

## COVERAGE MAPS

**CUSP COVERAGE MAPS TO BE READ with Y1-Y6 CUSP using six week cycle with weekly science**

### Weekly teaching

- English
- Maths
- Science
- Handwriting
- MfL
- Music
- PE
- PSHE
- Spellings
- RE

### Six week modular teaching through a repeated cycle

- History
- Geography
- Art and Design
- Design Technology
- Computing

SCIENCE National Curriculum Expectations Year 3	Year 3		
	Autumn	Spring	Summer
<b>3. Plants</b> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>			<b>Introduce</b>
<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<b>Introduce</b>		
<b>Rocks</b> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<b>Introduce</b>		
	<b>Revisit</b>		
<b>Light</b> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>		<b>Introduce</b>	
<b>Forces and magnets</b> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>		<b>Introduce</b>	

SCIENCE National Curriculum Expectations Year 4	Year 4		
	Autumn	Spring	Summer
<b>4 Living things and their habitats</b> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	Introduce		
<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>		Introduce	
<b>States of matter</b> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	Introduce		
<b>Sound</b> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>			Introduce
<b>Electricity</b> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>			Introduce

SCIENCE National Curriculum Expectations Year 5	Year 5		
	Autumn	Spring	Summer
<p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>			<b>Introduce</b>
<p><b>Animals, including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<b>Introduce</b>		
<p><b>Properties and changes of materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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</li> </ul>	<b>Introduce</b>		
<p><b>Earth and space</b> Pupils should be taught to: 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</p>		<b>Introduce</b>	
<p><b>Forces</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>		<b>Introduce</b>	<b>Continue</b>

SCIENCE National Curriculum Expectations Year 6	Year 6		
	Autumn	Spring	Summer
<p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>	Introduce		
<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Summer)</li> <li>describe the ways in which nutrients and water are transported within animals, including humans (Summer)</li> </ul>		Introduce	
<p>Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>			Introduce
<p>Light Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	Introduce		
<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>			Introduce

Geography National Curriculum Expectations KS2	Year 3			Year 4			Year 5			Year 6		
	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>							Intr o biomes		Revisit			
<ul style="list-style-type: none"> <li>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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>		Introduction	Revisit									
<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>				Intr o	Continue				Revisit			
<b>Place knowledge</b> <ul style="list-style-type: none"> <li>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</li> </ul>										Intr o		
<b>Human and physical geography</b> describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>			Revisit	Introductio n	Introductio n	Revisit					Intr o	
<ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>			Revisit									Intro
<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>			Intro									
<ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>								Intr o				
<ul style="list-style-type: none"> <li>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.</li> </ul>	Intr o					Intro			Intro			Intro

History National Curriculum Expectations KS2	Year 3			Year 4			Year 5			Year 6		
	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
changes in Britain from the Stone Age to the Iron Age	Intro	Continue										
the Roman Empire and its impact on Britain		Intro	Continue									
Britain's settlement by Anglo-Saxons and Scots				Intro								
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					Intro							
a local history study										Intro		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066											Intro	Intr o
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						Intro						
Ancient Greece – a study of Greek life and achievements and their influence on the western world							Intro	Continue				
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.								Intro	Continue			

Art National Curriculum Expectations KS1	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
to create sketch books to record their observations and use them to review and revisit ideas						
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Drawing and painting Printmaking	Textiles and collage	3D	Drawing	Painting Printmaking and textiles	3D
about great artists, architects and designers in history.						

Colours indicate	Main content	Connected skill or vocabulary
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Art National Curriculum Expectations KS1	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
to create sketch books to record their observations and use them to review and revisit ideas						
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Drawing and painting Printmaking	Textiles and collage	3D	Drawing Painting and collage	Printmaking and textiles	3D
about great artists, architects and designers in history.						



Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 3	<p><b>Block A</b> Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.</p> <p>Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use a range of specific painting techniques</p>		<p><b>Block B</b> Create monoprints and explore mark making and pattern with printing tools. Know how to use a printing slab and roller Know how to create different printing blocks Be able to make a variety of printed marks</p>	<p><b>Block C</b> Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye.</p>	<p><b>Block D</b> Create coil pots using clay.</p>	<p><b>Block C</b> Explore positive and negative space. Explore line and shape and create paper collage.</p>
Year 4	<p><b>Block A</b> Create contour drawings using still life and natural forms as stimulus. Know what is meant by still life and know how to use a viewfinder to find a focal point Be able to create a composition Be able to use a viewfinder and use fine control for detail</p>		<p><b>Block B</b> Learn about abstract art and develop colour mixing skills to include tertiary colours. Know how to compare the work of two artists Know that abstract art is about the feelings it expresses – it is not about being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object</p>	<p><b>Block C</b> Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie-dye, knotting and wrapping techniques.</p>	<p><b>Block D</b> Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.</p>	

Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 5	<p><b>Block A</b> Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can suggest harmony. Be able to combine drawing techniques for desired effects Be able to transfer and enlarge an image and work in the style of an artist</p>		<p><b>Block B</b> Create three colour prints and combine printing techniques. Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process</p>	<p><b>Block C</b> Create wall hangings using layered collage and weaving techniques.</p>	<p><b>Block D</b> Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.</p>	<p><b>Block C</b> Use natural forms as a starting point for artwork.</p>
Year 6	<p><b>Block A</b> Combine techniques to create abstract image. Learn about surrealism and portraiture. Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p>		<p><b>Block B</b> Create still life compositions by combining different media and in response to cubist work. Know that still life can be represented by using a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint</p>	<p><b>Block C</b> Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.</p>	<p><b>Block D</b> Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.</p>	<p><b>Block B</b> Adapt and refine ideas and techniques and respond to different styles of artists and art movements.</p>

Computing National Curriculum Expectations KS2						
National Curriculum Statement	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		Programming A – Sequence in music	To design and create a maze-based challenge		Programming A – Repetition in shapes	Programming B – Repetition in games
use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Computing systems and networks – Connecting computers	Programming A – Sequence in music	To design and create a maze-based challenge		Programming A – Repetition in shapes Data and information – Data logging	Programming B – Repetition in games
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Programming A – Sequence in music	To design and create a maze-based challenge		Programming A – Repetition in shapes	Programming B – Repetition in games
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	Computing systems and networks – Connecting computers			Computing systems and networks – The Internet		
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			Creating media – Desktop publishing	Computing systems and networks – The Internet Creating media – Audio editing		Creating media – Photo editing
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	Computing systems and networks – Connecting computers	Programming A – Sequence in music  Data and information –	Creating media – Desktop publishing To design and create a maze-	Computing systems and networks – The Internet Creating media – Audio editing	Programming A – Repetition in shapes Data and information – Data logging	Creating media – Photo editing

	Creating media – Animation	Branching databases	based challenge			
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Creating media – Animation			Computing systems and networks – The Internet Creating media – Audio editing		Creating media – Photo editing
National Curriculum Statement						
	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Computing systems and networks – Sharing information	Programming A – Selection in physical computing	Programming B – Selection in quizzes	Computing systems and networks – Communication	Programming A – Variables in games	Programming B – Sensing
use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Computing systems and networks – Sharing information	Programming A – Selection in physical computing	Programming B – Selection in quizzes		Programming A – Variables in games	Programming B – Sensing
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Programming A – Selection in physical computing	Programming B – Selection in quizzes		Programming A – Variables in games	Programming B – Sensing
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	Computing systems and networks – Sharing information			Computing systems and networks – Communication		

<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Creating media – Video editing</p>	<p>Data and information – Flat-file databases</p>		<p>Computing systems and networks – Communication Creating media – Web page creation</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>Computing systems and networks – Sharing information Creating media – Video editing</p>	<p>Programming A – Selection in physical computing Data and information – Flat-file databases</p>	<p>Creating media – Vector drawing Programming B – Selection in quizzes</p>	<p>Computing systems and networks – Communication Creating media – Web page creation</p>	<p>Programming A – Variables in games Data and information – Spreadsheets</p>	<p>Creating media – 3D Modelling Programming B – Sensing</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>Computing systems and networks – Sharing information Creating media – Video editing</p>			<p>Computing systems and networks – Communication Creating media – Web page creation</p>		<p>Creating media – 3D Modelling</p>

## Design and Technology National Curriculum Expectations KS2

	D&T Strands				
Pupils should be taught to:		Y3	Y4	Y5	Y6
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	<b>Design</b>	Eating Seasonally Pneumatic Toys Castles Static Electricity	Torches Pavilions Adapting a Recipe Slingshot car	Bridges What Could Be Healthier? Stuffed Toys Pop Up Books	Come Dine With Me Waistcoats Steady Hand Game Automata toys
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<b>Design</b>	Pneumatic Toys Castles Static Electricity	Torches Pavilions Slingshot car	Bridges What Could Be Healthier? Stuffed Toys Pop Up Books	Automata Toys Waistcoats Steady Hand Game Automata toys
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<b>Make</b>	Pneumatic Toys Castles Static Electricity	Pavilions Torches Slingshot car	Bridges Stuffed toys Pop Up Books	Waistcoats Steady Hand Game Automata toys
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	<b>Make</b>	Eating Seasonally Pneumatic Toys Castles Static Electricity	Pavilions Adapting a Recipe Torches Slingshot car	Bridges What Could Be Healthier? Stuffed Toys Pop Up Books	Come Dine With Me Waistcoats Steady Hand Game Automata toys
Investigate and analyse a range of existing products	<b>Evaluate</b>	Pneumatic Toys Castles Static Electricity	Pavilions Adapting a Recipe Torches	Bridges Stuffed Toys Pop Up Books	Waistcoats Steady Hand Game Automata toys
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<b>Evaluate</b>	Pneumatic Toys Castles Static Electricity	Pavilions Adapting a Recipe Torches Slingshot car	Bridges Stuffed Toys Pop Up Books	Waistcoats Steady Hand Game Automata toys

## Design and Technology National Curriculum Expectations KS2

	D&T Strands	Kapow Topics			
Pupils should be taught to:		Y3	Y4	Y5	Y6
Understand how key events and individuals in design and technology have helped shape the world	<b>Evaluate</b>	Pneumatic Systems	Torches Slingshot car	What Could Be Healthier? Pop Up Books	Come Dine With Me Automata toys
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<b>Technical Knowledge</b>	Castles	Pavilions	Bridges Pop Up Books	Automata toys
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	<b>Technical Knowledge</b>	Pneumatic Toys	Slingshot car	Pop-Up Books	Automata toys
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	<b>Technical Knowledge</b>	Static Electricity	Torches		Steady Hand Games
Apply their understanding of computing to program, monitor and control their products	<b>Technical Knowledge</b>	Pneumatic Toys	Torches	Micro:bit**	Computing > Bletchley Park 2***
<b>Cooking and Nutrition:</b> Understand and apply the principles of a healthy and varied diet	<b>Technical Knowledge</b>	Eating Seasonally	Adapting a Recipe	What Could Be Healthier?	Come Dine With Me
<b>Cooking and Nutrition:</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	<b>Make</b>	Eating Seasonally	Adapting a Recipe	What Could Be Healthier?	Come Dine With Me
<b>Cooking and Nutrition:</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<b>Technical Knowledge</b>	Eating Seasonally	Adapting a Recipe	What Could Be Healthier?	Come Dine With Me

## Languages National Curriculum Expectations KS2

	Rigalo Topics			
Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure est-il? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure est-il? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!



## Languages National Curriculum Expectations KS2

	Rigalo Topics			
Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure estil? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!
Present ideas and information orally to a range of audiences*	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure estil? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!
Read carefully and show understanding of words, phrases and simple writing	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure estil? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!

## Languages National Curriculum Expectations KS2

	Rigalo Topics			
Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
Appreciate stories, songs, poems and rhymes in the language	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure est-il? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure est-il? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure est-il? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!

Languages National Curriculum Expectations KS2

	Rigalo Topics			
Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
Describe people, places, things and actions orally* and in writing	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure est-il? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Bonjour En classe Mon corps Les animaux La famille Bon anniversaire	Encore Quelle heure est-il? Les fêtes Ou vas-tu? On mange! Le cirque	Salut Gustave A l'école La nourriture En ville En vacances Chez moi	Le week-end Les vêtements Ma journée Les transports Le sport On va faire la fête!

### Music National Curriculum Expectations

Each Chronaga unit always covers all 4 below statements from the National curriculum. The music units always include Listening and appraising, musical activities with instruments, composition and performing.

Each unit of work enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

### National Curriculum Expectations KS2

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory  
use and understand staff and other musical notations

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.

### Year 3

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music

## Year 4

Unit	1	2	3	4	5	6
Title	<b>Mamma Mia</b>	<b>Glockenspiel 2</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music

## Year 5

Unit	1	2	3	4	5	6
Title	<b>Livin' On a Prayer</b>	<b>Classroom Jazz 1</b>	<b>Make You Feel My Love</b>	<b>The Fresh Prince of Bel-Air</b>	<b>Dancing in the Street</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music

## Year 6

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music

Physical Education National Curriculum Expectations KS2	Year 3			Year 4			Year 5			Year 6		
	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
use running, jumping, throwing and catching in isolation and in combination	Netball	Dodgeball Tag Rugby	Games Athletics Cricket	Basketball			Basketball Football Netball	Gymnastics Athletics		Dodgeball Netball Gymnastics	Gymnastics	
perform dances using a range of movement patterns	Dance			Dance		Dance	Dance				Dance	
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Netball	Football Dodgeball Tag Rugby	Games Athletics Cricket	Basketball			Basketball Football Netball	Gymnastics Hockey Athletics	Volleyball Cricket Handball Rounders	Dodgeball Netball Basketball	Tennis Football	Hockey Tag Rugby Cricket
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Gymnastics ABCs	Gymnastics				Gymnastics Athletics		Gymnastics Athletics		Gymnastics	Gymnastics	Athletics
take part in outdoor and adventurous activity challenges both individually and within a team						Outdoor adventures			Outdoor/ Adventures			
compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Gymnastics		Swimming	Swimming	Gymnastics		Gymnastics Athletics	Volleyball Cricket Handball Rounders	Gymnastics		

<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>				Swimming	Swimming							
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RSE and PSHE School Curriculum Prompts KS1. (See Jigsaw PSHE Programme of Study for additional statements) Below are the broad overview areas for RSE and when they are covered. See additional detailed mapping of Jigsaw units for fully broken coverage of each statement	Year 3			Year 4			Year 5			Year 6		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
<b>Relationships Education</b>												
Families and the people who care for me	✓		✓	✓		✓		✓			✓	
Caring friendships	✓	✓	✓	✓	✓	✓		✓			✓	
Respectful relationships	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Online relationships		✓	✓	✓		✓	✓	✓	✓		✓	✓
Being safe		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Physical Health and Mental Wellbeing</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mental wellbeing												
Internet safety and harms		✓	✓		✓		✓	✓	✓		✓	✓
Physical health and fitness	✓		✓		✓				✓	✓		✓
Healthy eating	✓				✓		✓			✓		
Drugs, alcohol and tobacco		✓			✓		✓			✓		
Health and prevention	✓				✓				✓			✓
Basic first aid		✓						✓				
Changing adolescent body		✓			✓		✓			✓		

**Religious Education Expectations KS1 (see Discovery RE which includes all elements of the locally agreed syllabus plan)**

**Discovery RE -The aim is to deepen children’s critical thinking skills through greater subject knowledge and also to allow their own spiritual development.**

Each enquiry has a big enquiry question e.g. What is the best way for a Sikh to show commitment to God? and this is explored with a **4-step process:**

**Engagement** (How can I relate to the underpinning concept in my own world?)

**Investigation** (What do I need to learn about the religion in order to answer the big question)

**Evaluation** (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)

**Expression** (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

**Christianity is taught in every year group with one other religion each year from: Buddhism, Hinduism, Islam, Judaism and Sikhism.**

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p><b><u>Year 3</u></b>  <b>No previous learning of Sikhism</b></p>	<p>Hinduism – Diwali                      Sikhism – Amrit ceremony and the Khalsa  <b><u>The Hindu Community</u></b>                      Look at temples, Gods, Mandir, Divali - what does it mean to Hindu’s</p>	<p>Christianity - Christmas  <b><u>How is Christmas celebrated around the world?</u></b>                      Include not all celebrate Christmas e.g. JWs - how do they celebrate. Create real time timeline e.g. how Spain celebrate – present in Jan when 3 wise men arrive, Sweden – Christmas Eve presents. Unpick advent story. Focus question – how does this support their beliefs about God?</p>	<p>Christianity – the miracle of Jesus  <b><u>Family life and who are Jews</u></b>                      NOT focusing on Torah (mention Shabat and kosher foods. Planning a party using kosher foods.</p>	<p>Christianity - forgiveness  <b><u>How do people pray?</u></b>                      Look at Jews, Muslims, Christians and others such as Quakers to compare.</p>	<p>Hinduism – beliefs and pilgrimage to River Ganges  <b><u>How can we make a difference in our world today?</u></b>                      Don’t have to be religious to make a difference e.g. children in need. Red crescent (Islam), Red Cross, Christian Aid, 5 pillars. Some religions say they have to give money away.</p>	<p>Sikhism – sharing and community  <b><u>Prayer and worship Sacred writings</u></b>                      Look at Torah and Bible. What are the similarities between them?</p>
<p><b><u>Year 4</u></b>  <b>No previous learning of Buddhism</b></p>	<p>Judaism – beliefs and practices                      Buddhism – Buddha’s teachings    <b><u>Sikhs in Britain</u></b>                      Temple visit or visitor in.</p>	<p>Christianity - Christmas  <b><u>Different places of Christian worship</u></b>                      Look at Quakers, cathedral, Pentecostal, Salvation Army, Baptist. What kind of place of worship would you have? In groups use photocopy boxes and children use what learnt to create their</p>	<p>Judaism – Passover                      Buddhism – 8 fold path  <b><u>Commitment and Belonging</u></b>                      Must be done across religions. Debate similarities and differences.</p>	<p>Christianity - Easter  <b><u>Is Easter the festival of new life or sacrifice?</u></b>                      Go Through Easter story. Focus on temptation in the story. Temptation activity – sweets on the table and children not able to eat them. Why do we have Easter Eggs? How do they fit in with the</p>	<p>Judaism – Rites of passage and good works.                      Buddhism – 8 fold path  <b><u>Good and Evil</u></b>                      What makes a good person or a bad person? What do the different religions say? Image of person with good on</p>	<p>Christianity – prayer and worship  <b><u>Peace</u></b>                      Use Islamic prayer example. Cover across religions.</p>

		own place of worship. Must be able to justify.		story? What do they think is the real meaning of Easter?	one side/evil on the other, discuss.	
<b><u>Year 5</u></b>	Hinduism – prayer and worship Sikhism – belief into action <b><u>Words of wisdom</u></b> Looking at Gospels (stories of Jesus) and stories of Guru Nanak (Sikh) and Islamic stories. What do these stories tell us? What does it mean to live as a ...?	<b>Christianity - Christmas</b> <b><u>Whose world is it?</u></b>	Sikhism – beliefs and moral values Hinduism – Hindu beliefs <b><u>Art and Music in religion</u></b> Crosses in Ecuador created on death to tell a person’s life story. Islamic art – no people, how are they portrayed instead? Modern art depictions of bible stories. Eastern orthodox imagery. Exploring religious music and how this makes you feel. E.g. for Islamic music Maher Zain ‘The Chosen One’ tells a story of the rituals of Islam. Each part of video represents a part of the story. Discuss.	<b>Christianity - Salvation</b> <b><u>The Easter Story</u></b> Dissecting the Easter story. Write their own version of the Easter story, appropriate for Y2 children. Around the school set up stations linked to different parts of the story to form a trail.	Hinduism – beliefs and moral values Sikhism – prayer and worship <b><u>What does it mean to be a person of faith today?</u></b> Focus on Christianity and Islam.	<b>Christianity – beliefs and practices</b> <b><u>What is Islam?</u></b> Koran, Hajj, 99 article, stories, look at the theology, look at prayer example again.
<b><u>Year 6</u></b>	Islam – beliefs and practices <b><u>Stories of Faith</u></b> Gospels, what do they tell us? Why are they different?	<b>Christianity - Christmas</b> <b><u>What does it mean to be a Christian?</u></b> Own thoughts. Impact of Christianity. Revisit different denominations within the Christian faith.	<b>Christianity – beliefs and meanings</b> <b><u>What is Buddhism?</u></b> 8 paths, Siddharta, stories about Siddharta, Buddhism around the world. Thoughts – could I be a Buddhist?	<b>Christianity - Easter</b> <b><u>What is Buddhism?</u></b> 8 paths, Siddharta, stories about Siddharta, Buddhism around the world. Thoughts – could I be a Buddhist?	Islam – beliefs and moral values <b><u>What happens when we die?</u></b> Look at what different beliefs and religions say. Hinduism – reincarnation. Buddhism – rebirth. Look at stories linked to it.	Islam – beliefs and moral values <b><u>People of Faith, courage and commitment</u></b> Use real living examples from different faiths e.g. Bear Grylls, Mo Farrah.