i>Shewolf</i> by Dan Smith</p> <p><i>The last bear</i> by Hannah Gold</p>	<p><i>Stuff: Eco-stories of everyday stuff</i> by Maddie Moate</p> <p><i>Old enough to save the planet</i> by Loll Kirby</p> <p><i>If I were the world</i> by Mark Sperring</p> <p><i>Here we are: Notes for living on planet Earth</i> by Oliver Jeffers</p> <p><i>George and Flora's secret garden</i> by Jo Elworthy &amp; Ley Honor Roberts</p> <p><i>The hatmakers</i> by Tamzin Merchant</p>	<p><i>The promise</i> by Nicola Davies</p> <p><i>The lost words</i> by Robert Macfarlane &amp; Jackie Morris</p> <p><i>Belonging</i> by Jeannie Baker</p> <p><i>Fourteen wolves: A rewilding story</i> by Catherine Barr</p> <p><i>The rewilding manual for schools: A guide to restoring Nature in your school grounds</i> by Lesley Malpas</p> <p><i>Wilding: How to bring wildlife back (an illustrated guide)</i> by Isabella Tree</p>	<p><i>Sleep in peace</i> by Indrid Hess</p> <p><i>The green fingers of Monsieur Monet</i> by Gicencarlo Ascari &amp; Pia Valentinis</p> <p><i>The musical life of Gustav Mole</i> by Kathryn Meyrick</p> <p><i>Every child a song</i> by Nicola Davies</p> <p><i>Brave and brilliant girls from the Greek myths</i> by Rosie Dickens &amp; Susannah Davidson</p>
MATHS	<p><b>Number and place value</b> Solve number problems and practical problems involving numbers to 1,000,000</p> <p><b>Number: Multiplication and division</b> Multiply and divide numbers mentally, drawing upon known facts</p> <p><b>Measurement</b> Convert between different units of metric measure; understand and use approximate equivalences between metric units and common imperial units (pints); use all four operations to solve problems involving measure</p> <p><b>Geometry: Properties of shape</b> Identify properties of 2D and 3D shapes</p>	<p><b>Number: Addition and subtraction</b> Add and subtract numbers mentally with increasingly large numbers; add and subtract whole numbers with more than 4 digits, including using formal written methods</p> <p><b>Number: Multiplication and division</b> Multiply numbers up to 4 digits by a one-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p><b>Geometry: Properties of shape</b> Distinguish between regular and irregular polygons based on reasoning about equal sides and angles; know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p>	<p><b>Number and place value</b> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p><b>Number: Multiplication and division</b> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p><b>Measurement</b> Convert between different units of metric measure (e.g. kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p>	<p><b>Number: Fractions (including decimals and percentages)</b> Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100 as a decimal fraction</p> <p><b>Measurement</b> Convert between different units of metric measure; use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling</p>	<p><b>Number and place value</b> Solve number problems and practical problems that involve knowledge of place value up to 1,000,000</p> <p><b>Number: Fractions (including decimals and percentages)</b> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths; solve problems which require knowing percentage and decimal equivalence</p> <p><b>Measurement</b> Convert between miles and kilometres (Y6)</p>	<p><b>Geometry: Properties of shape</b> Identify 3D shapes, including cubes and other cuboids, from 2D representations; know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p><b>Statistics</b> Calculate and interpret the mean as an average (Y6)</p>

# National Curriculum coverage – Year 5 (continued)



<b>MATHS (CONTINUED)</b>		<p style="text-align: center;"><b>Statistics</b></p> <p>Compare, read and interpret information in tables, including timetables</p>	<p style="text-align: center;"><b>Measurement</b></p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes; use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling</p> <p style="text-align: center;"><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph; complete, read and interpret information in tables, including timetables</p>		<p style="text-align: center;"><b>Statistics</b></p> <p>Compare, read and interpret information in tables, including timetables</p>	
<b>SCIENCE</b>	<p style="text-align: center;"><b>States of matter (Y4)</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p style="text-align: center;"><b>Properties and changes of materials</b></p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p style="text-align: center;"><b>Properties and changes of materials</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p style="text-align: center;"><b>Living things and their habitats (Introduction to Y6)</b></p> <p>Describe how living things are classified into broad groups according to common observable</p>	<p style="text-align: center;"><b>Forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p style="text-align: center;"><b>Properties and changes of materials</b></p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p style="text-align: center;"><b>Living things and their habitats</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p style="text-align: center;"><b>Animals, including humans</b></p> <p>Describe the changes as humans develop to old age</p> <p style="text-align: center;"><b>Forces</b></p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>



# National Curriculum coverage – Year 5 (continued)

SCIENCE (CONTINUED)	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	characteristics and based on similarities and differences, including micro-organisms, plants and animals				
GEOGRAPHY	<p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including coasts and rivers and understand how some of these aspects have changed over time</p> <p><b>Human and physical geography</b> Physical geography, including: rivers, and the water cycle</p> <p>Human geography, including: the distribution of natural resources, including water</p>	<p><b>Human and physical geography</b> Human geography: economic activity including trade links</p> <p><b>Geographical skills and fieldwork</b> Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>	-	-	<p><b>Geographical skills and fieldwork</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	-
HISTORY			The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Theme in British history beyond 1066: Industrial Revolution		Ancient Greece: a study of Greek life and achievements and their influence on the western world
ART & DESIGN	Create sketchbooks to record observations and use them to review and revisit ideas  Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Create sketchbooks to record observations and use them to review and revisit ideas  Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	-	-	Create sketchbooks to record observations and use them to review and revisit ideas  Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	-

# National Curriculum coverage – Year 5 (continued)



<b>DT</b>	-	-	<p style="text-align: center;"><b>Design</b></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p style="text-align: center;"><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p style="text-align: center;"><b>Technical knowledge</b></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p style="text-align: center;"><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p style="text-align: center;"><b>Make</b></p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	-	<p style="text-align: center;"><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p style="text-align: center;"><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p style="text-align: center;"><b>Technical knowledge</b></p> <p>Understand and use mechanical systems in their products</p> <p style="text-align: center;"><b>Cooking and nutrition</b></p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
<b>PSHE</b>	<p style="text-align: center;"><b>Health and wellbeing: Keeping safe</b></p> <p>H38. Learn how to predict, assess and manage risk in different situations</p> <p>H39. Learn about hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. Learn strategies for keeping safe in the local environment or unfamiliar places</p>	<p style="text-align: center;"><b>Living in the wider world: Shared responsibilities</b></p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p>	<p style="text-align: center;"><b>Health and wellbeing: Ourselves, growing and changing</b></p> <p>H27. Learn to recognise their individuality and personal qualities</p> <p>H28. Learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p style="text-align: center;"><b>Living in the wider world: Shared responsibilities</b></p> <p>L3. Learn about the relationship between rights and responsibilities</p> <p>L4. Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p style="text-align: center;"><b>Living in the wider world: Media literacy &amp; digital resilience</b></p> <p>L11. Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. Learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p style="text-align: center;"><b>Relationships: Respecting self and others</b></p> <p>R31. Learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>

# National Curriculum coverage – Year 5 (continued)



<b>PSHE (CONTINUED)</b>	<p><b>Health and wellbeing:</b> <b>Keeping safe</b> H44. Respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>Relationships: Friendships</b> R15. Learn strategies for recognising and managing peer influence and a desire for peer approval in friendships</p>	<p><b>Living in the wider world:</b> <b>Communities</b> L6. Learn about the different groups that make up their community; what living in a community means</p>	<p>H29. Learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>Relationships: Friendships</b> R17. Learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p><b>Living in the wider world:</b> <b>Shared responsibilities</b> L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p><b>Economic wellbeing: Money</b> L20. Recognise that people make spending decisions based on priorities, needs and wants</p>	<p>L16. Learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b>Health and wellbeing: Healthy lifestyles</b> H3. Learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>Health and wellbeing: Mental health</b> H16. Learn strategies and behaviours that support mental health – including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change</p>	<p>R32. Learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
<b>MUSIC</b>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>

# National Curriculum coverage – Year 5 (continued)



<b>PE</b>	<p><b>Gymnastics</b> Develop flexibility, strength, technique, control and balance; Compare their performances with previous ones and demonstrate improvement to acheive their personal best</p>	<p><b>Dance</b> Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to acheive their personal best</p>	<p><b>Invasion games</b> Play competitive games and apply basic principles suitable for attacking and defending</p>	<p><b>Dance</b> Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to acheive their personal best</p>	<p><b>Outdoor and orienteering activities</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Athletics</b> Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance</p>
<b>COMPUTING</b>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (Safer Internet Day)</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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 presenting data and information</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>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 presenting data and information</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>



# Year 6

National Curriculum coverage



# National Curriculum coverage – Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	<b>What would it be like to live in wartime?</b>	<b>How can we learn to live in peace?</b>	<b>How are we connected to Antarctica?</b>	<b>Where do migratory animals travel to and from and why?</b>	<b>Where do we find beauty in Nature?</b>	<b>How would I like to make history?</b>
HARMONY PRINCIPLE	The principle of Adaptation	The principle of Oneness	The principle of Interdependence	The principle of the Cycle	The principle of Health	The principle of Diversity
PRINCIPLE QUESTIONS	<p>Why did life change for people during WW2?</p> <p>How did people have to adapt during WW2?</p> <p>What can we learn from the 'Dig for Victory' and 'Make, Do and Mend' campaigns from WW2?</p>	<p>Why do people fight?</p> <p>How can we live in peace?</p> <p>Why is peace so important to a sustainable future?</p>	<p>How are living things dependent on each other in Antarctica?</p> <p>What are the effects of retreating sea ice on animal populations in Antarctica?</p> <p>How does our use of energy affect life in Antarctica?</p>	<p>How is a migration a cycle?</p> <p>Is the cycle of all animal migrations the same?</p> <p>Do humans migrate? Is this cyclical?</p>	<p>When do we feel connected to Nature?</p> <p>How does our connection with Nature affect our wellbeing?</p> <p>How can we be guardians of Nature?</p>	<p>Who do I most admire in history?</p> <p>What would I like to do to make history?</p> <p>Why should we value diversity when creating change?</p>
SUSTAINABILITY THEME	Food & Farming	Health & Wellbeing	Energy & Climate Change	Cycles & Waste	Biodiversity	Adaptation for the Future
LINK TO SDGs	2 – Zero hunger 12 – Responsible consumption and production	16 – Peace, justice and strong institutions	7 - Affordable and clean energy 13 – Climate Action	14 – Life below water 15 – Life on land	3 - Good health and wellbeing	5 – Gender equality
ENGLISH GENRES	Recounts, Job descriptions, Diary writing, Descriptive narratives, Campaign leaflets	Newspaper reports, Setting descriptions, Poetry, Biographies, Speech writing	Diary writing, Descriptive writing, Voiceovers, Poetry	Adventure stories, Information texts; Biographies	Poetry, Setting descriptions, Adventure stories, Persuasive writing	Diary entries, Narrative writing, Debates, Biographies, Presentations
ENGLISH	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Write legibly, fluently and with increasing speed</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Plan by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p>	<p>Plan by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p>	<p>Plan writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>

# National Curriculum coverage – Year 6 (continued)



ENGLISH (CONTINUED)	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and other similar writing as models for their own</p> <p>Draft and write by in narratives, describing setting, characters and atmosphere</p> <p>Draft and write by using further organisational and presentational devices to structure text and guide the reader</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by précising longer passages</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Use a thesaurus</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write narratives, describing settings and atmosphere</p> <p>Evaluate and edit by assessing the effectiveness of own writing and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write narratives, describing settings and atmosphere</p> <p>Evaluate and edit by assessing the effectiveness of own writing and others' writing</p>	<p>Draft and write selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Plan writing in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Evaluate and edit ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Plan by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Proof-read for spelling and punctuation errors</p>
GPS FOCUS	<p>Use fronted adverbials</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Use passive verbs to affect presentation of information in a sentence</p> <p>Use semicolons to mark boundaries between independent clauses</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Use hyphens to avoid ambiguity</p> <p>Use dashes to mark boundaries between independent clauses</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Punctuate bullet points consistently</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use hyphens to avoid ambiguity</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use passive verbs to affect the presentation of information in a sentence</p>

# National Curriculum coverage – Year 6 (continued)



GREAT TEXTS	<p><i>Warhorse (illustrated)</i> by Michael Morpurgo</p> <p><i>Rose Blanche</i> by Ian McEwan &amp; Roberto Innocenti</p> <p><i>Please write soon: An unforgettable story of two cousins in World War II</i> by Michael Rosen</p> <p><i>Digging for victory</i> by Cathy Faulkner</p> <p><i>Heroes</i> by David Long</p> <p><i>Letters from the lighthouse</i> by Emma Carroll</p>	<p><i>Poppy field</i> by Michael Morpurgo</p> <p><i>Peace and me</i> by Ali Winter</p> <p><i>Wangari Maathai: The woman who planted millions of trees</i> by Franck Prevot</p> <p><i>Find peace in a poem</i> by Various artists</p> <p><i>Peaceful planet</i> by Anna Claybourne</p> <p><i>Slow down</i> by Rachel Williams</p>	<p><i>Shackleton's journey</i> by William Grill</p> <p><i>Antarctica: The melting continent</i> by Karen Romano Young</p> <p><i>Iceberg</i> by Claire Saxby</p> <p><i>Antarctica: A continent of wonder</i> by Mario Cuesta Hernando</p> <p><i>Ice trap!</i> by Meredith Hooper</p> <p><i>Scientists in the wild: Antarctica</i> by Helen Scales</p>	<p><i>Amazing animal journeys</i> by Chris Packham</p> <p><i>Circle</i> by Jeannie Baker</p> <p><i>Atlas of amazing migrations: A children's illustrated encyclopedia of animal migrations and journeys</i> by Megan Lee</p> <p><i>Tuesday</i> by David Wiesner</p> <p><i>Song for a whale</i> by Lynne Kelly</p>	<p><i>A handful of quiet: Happiness in four pebbles</i> by Thich Nhat Hanh</p> <p><i>Roots of happiness</i> by Susie Dent</p> <p><i>The quiet music of gently falling snow</i> by Jackie Morris</p> <p><i>Bird of the soul</i> by Ilche Lee</p> <p><i>Early islamic civilisation</i> by Izzi Howell</p>	<p><i>The arrival</i> by Shaun Tan</p> <p><i>Rise up: Ordinary kids with extraordinary stories</i> by Amanda Li</p> <p><i>The people awards</i> by Lily Murray</p> <p><i>Children who changed the world</i> by Marcia Williams</p> <p><i>Evolution</i> by Sarah Darwin</p> <p><i>Moth: An evolution story</i> by Isabel Thomas</p>
MATHS	<p><b>Number and place value</b> Solve number and practical problems that involve numbers up to 10,000,000</p> <p><b>Number: Addition, subtraction, multiplication and division</b> Solve problems involving addition, subtraction, multiplication and division</p> <p><b>Ratio and Proportion</b> Solve problems involving the calculation of percentages</p> <p><b>Measurement</b> Use, read, write and convert between standard units, converting measurements of mass</p> <p><b>Geometry: Properties of shapes</b> Compare and classify geometric shapes based on their properties and sizes</p>	<p><b>Number and place value</b> Solve number and practical problems that involve numbers up to 10,000,000</p> <p><b>Number: Addition, subtraction, multiplication and division</b> Solve problems involving addition, subtraction, multiplication and division</p> <p><b>Number: Fractions (including decimals and percentages)</b> Solve problems which require answers to be rounded to specified degrees of accuracy; Recall and use equivalences between simple fractions, decimals and percentages in different contexts</p>	<p><b>Number and place value</b> Use negative numbers in context, and calculate intervals across zero</p> <p><b>Number: Addition, subtraction, multiplication and division</b> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication; Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division; Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p><b>Statistics</b> Interpret and construct pie charts and line graphs and use these to solve problems; Calculate and interpret the mean as an average</p>	<p><b>Number: Addition, subtraction, multiplication and division</b> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Number: Fractions (including decimals and percentages)</b> Multiply one-digit numbers with up to two decimal places by whole numbers</p> <p><b>Measurement</b> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres</p>	<p><b>Number and place value</b> Solve number and practical problems that involve numbers up to 10,000,000</p> <p><b>Algebra</b> Use simple formulae; Generate and describe linear number sequences; Express missing number problems algebraically; Find pairs of numbers that satisfy an equation with two unknowns</p> <p><b>Measurement</b> Recognise when it is possible to use formulae for area of shapes (and perimeter)</p>	<p><b>Number and place value</b> solve number and practical problems</p> <p><b>Number: Addition, subtraction, multiplication and division</b> Solve problems involving addition, subtraction, multiplication and division</p> <p><b>Measurement</b> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p>



# National Curriculum coverage – Year 6 (continued)



<p><b>MATHS (CONTINUED)</b></p>	<p><b>Statistics</b> Complete, read and interpret information in tables, including timetables (Y5 revision)</p>	<p><b>Geometry: Position and direction</b> Describe positions on the full coordinate grid</p> <p><b>Statistics</b> Interpret and construct pie charts and line graphs and use these to solve problems</p>				
<p><b>SCIENCE</b></p>	<p><b>Light</b> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>Animals, including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram</p> <p><b>RECAP (Y4)</b> <b>Animals, including Humans</b> Construct and interpret a variety of food chains, identifying producers, predators and prey <b>Living things and their habitats</b> Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Living things and their habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences (<i>species within species</i>) <b>Evolution and inheritance</b> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><b>Living things and their habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Evolution and inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>
<p><b>HISTORY</b></p>	<p>Extending pupils' chronological knowledge beyond 1066: WW2/ Battle of Britain</p>	<p>A local history study: Remembrance Day</p>	<p>-</p>	<p>-</p>	<p>Study of non-European civilization: Early Islamic inc. Baghdad</p>	<p>Consolidation of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance with a focus on significant individuals</p>

# National Curriculum coverage – Year 6 (continued)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GEOGRAPHY</b></p>	<p><b>Locational knowledge</b> locate the world's countries, using maps (to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p style="text-align: center;">-</p>	<p><b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Human and physical geography</b> physical geography, including: climate zones, biomes and vegetation belts</p>	<p><b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ART &amp; DESIGN</b></p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	<p style="text-align: center;">-</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	<p style="text-align: center;">-</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>DT</b></p>	<p style="text-align: center;">-</p>	<p style="text-align: center;"><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p style="text-align: center;"><b>Make</b></p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>

# National Curriculum coverage – Year 6 (continued)



DT (CONTINUED)		<p><b>Evaluate</b></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>				
PSHE	<p><b>Living in the wider world: Shared responsibilities</b></p> <p>L2. Recognise that there are human rights, that are there to protect everyone</p> <p><b>Living in the wider world: Communities</b></p> <p>L10. Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>Living in the wider world: Media literacy &amp; digital resilience</b></p> <p>L11. Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. Assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p><b>Health and wellbeing: Healthy lifestyles</b></p> <p>H6. Learn what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. Learn how regular (daily/ weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. Learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn</p> <p><b>Health and wellbeing: Mental Health</b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p><b>Relationships: Friendships</b></p> <p>R10. Learn the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. Learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>Relationships: Friendships</b></p> <p>R32. Learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>Living in the wider world: Economic wellbeing: Aspirations, work and career</b></p> <p>L25. Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p><b>Health and wellbeing: Mental health</b></p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>Health and wellbeing: Ourselves, growing and changing</b></p> <p>H28. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. Learn how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p>	<p><b>Relationships: Families and close positive relationships</b></p> <p>R6. Learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>Relationships: Friendships</b></p> <p>R15. Learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>Relationships: Safe relationships</b></p> <p>R27. Learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p><b>Living in the wider world: Economic wellbeing: Aspirations, work and career</b></p> <p>L26. Learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. Learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. Learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L31. Identify the kind of job that they might like to do when they are older</p> <p>L32. Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

# National Curriculum coverage – Year 6 (continued)

PSHE (CONTINUED)

**Living in the wider world:  
Media literacy & digital resilience**

L16. Learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

**Health and wellbeing:  
Mental Health**

H18. Learn about everyday things that affect feelings and the importance of expressing feelings

H20. Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H23. Learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

**Health and wellbeing:  
Drugs, alcohol and tobacco**

H46. Learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. Learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

**Living in the wider world:  
Economic wellbeing: Aspirations,  
work and career**

L30. Learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

**Relationships: Safe relationships**

R28. Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. Learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

**Relationships:  
Respecting self and others**

R31. Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

**Health and wellbeing: Ourselves,  
growing and changing**

H35. Learn about the new opportunities and responsibilities that increasing independence may bring

# National Curriculum coverage – Year 6 (continued)



<b>MUSIC</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	
	<b>PE</b>	<p style="text-align: center;"><b>Fitness Training</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance; Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p style="text-align: center;"><b>Dance</b></p> <p>Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance; Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p style="text-align: center;"><b>Rounders</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending</p>	<p style="text-align: center;"><b>Striking and fielding</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance</p>
		<b>COMPUTING</b>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>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 presenting data and information</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>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 presenting data and information</p>