

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

EYFS (Development Matters linked to NC subjects for progression)

EYFS	Autumn A	Spring A	Summer A
Focus – The Elton “Es”	ELTON ENQUIRES...	ELTON EXPLORES...	ELTON EXPERIMENTS and EXPERIENCES...
Big Question	What makes me, me?	How do they do it?	What kind of planet would you build?
Concepts	Individuality Belonging Community	Diversity Common good Fairness	Transformation Beauty Responsibility
Books	<i>What makes me, me?</i> Ben Faulks. <i>We are all wonders</i> RJ Palacio.	<i>One day, many ways</i> Laura Hall. <i>This is how we do it</i> Matt Lamothe	<i>Here we are</i> Oliver Jeffers. <i>What we'll build</i> Oliver Jeffers. <i>The marvellous moon map</i> Teresa Heapy <i>The dinosaur that pooped a planet</i> Tom Fletcher
Notes/overview	Personal history e.g. grandparents/toys/how things change since we were born	Comparing how we live to life in another country (schools/homes etc)	Building rockets- getting to space Building a community (food/shelter)
History	(UTW) Talk about members of their immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW) Recognise that people have different beliefs and celebrate special times in different ways. (UTW) Comment on images of familiar situations in the past. (UTW) Compare and contrast characters from stories, including figures from the past.	(UTW) Compare and contrast characters from stories, including figures from the past.	(UTW) Compare and contrast characters from stories, including figures from the past.
Geography	(C&L) Learn new vocabulary.	(UTW) Recognise some environments that are different to the one in which they live. (UTW) Recognise some similarities and differences between life in this country and life in other countries. (UTW) Understand that some places are special to members of their community. (UTW) Draw information from a simple map.	(UTW) Draw information from a simple map. (UTW) Describe what they see whilst outside. (UTW) Recognise some environments that are different to the one in which they live.
Science	(UTW) Explore the natural world around them including making observational drawings of animals and plants and changing states of matter. (UTW) Describe what they see, hear, and feel whilst outside. (UTW) Recognise some environments that are different from the one in which they live. (UTW) Understand the effect of changing seasons on the natural world around them. (PSED) Know and talk about different factors that support overall health – physical activity, healthy eating, toothbrushing, sleep.		
Art	(EAD) Create collaboratively, sharing ideas, resources and skills. <i>Circle art (The Dot [Peter H Reynolds] and Kandinsky circles)</i>	(EAD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. <i>Goldsworthy, James Brunt natural art</i>	Return to and build on their previous learning, refining ideas and developing their ability to represent them. <i>Van Gogh “Starry Night” and imagine the night sky from our planet – represent. Van Gogh “Sunflowers” – growing.</i>
DT	(PD) Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.	(PD) Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.	(EAD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) Create collaboratively, sharing ideas, resources and skills

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Music	(EAD) Sing in a group or on their own.	(EAD) Watch and talk about dance and performance art expressing their feelings and responses.	Space disaster dance: <ul style="list-style-type: none"> (EAD) Listen attentively move and talk about music expressing their feelings and response (EAD) Explore and engage in music making and dance performing solo or in groups.
	(EAD) Sing in a group or on their own, increasingly matching the pitch and following the melody. (C&L) Learn rhymes, poems, and songs. (C&L) Listen carefully to rhymes and songs, paying attention to how they sound.		
PE	(PD) Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (PD) Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. (PD) Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (PD) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	(PD) Combine different movements with ease and fluency (PD) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	(PD) Progress towards a more fluent style of moving, with developing control and grace. (EAD) Explore and engage in music making and dance, performing solo or in groups. (EAD) Listen attentively, move to and talk about music, expressing their feelings and responses.
	(PD) Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. (PD) Develop overall body-strength, balance, co-ordination, and agility.		
PSHE	(PSED) See themselves as a valuable individual. (PSED) Build constructive and respectful relationships. (PSED) Express their feelings and consider the feelings of others. (PSED) Identify and moderate their own feelings socially and emotionally. (PD) Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	(PSED) Show resilience and perseverance in the face of challenge. (PSED) Identify and moderate their own feelings socially and emotionally. (PSED) Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	(PSED) Think about the perspectives of others. (PSED) Manage their own needs.
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>		
RE	Why is the word "God" so important to Christians? Including an encounter with... a Muslim whispering Allah in a baby's ear. Why do Christians perform nativity plays at Christmas? Including an encounter with... a Muslim story: Mohammed and the Ants	How can we care for our wonderful world? Including an encounter with... Tu Be Shavat (the Jewish birthday of trees) Why do Christians put a cross in the Easter garden? Including an encounter with...A Buddhist story: The monkey king	What makes every single person unique and precious? Including an encounter with... Hindus celebrating at Raksha Bandhan How can we help others when they need it? Including an encounter with... A Sikh story: Har Gobind and the 52 princes

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EYFS (additional Development Matters objectives)

PD	(PD) Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. (PD) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		
Literacy - comprehension	(C&L) Learn new vocab, use new vocab throughout the day, Use new vocabulary in different contexts (C&L) engage in story times (C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (C&L) engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (EAD) Develop storylines in their pretend play		
Literacy	(PD) Develop the foundations of a handwriting style which is fast, accurate and efficient. (L) Read individual letters by saying the sounds for them. (L) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	(L) Read some letter groups that each represent one sound and say sounds for them. (L) Read a few common exception words. (L) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (L) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	(L) Form lower-case and capital letters correctly. (L) Spell words by identifying the sounds and then writing the sound with letter/s. (L) Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (L) Re-read what they have written to check that it makes sense.
C&L	(C&L) Ask questions to find out more and to check they understand what has been said to them. (C&L) Develop social phrases (C&L) Engage in story times. (C&L) Understand how to listen carefully and why listening is important.	(C&L) Articulate their ideas and thoughts in well-formed sentences. (C&L) Connect one idea or action to another using a range of connectives. (C&L) Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L) Describe events in some detail (C&L) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	(C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L) Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L) Use new vocabulary in different contexts.

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Year 1 and Year 2 – Year A

Y1/2	Autumn A	Spring A	Summer A
Focus – The Elton “Es”	ELTON ENQUIRES...	ELTON EXPLORES...	ELTON EXPERIMENTS and EXPERIENCES...
Big Question	What does it mean to be brave?	What is special about where we live?	What does safety mean to us?
Concepts	Courage Failure Choice	Community Belonging Diversity	Responsibility Strength Friendship
Books	<i>The lion inside</i> – Rachel Bright <i>The Dark</i> – Lemony Snicket <i>The Lighthouse Keeper’s Lunch</i> – Ronda and David Armitage <i>The life of Florence Nightingale</i> – Emma Lynch <i>Black Dog</i> – Levi Pinfold	<i>The Window</i> – Jeannie Baker <i>Let’s build a house</i> – Mel Manning <i>Home</i> – Carson Ellis <i>In Every House on Every Street</i> - Jess Hitchman	<i>Goldilocks Hashtag</i> - Jeanne Willis <i>Colin the Coastguard (online)</i> <i>On the Way Home</i> -Jill Murphy <i>The Magic Moment</i> -Niall Breslin
Notes/overview	People who were brave in history (Mary Seacole, Florence Nightingale etc) History off the page Police, ambulance visit	Local area/ village mapwork	DT – shelter Online safety Sun safety Visit from RNLI plus fundraiser PSHE – maintaining friendships – personal safety
History	The lives of significant individuals in the past who have contributed to national and international achievements. Guy Fawkes, Mary Seacole, Florence Nightingale, Samuel Pepys Events beyond living memory that are significant nationally or globally - Great Fire of London, Bonfire Night		The lives of significant individuals in the past who have contributed to national and international achievements. Grace Darling
Geography	Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom	<i>Elton Village study</i> <i>Map-work</i> <i>India contrast</i> Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography of a	

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		<p>small area of the United Kingdom, and of a small area in a contrasting non-European country India (Love the One charity)</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 § key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>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>Science - practical scientific methods, processes and skills in Y1 and Y2</p>	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions- gathering and recording data to help in answering questions. 		
<p>Year 1 Science</p>	<p>Seasonal Changes, Observe Changes, Everyday Materials, Forces & Magnets (Y3)</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. <p>Everyday Materials</p> <ul style="list-style-type: none"> - 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 	<p>Seasonal Changes, Observe Changes, Plants</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. <p>Plants</p> <ul style="list-style-type: none"> - 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. 	<p>Seasonal Changes, Animals including humans</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. <p>Animals including humans</p> <ul style="list-style-type: none"> - 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) - identify, name, draw and label the basic

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	<p>materials on the basis of their simple physical properties.</p> <p>Forces & Magnets (y3)</p> <ul style="list-style-type: none"> - compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - 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 - describe magnets as having two poles 		<p>parts of the human body and say which part of the body is associated with each sense.</p>
Year 2 Science	<p>Animals including humans, Light (Y3 objectives)</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - 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>Light</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - 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>Uses of everyday materials</p> <ul style="list-style-type: none"> - 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>Living things and their habitats. Plants, Light (Y3 objectives) sun safety/shadows link</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> - 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 micro-habitats - 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>Plants</p> <ul style="list-style-type: none"> - 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>Light</p> <ul style="list-style-type: none"> - recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Art (NC objectives)	<ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - Use drawing, painting, sculpture to develop ideas - Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space - Learn about a range of artists, craft makers and designers 		

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Art focus	Printing - Leaves – Yr 1 Toning/colour – Y2 Portraits (Florence Nightingale)	Natural Art - Ferry Meadows trip	
Computing (NC objectives)	<ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - 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 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. 		
Year 1 Computing – Purple Mash	Unit 1.1 Online Safety & Exploring Purple Mash Unit 1.2 Grouping & Sorting Unit 1.3 Pictograms	Unit 1:4 Lego Builders Unit 1:5 Maze explorers Unit 1:8 Spreadsheets	Unit 1.6 Animated story books Unit 1:7 Coding Unit 1:9 Technology outside school
Year 2 Computing – Purple Mash	Unit 2.6 Effective searching (3) Unit 2.3 Spreadsheets (4) Unit 2.8 Presenting Ideas (4)	Unit 2.4 Questioning (5) Unit 2.7 Making Music (3)	Unit 2.1 coding (5) Unit 2.2 online safety (3) Unit 2.6 Creating Pictures (5)
DT	Nutrition Use the basic principles of a healthy diet to prepare dishes and understand where food has come from Soup/sandwiches		Design Design a purposeful functional appealing product for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Explore and use mechanisms eg levers, sliders wheels and axels in their products Moving book - safety

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Music - Listening & Appraising (NC) (linked to Big Question)	- listen with concentration and understanding to a range of high-quality live and recorded music		
Music (NC objectives)	- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and un-tuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Year 1 Charanga Scheme of Work	Introducing Beat Adding Rhythm and Pitch	Introducing Tempo and Dynamics Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation Explore Sound and Create a Story
Year 2 Charanga Scheme of work	Exploring Simple Patterns Focus on Dynamics and Tempo	Inventing a Musical Story Exploring Feelings Through Music	Music that Makes You Dance Exploring Improvisation
PSHE (Cambridgeshire)	Beginning and Belonging Family and Friends Anti-Bullying	Working Together Financial Capability Sex and Relationships Education	Managing Risk Safety contexts Healthy Lifestyles
PE	<ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending Multi skills - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Gymnastics 	<ul style="list-style-type: none"> - perform dances using simple movement patterns. Dance – Exploring weather and natural environment using Vilvaldi Four Seasons. - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Multi skills 	<ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending <p>Y1 Multi skills (athletics and striking and fielding focus)</p> <p>Y2 Tennis and multi skills (athletics and striking and fielding focus)</p>
RE	Christianity Baptism / church Why is belonging to God and the church family important to Christians? Christianity What did Jesus teach about God in his parables?	Judaism Mitzvot / Tzedakah Why is learning to do good deeds so important to Jewish people? Christianity Emmanuel / Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?	Christianity Prayer / worship Why do Christians pray to God and worship him? Judaism Torah / rabbi Why is the Torah such a joy for the Jewish community? Synagogue trip
Year 1 Writing Outcomes	Biography Instruction writing	Familiar story re-telling	Non-chronological reports/fact file
Year 2 Writing Outcomes	Biography Poetry Letters Non-chronological reports	Poetry Narrative Adverts	Instructions, Poetry and Riddles Fact files

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Year 1 and Year 2 – Year B

Y1/2	Autumn B	Spring B	Summer B
Focus – The Elton “Es”	ELTON ENQUIRES...	ELTON EXPLORES...	ELTON EXPERIMENTS and EXPERIENCES...
Big Question	Was life better in the past?	Why are things different around the world?	What can we invent to improve the lives of others?
Concepts	Opportunity Remembrance Hope	Justice Beauty Similarity & Difference	Care Creativity Stewardship
Books	Grandad’s Island Benji Davies Babysit a Grandma Jean Reagan Grandpa John Birmingham The Lines on Nana’s Face Simona Ciralo The Truth About Old People – Elina Ellis Till and the Time Machine – Adrian Edmonson	Meerkat Mail – Emily Gravett Paddington’s Post – Michael Bond Lila and the Secret of Rain – David Conway The Day the Crayons Came Home – Drew Daywalt The Boy who biked the World – Alistair Humphries	Awesome Engineering Activities - Christina Herkert Schul Izzy Gizmo books – Pip Jones How Things Work – Rob Lloyd Jones Tom’s Magnificent Machines-Linda Sarah
Notes/overview	Local history – change in living memory – music, dance, hobbies etc School/village/local – focus on how the school has changed Grandparent day	Continents- trip around the world Postcards, cooking Africa (Kenya) Y2 detailed focus	DT/Science based How things work
History	Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life Focus on Elton Primary School and school life Significant historical events, people and places in their own locality. Catherine of Aragon, Peterborough Cathedral Henry VIII Mary Queen of Scots (Fotheringhay)		The lives of significant individuals in the past who have contributed to national and international achievements. Mary Anning and David Attenborough
Geography	Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom	Locational Knowledge Name and locate the world’s seven continents and five oceans Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Y1 – round the world, Y2 Kenya) Human and physical geography	<u>Human and physical geography</u> Identify seasonal and daily weather patterns in the United Kingdom

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		<p>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>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Kenya Study Trip around the world</p>	
<p>Science - practical scientific methods, processes and skills in Y1 and Y2</p>	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. 		
<p>Science Y1</p>	<p>Seasonal Changes, Plants</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. <p>Plants</p> <ul style="list-style-type: none"> -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. 	<p>Seasonal Changes, Animals including humans</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. <p>Animals including humans</p> <ul style="list-style-type: none"> -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) - 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>Seasonal Changes, Everyday Materials, Forces & Magnets (Y3)</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. <p>Everyday Materials</p> <ul style="list-style-type: none"> - 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>Forces & Magnets</p> <ul style="list-style-type: none"> - compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - 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 - describe magnets as having two poles

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Science Y2	<p>Animals including humans</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - 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>Living things and their habitats, Plants</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> - 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 micro-habitats - 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>Plants</p> <ul style="list-style-type: none"> - 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. 	<p>Uses of everyday materials, Light (YR 3 objectives)</p> <p>Uses of everyday materials</p> <ul style="list-style-type: none"> - 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>Light</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - 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
Art – (NC Objectives)	<ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - Use drawing, painting, sculpture to develop ideas - Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space - Learn about a range of artists, craft makers and designers 		
Art focus	<p>Drawing – portraits</p> <p>Picasso pencil drawing- and paints</p>	<p>Art around the world</p> <p>Painting</p> <p>Emilias</p> <p>Tinga Tinga paintings</p> <p>African landscapes</p>	
Computing (NC objectives)	<ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - 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 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. 		
Year 1 Computing – Purple Mash	<p>Unit 1.1 Online Safety & Exploring Purple Mash</p> <p>Unit 1.2 Grouping & Sorting</p> <p>Unit 1.3 Pictograms</p>	<p>Unit 1:4 Lego Builders</p> <p>Unit 1:5 Maze explorers</p> <p>Unit 1:8 Spreadsheets</p>	<p>Unit 1.6 Animated story books</p> <p>Unit 1:7 Coding</p> <p>Unit 1:9 Technology outside school</p>
Year 2 Computing – Purple Mash	<p>Unit 2.6 Effective searching (3)</p> <p>Unit 2.2 Online Safety (3)</p> <p>Unit 2.8 Presenting Ideas (4)</p>	<p>Unit 2.4 Questioning (5)</p> <p>Unit 2.7 Making Music (3)</p>	<p>Unit 2.1 coding (5)</p> <p>Unit 2.6 Creating Pictures (5)</p> <p>Unit 2.3 Spreadsheets (4)</p>

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

DT		Nutrition Use the basic principles of a healthy diet to prepare dishes and understand where food has come from International food	Design Design a purposeful functional appealing product for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms eg levers, sliders wheels and axels in their products Park/garden
Music - Listening & Appraising (NC) (linked to Big Question)	- listen with concentration and understanding to a range of high-quality live and recorded music		
	Comparing music through the decades Tudor music	World Music	Junk percussion bands/Stomp
Music (NC objectives)	- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Music Year 1 Charanga Scheme of Work	Introducing Beat Adding Rhythm and Pitch	Introducing Tempo and Dynamics Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation Explore Sound and Create a Story
Music Year 2 Charanga Scheme of Work	Focus on Dynamics and Tempo Inventing a Musical Story	Exploring Feelings Through Music Music that Makes you Dance	Exploring Simple Patterns Exploring Improvisation
PSHE (Cambridgeshire)	Rights Rules and Responsibilities My Emotions Anti-Bullying	Diversity and Communities Drug Education	Personal Safety Sex and Relationships Education Managing Change

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

<p>PE</p>	<ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending Multi skills - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Gymnastics 	<ul style="list-style-type: none"> - perform dances using simple movement patterns. Dance – Exploring African animals and how they move using Circle of Life - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Multi skills 	<ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending <p>Y1 Multi skills (athletics and striking and fielding focus)</p> <p>Y2 Tennis and multi skills (athletics and striking and fielding focus)</p>
<p>RE</p>	<p>Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year?</p> <p>Christianity Incarnation- Why does Christmas matter to Christians?</p> <p>Cathedral trip</p>	<p>Islam Allah / mercy How do some Muslims show Allah is compassionate and merciful?</p> <p>Christianity Resurrection / joy What are the best symbols of Jesus’ death & resurrection at Easter?</p>	<p>Christianity Saviour / Jesus Why was Jesus given the name ‘saviour’?</p> <p>Christianity Disciple / faith Why do Christians trust Jesus and follow him?</p>
<p>Year 1 Writing Outcomes</p>	<p>Diary entry Non-chronological report</p>	<p>Postcards Letter writing Labels</p>	<p>Poetry Profile/biography</p>
<p>Year 2 Writing Outcomes</p>	<p>Recount Poetry Picasso book/biography</p>	<p>Narrative Diary Poetry Postcards</p>	<p>Narrative Instructions Letters Adverts</p>

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Year 3, Year 4 and Year 5 – Year A

Y3/4/5	Autumn A	Spring A	Summer A
Focus – The Elton “Es”	ELTON ENQUIRES...	ELTON EXPLORES...	ELTON EXPERIMENTS and EXPERIENCES...
Big Question	Are the rich more powerful?	Who owns paradise?	What can’t I live without?
Concepts	Class Reform Exploitation	Sustainability Adversity Beauty	Peace Sacrifice Free will
Books	<i>Street Child</i> Berlie Doherty	<i>Floodlands</i> Marcus Sedgwick	<i>Viking Boy</i> Tony Bradman <i>The 1000 yr old boy</i> Ross Welford
Notes/overview	Victorians, Dr Barnado Cotteslowe Estate Oxford	Ely, fens, floods, land-use	Vikings Boats How did they travel from A to B? - Navigation Prepare for a new land Food, clothes, armour?
History	A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 *the changing power of monarchs – Queen Victoria *changes in as aspect of social history – crime and punishment, education, being poor in Victorian Britain		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion
Geography		Place Knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America Locational Knowledge Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns Geographical Skills and Fieldwork Use maps, atlases, globes and digital mapping to locate countries. Human and Physical Geography including climate zones and types of settlement and land-use. East Anglia, NW America, Norwich flooding, fens, farming	

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Science - scientific methods, processes and skills	<ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings 		
Science	Animals including humans <ul style="list-style-type: none"> - identify that humans and some other animals have skeletons and muscles for support, protection and movement - 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 	Animals including humans, Plants (3) Animals including humans <ul style="list-style-type: none"> - describe the changes as humans develop to old age, Plants <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	Animals including humans <ul style="list-style-type: none"> - 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 - 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 - construct and interpret a variety of food chains, identifying producers, predators and prey. <p style="color: #C8513E; margin-top: 10px;"> Science Sc 1 Sec sch visit – lab work Oundle School Electricity workshop Lab skills workshop </p>
Art – (NC Objectives)	<ul style="list-style-type: none"> - 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] - about great artists, architects and designers in history 		
Art focus	<p style="color: #C8513E; margin: 0;"> Painting WP Frith, John Ruskin, John Everett-Millais Pre-Raphaelites Floriography </p>	<p style="color: #C8513E; margin: 0;"> Drawing Landscapes and perspective Monet Ken Done </p>	<p style="color: #C8513E; margin: 0;"> Textiles </p>
Computing (NC objectives)	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Year 3 Computing (Purple Mash)	Unit 3.1 Coding Unit 3.2 Online Safety Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing Unit 3.5 Email (including email safety) Unit 3.9 Presenting	Unit 3.6 Branching Databases Unit 3.7 Simulations Unit 3.8 Graphing
Year 4 Computing (Purple Mash)	Unit 4.1 Coding Unit 4.2 Online Safety Unit 4.3 Spreadsheets	Unit 4.4 Writing for Different Audiences Unit 4.5 Logo Unit 4.8 Hardware Investigators	Unit 4.6 Animation Unit 4.7 Effective Searching Unit 4.9 Making Music
Year 5 Computing (Purple Mash)	Unit 5.1 Coding Unit 5.2 Online Safety Unit 5.3 Spreadsheets	Unit 5.8 Word Processing Unit 5.4 Databases	Unit 5.5 Game Creator Unit 5.6 3D Modelling Unit 5.7 Concept Maps
DT			<p>Design Generate, develop, model, communicate ideas through discussion, annotated sketches, crops sectional and exploded diagrams</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials and textiles</p> <p>Evaluate Evaluate their ideas and products against their own design criteria</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen, reinforce structures Understand and use mechanical systems in their products</p> <p>Viking Boats Skills Pulleys – sails?</p>
Music - Listening & Appraising (NC) linked to Big Question	<ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ 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 		
	Mozart v Stormzy	Vltava - Smetana "The story of a river"	Desert Island Discs
Music (NC Objectives)	<ul style="list-style-type: none"> ▪ 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 ▪ 		
Music Year 3 Charanga Scheme of Work	Developing Notation Skills Enjoying Improvisation	Composing Using Your Imagination Sharing Musical Experiences	Learning More about Musical Styles Recognising Different Sounds
Music Year 4 Charanga Scheme of Work	Interesting Time Signatures Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation Creating Simple Melodies Together	Connecting Notes and Feelings Purpose, Identity and Expression in Music

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Music Year 5 Charanga Scheme of Work	Getting Started with Music Tech Emotions and Musical Styles	Exploring Key and Time Signatures Introducing Chords	Words, Meaning and Expression Identifying Important Musical Elements
PE	<ul style="list-style-type: none"> ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Invasion Games/Hockey ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Gymnastics 	<ul style="list-style-type: none"> ▪ perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance – Explore natural paradise and the impact of pollution. Planet Earth music ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ take part in outdoor and adventurous activity challenges both individually and within a team OAA / Cross Country 	<ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges individually and within a team Athletics ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Striking and Fielding and Tennis
PSHE/SRE Cambridgeshire scheme	Managing Risk Safety Contexts	Healthy Lifestyles Diversity and communities	Anti bullying Drug education
RE	<p>Christianity Why do Christians call themselves the ‘Body of Christ’? (Additional Unit)</p> <p>Sikhism How does the teaching of the gurus move Sikhs from dark to light?</p> <p>Gurdwara</p>	<p>Christianity What difference did Paul’s conversion on the Damascus road make to Christians? (Additional Unit)</p> <p>Christianity How does believing Jesus is their saviour inspire Christians to save and serve others?</p>	<p>Islam Why do Muslims call Muhammad the ‘seal of the prophets’?</p> <p>Hinduism What spiritual pathways to Moksha are written about in Hindu scriptures? (UKS2 Unit)</p>
Writing Outcomes	<p>Recounts</p> <p>Persuasive text</p> <p>Diaries</p>	<p>Discussion/Argument</p> <p>Environmental Poetry</p> <p>Playscripts</p>	<p>Poems: Kennings</p> <p>Narrative: Legends</p> <p>Instructions</p>

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Year 3, Year 4 and Year 5 – Year B

Y3/4/5	Autumn B	Spring B	Summer B
Focus – The Elton “Es”	ELTON ENQUIRES...	ELTON EXPLORES...	ELTON EXPERIMENTS and EXPERIENCES...
Big Question	Shall we walk in the footsteps of the past?	What makes the earth angry?	How can I ignite my spark?
Concepts	Community Sustainability Wealth	Resilience Courage Choice	Innovation Failure Aspiration
Books	<i>A Street Through Time</i> Anne Millard <i>Stone Age Boy</i> Satoshi Kitamura	<i>Pebble in my pocket</i> Meridith Hooper <i>Escape from Pompei</i> Christina Balit	<i>The Invention of Hugo Cabret</i> Brian Selznick
Notes/overview	Stone Age Settlements changes through Bronze Age and Iron Age – geography link Trade links transport Writing the sequel to Stone Age Boy Flag Fen	Rocks/ volcanoes/ mountains	Electricity, inventions and inventors
History	Changes in Britain from the Stone Age to the Iron Age		
Geography		<p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: <i>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) <i>and North and South America</i>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	
Science - scientific methods, processes and skills	<ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings 		

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Science	<p>Living Things and their Habitats (Y4/5)</p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - recognise that environments can change and that this can sometimes pose dangers to living things - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals 	<p>Rocks (Y3) States of Matter (Y4)</p> <p>Rocks</p> <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock <p>recognise that soils are made from rocks and organic matter</p> <p>States of Matter</p> <ul style="list-style-type: none"> - compare and group materials together, according to whether they are solids, liquids or gases - 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) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Electricity (Yr 4 & Y6) Forces (Y5)</p> <p>Electricity</p> <ul style="list-style-type: none"> - 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. - 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>Forces</p> <ul style="list-style-type: none"> - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Art – (NC Objectives)	<ul style="list-style-type: none"> - 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] - about great artists, architects and designers in history 		
Art focus	<p>Cave painting, chalks</p> <p>Indigenous art</p>	<p>Volcano: Turner to Warhol Art and design The Guardian</p> <p>Appreciation of art depicting volcanos over time</p>	
Computing (NC objectives)	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

	<ul style="list-style-type: none"> - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
Year 3 Computing (Purple Mash)	Unit 3.1 Coding Unit 3.2 Online Safety Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing Unit 3.5 Email (including email safety) Unit 3.9 Presenting	Unit 3.6 Branching Databases Unit 3.7 Simulations Unit 3.8 Graphing
Year 4 Computing (Purple Mash)	Unit 4.1 Coding Unit 4.2 Online Safety Unit 4.3 Spreadsheets	Unit 4.4 Writing for Different Audiences Unit 4.5 Logo Unit 4.8 Hardware Investigators	Unit 4.6 Animation Unit 4.7 Effective Searching Unit 4.9 Making Music
Year 5 Computing (Purple Mash)	Unit 5.1 Coding Unit 5.2 Online Safety Unit 5.3 Spreadsheets	Unit 5.8 Word Processing Unit 5.4 Databases	Unit 5.5 Game Creator Unit 5.6 3D Modelling Unit 5.7 Concept Maps
DT			<p>Design 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>Make Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components including construction materials and textiles</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge Understand and use electrical systems in their products Burglar alarms – DT plus electricity</p>
Music - Listening & Appraising (NC) linked to Big Question	<ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory - 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 		
	Percussion sounds Tribal music	Italian composers - comparison	Electronic music

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Music (NC Objectives)	<ul style="list-style-type: none"> ▪ 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 <p>develop an understanding of the history of music</p>		
Music Year 3 Charanga Scheme of Work	Developing Notation Skills Enjoying Improvisation	Composing Using Your Imagination Sharing Musical Experiences	Learning More about Musical Styles Recognising Different Sounds
Music Year 4 Charanga Scheme of Work	Interesting Time Signatures Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation Creating Simple Melodies Together	Connecting Notes and Feelings Purpose, Identity and Expression in Music
Music Year 5 Charanga Scheme of Work	Getting Started with Music Tech Emotions and Musical Styles	Exploring Key and Time Signatures Introducing Chords	Words, Meaning and Expression Identifying Important Musical Elements
PE	<ul style="list-style-type: none"> ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Invasion Games/Netball ▪ perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance – Tribal dances 	<ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. Gymnastics - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - take part in outdoor and adventurous activity challenges both individually and within a team OAA / Cross Country 	<ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges individually and within a team Athletics ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Striking and Fielding, Cricket
PSHE/SRE Cambridgeshire scheme	Rights rules and responsibilities My emotions	Personal safety SRE	Managing change
RE	<u>Islam</u> How does tawhid create a sense of belonging to the Muslim community? Mosque (UKS2 Unit) <u>Christianity</u> Why do Christians believe they are people on a mission?	<u>Sikhism</u> How do Sikhs put their beliefs about equality into practice? <u>Christianity</u> Why are good stewardship and generous giving important for every Christian? (Additional Unit)	<u>Hinduism</u> How does the story of Rama and Sita inspire Hindus to follow their dharma? <u>Christianity</u> What do Christians mean when they talk about the Kingdom of God?
Writing Outcomes	Narrative: Historical Diaries Persuasive Writing	Playscript Explanation Newspaper	Narrative: Mystery Biography Poetry

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Year 3, Year 4 and Year 5 – Year C

Y3/4/5	Autumn B	Spring B	Summer B
Focus – The Elton “Es”	ELTON ENQUIRES...	ELTON EXPLORES...	ELTON EXPERIMENTS and EXPERIENCES...
Big Question	Where is the past in the present?	What’s in a name?	What will your legacy be?
Concepts	Transformation Society Democracy	Integration Well-being Diversity	Wisdom Influence Creativity
Books	<i>Who let the Gods out?</i> Maz Evans <i>Greek Myths</i> Marcia Williams	<i>To the Edge of the World</i> Julia Green <i>Non-fiction texts</i> - Peterborough then and now <i>Poems - local poetry</i> – John Clare	<i>Roman Invasion</i> Jim Eldridge
Notes/overview	Ancient Greece and influences on our lives (link to language too) Chronology, theatre through the ages	Investigating place names Investigating names in general – why are things called what they are called Locality contrast	Romans withdrawal/shields – DT Roman Empire and influences on our lives (link to language too) Art Early Christianity Local area Boudica
History	Ancient Greece – a study of Greek Life and achievements and their influence on the Western world	Britain’s settlement by Anglo-Saxons and Scots Settlements and kingdoms, place names and village life.	The Roman Empire & its impact on Britain An in depth local history study linked to the Romans
Geography	Locational knowledge Locate the world’s countries using maps to focus on Europe Greece and the Mediterranean	Geographical skills and fieldwork Use fieldwork to observe, measure record and present the human and physical features in the local area Human geography – types of settlement/land use Locational geography - use maps - use 8 compass points - name locate counties/cities in UK	Geographical skills and fieldwork Use fieldwork to observe, measure record and present the human and physical features in the local area

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Science - scientific methods, processes and skills	<ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings 		
Science	Living Things and their habitats (YR 4) <ul style="list-style-type: none"> - 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. 	Sound (Y4) <ul style="list-style-type: none"> - 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 	Science Sc 1 Secondary school visit – lab work Sc1 focus (skills above)
Art – (NC Objectives)	<ul style="list-style-type: none"> - 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] - about great artists, architects and designers in history 		
Art focus	Greek clay pots Sculpture	Calligraphy and Illuminated writing	Printing Coins
Computing (NC objectives)	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
Year 3 Computing (Purple Mash)	Unit 3.1 Coding Unit 3.2 Online Safety Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing Unit 3.5 Email (including email safety) Unit 3.9 Presenting	Unit 3.6 Branching Databases Unit 3.7 Simulations Unit 3.8 Graphing
Year 4 Computing (Purple Mash)	Unit 4.1 Coding Unit 4.2 Online Safety Unit 4.3 Spreadsheets	Unit 4.4 Writing for Different Audiences Unit 4.5 Logo Unit 4.8 Hardware Investigators	Unit 4.6 Animation Unit 4.7 Effective Searching Unit 4.9 Making Music
Year 5 Computing (Purple Mash)	Unit 5.1 Coding Unit 5.2 Online Safety Unit 5.3 Spreadsheets	Unit 5.8 Word Processing Unit 5.4 Databases	Unit 5.5 Game Creator Unit 5.6 3D Modelling Unit 5.7 Concept Maps

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

DT			Enterprise competition Product design and marketing Skills Builder Accelerator Programme Designing and creating/making products to sell at the Family Fun Day
Music - Listening & Appraising (NC) linked to Big Question	<ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory - 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		
	Folk music	Pop music – focus on The Beatles Diversity – world music/music from different genres	Film scores
Music (NC Objectives)	<ul style="list-style-type: none"> - 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 		
Music Year 3 Charanga Scheme of Work	Developing Notation Skills Enjoying Improvisation	Composing Using Your Imagination Sharing Musical Experiences	Learning More about Musical Styles Recognising Different Sounds
Music Year 4 Charanga Scheme of Work	Interesting Time Signatures Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation Creating Simple Melodies Together	Connecting Notes and Feelings Purpose, Identity and Expression in Music
Music Year 5 Charanga Scheme of Work	Getting Started with Music Tech Emotions and Musical Styles	Exploring Key and Time Signatures Introducing Chords	Words, Meaning and Expression Identifying Important Musical Elements
PE	<ul style="list-style-type: none"> ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Invasion Games/Netball ▪ perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance – Tribal dances 	<ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. Gymnastics - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - take part in outdoor and adventurous activity challenges both individually and within a team OAA / Cross Country 	<ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges individually and within a team Athletics ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Striking and Fielding, Cricket

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

PSHE/SRE Cambridgeshire scheme	Beginning & Belonging Family and Friends	SRE: Healthy & safer lifestyles – relationships and sex education Year 5 discrete teaching Working together	Financial Capability Anti-Bullying
RE	<u>Hinduism</u> Why do Hindus want to collect good karma? Mandir trip <u>Christianity</u> Why is the gospel such good news for Christians? (UKS2 unit)	<u>Buddhism</u> How did Buddha teach his followers to find enlightenment? (UKS2 Unit) <u>Christianity</u> Is the cross a symbol of love, sacrifice or commitment for Christians?	<u>Christianity</u> How do Christians show that reconciliation with God and others is important? <u>Islam</u> How does a Muslim show their submission and obedience to Allah?
Writing Outcomes	Discussion Poetry Narrative: Myths	Newspaper Non-chronological Report Narrative: Adventure	Playscript Persuasive Writing Diaries

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Year 6 – Year A

Y6	Autumn A	Spring A	Summer A
Focus – The Elton “Es”	ELTON ENQUIRES...	ELTON EXPLORES...	ELTON EXPERIMENTS and EXPERIENCES...
Big Question	Should we always obey those in power?	Do we live in a fair world?	What does our future look like?
Concepts	Democracy Peace Sacrifice	Diversity Morality Exploitation	Responsibility Innovation Challenge
Books	War Horse – Michael Morpurgo Letters From The Lighthouse – Emma Carrol	Darwin’s Dragons – Lindsay Galvin Trash – Andy Mulligan	Cosmic – Frank Cottrell Boyce Wonder - RJ Palacio
Notes	Houses of Parliament visit, local MP. IWM (various) RAF Museum	NHM Fits in with Humanism Galapagos Islands/ South America Mayan Civilization	Space Centre Astronomy Shang Dynasty Trade links – human geography – natural resources Transition
History	A study of an aspect or a theme in British history that expands pupils’ chronological knowledge beyond 1066 A significant turning point in British history (World War I and World War II)	A non-European society: Mayan civilisation	The achievements of the earliest civilisations – the Shang dynasty of Ancient China
Geography	Locational knowledge Locate the world’s countries, focus on Europe Name and locate cities of the UK and land-use patterns	Place Knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America Brazil Human and Physical Geography Rivers, Biomes and Vegetation belts Amazon Locational Knowledge Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, the tropics of Cancer and Capricorn, arctic and Antarctic circle Human and Physical Geography economic activity, trade links.	Human and Physical Geography Distribution of natural resources including food, energy, minerals and water. Geographical skills and fieldwork Use the 8 points of a compass and 6 figure grid references

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Science	Properties and Changes of Materials (Y5) <ul style="list-style-type: none"> - 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 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - 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. 	Evolution & Inheritance, Living things and their habitats <p>Evolution & Inheritance</p> <ul style="list-style-type: none"> - 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 - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Living things and their habitats</p> <ul style="list-style-type: none"> - 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.. 	Earth & Space (Y5), Light, Animals including humans <p>Earth and Space</p> <ul style="list-style-type: none"> - 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>Light</p> <ul style="list-style-type: none"> - 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>Animals including humans</p> <ul style="list-style-type: none"> - 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.
Art – NC objectives	<ul style="list-style-type: none"> - 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] - about great artists, architects and designers in history 		
Art focus	Paul Nash Surrealism Landscapes	Ceramics Mayan Masks	Pop Art – paint – Warhol Van Gogh - Starry Night Digital Art/Photography

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

Computing (NC objectives)	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
Year 6 Computing (Purple Mash)	Unit 6.2 Online Safety Unit 6.6 Networks Unit 6.8 Understanding Binary	Unit 6.4 Blogging Unit 6.7 Quizzing	Unit 6.9 Spreadsheets Unit 6.1 Coding – LEGO Unit 6.5 Text adventures
DT	Cooking and Nutrition Understand the principles of a healthy diet Prepare and cook a variety of dishes using a range of cooking techniques Understand seasonality WWII British Bake-off	Cooking and Nutrition Understand the principles of a healthy diet Prepare and cook a variety of dishes using a range of cooking techniques Understand seasonality Weekly cooking groups Design 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: Lego league Technical Knowledge Apply their understanding of computing to program, monitor and control their products	Cooking and Nutrition Understand the principles of a healthy diet Prepare and cook a variety of dishes using a range of cooking techniques Understand seasonality Design 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 Technical Knowledge Apply their understanding of computing to program, monitor and control their products
Music - Listening & Appraising (NC) linked to Big Question	<ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory - 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 		
Music – NC objectives	<ul style="list-style-type: none"> - 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 		
Music Year 6 Charanga Scheme of Work	Developing Melodic Phrases Understanding Structure and Form	Gaining Confidence Through Performance Exploring Notation Further	Using Chords and Structure Respecting Each Other Through Composition

ELTON CURRICULUM MAP SHOWING BREADTH OF COVERAGE (from Development Matters and National Curriculum)

<p>PE</p>	<ul style="list-style-type: none"> ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Tag Rugby ▪ perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance – The story of a soldier 	<ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. Gymnastics - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - take part in outdoor and adventurous activity challenges both individually and within a team OAA / Cross Country 	<ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges individually and within a team Athletics ▪ 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 ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Striking and fielding - Cricket, Rounders, Tennis ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. Swimming and water safety/rescue
<p>PSHE</p>	<p>Rights, Rules & Responsibilities (RR 5/6) Personal Safety (PS 5/6)</p>	<p>Diversity and Communities (DC 5/6) Financial Capability (FC 5/6)</p>	<p>Relationships and Sex Education (RS 6) Managing Change (MC 5/6)</p>
<p>RE</p>	<p>Christianity Why do Christians think being a pilgrim is a good analogy for life itself? Christianity How do Christians show their belief that Jesus is God incarnate?</p>	<p>Humanism Why do Humanists say happiness is the goal of life? Christianity Should believing in the resurrection change how Christians view life and death?</p>	<p>Christianity How do Christians try to capture the mystery of God as Trinity? Buddhism How does the Triple Refuge help Buddhists in their journey through life? Buddhist temple trip</p>
<p>Writing Outcomes</p>	<p>Non-chronological reports Diary Letter Narrative</p>	<p>Information text Poetry – animals Narrative – creation, different perspective</p>	<p>Persuasion- advert Instructions Explanations Discussion</p>