

## Whole School Planning NATIONAL CURRICULUM 2014 – Coverage

(not English and Maths)

	Key Stage 1	Key Stage 2
<b>Science</b>	<p>Working scientifically</p> <p>Plants &amp; Animals (including humans)</p> <p>Everyday materials</p> <p>Seasonal changes</p> <p>Living things and their habitats</p>	<p>Working scientifically</p> <p>Plants &amp; Animals (including humans)</p> <p>Rocks</p> <p>Light</p> <p>Forces &amp; Magnets</p> <p>Living things</p> <p>States of matter</p> <p>Sound</p> <p>Electricity</p> <p>Properties &amp; changes to materials</p> <p>Earth &amp; Space</p> <p>Evolution &amp; inheritance</p>

<p><b>Art &amp; Design</b></p>	<p>Use a range of materials to design and make products</p> <p>Use drawing, painting and sculpture to develop, share ideas</p> <p>Develop wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Know about the work of a range of artists, craft makers and designers, their differences and similarities</p>	<p>Develop their techniques, including control and use of materials with creativity</p> <p>Create sketchbooks to record observations, use and review them</p> <p>Improve mastery of drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay</p> <p>Know about great artists, architects and designers in history</p>
<p><b>Computing</b></p>	<p>Understand what algorithms are; how they are implemented on digital devices; that programs execute by following precise instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict behaviour of simple programs</p> <p>Use IT to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise use of IT beyond school</p> <p>e-safety</p>	<p>Design, write and debug programs that accomplish specific goals, controlling or simulating physical systems, solve problems</p> <p>Use sequence, selection and repetition in programs; work with variables/inputs and outputs</p> <p>Use logical reasoning to explain how some algorithms work; detect errors and correct them</p> <p>Understand computer networks; how they can provide multiple services; the opportunities they offer</p> <p>Use search technologies effectively, discerning in evaluating them</p> <p>Select, use and combine a variety of software</p>

		e-safety
<b>Design &amp; Technology</b>	<p>Design products based on specific criteria</p> <p>Generate, model and communicate these ideas through talking, templates, mock-ups and ICT</p> <p>Make things, selecting components according to characteristics</p> <p>Explore and evaluate existing products</p> <p>Build structures, use mechanisms e.g. levers, sliders, wheels and axles</p> <p>Cooking and nutrition – basic principles of healthy diet, where food comes from</p>	<p>As KS1 + explain their ideas through cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD</p> <p>Including textiles and ingredients</p> <p>Understand how key events and individuals in world of design and technology have helped shape world</p> <p>Including use of mechanical systems e.g. gears, pulleys, cams, levers and linkages</p> <p>Understand use of electrical systems e.g. series circuits, switches, bulbs, buzzers and motors</p> <p>Cooking and nutrition – prepare and cook a variety of dishes, understand seasonality, where and how ingredients are grown, reared, caught and processed</p>
<b>Geography</b>	<p>Name and locate world’s 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of 4 countries and capital cities of UK and seas</p> <p>Geographical similarities and differences, human and physical geography of a small area of UK and a contrasting non-European country</p>	<p>Locate world’s countries, using maps to focus on Europe, Russia, N/S America and key human/physical characteristics of countries and cities</p> <p>How land changed over time</p> <p>Position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer/Capricorn, arctic, Antarctic Circle, Prime/Greenwich Meridian time zones</p>

	<p>Seasonal and daily weather patterns in UK and locate hot/cold areas of world in relation to Equator, N/S Poles</p> <p>Use geographical vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Key human features: city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Use world maps, atlases, globes</p> <p>Use simple compass directions and locational, directional language e.g. near, far, left, right, routes on a map</p> <p>Use aerial photos and plan perspectives, devise a simple map with symbols</p> <p>Use fieldwork to study school and grounds, key human and physical features of surrounding environment</p>	<p>Understand similarities and differences of human or physical region of UK, a region of European country and region within N/S America</p> <p>Describe and understand climate zones; biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and water cycle</p> <p>Human geography: types of settlement and land use</p> <p>Economic activity, trade links, distribution of natural resources e.g., energy, food, minerals, water</p> <p>Use world maps, atlases, globes, digital mapping, eight point compass, 4 and 6 figure grid references (OS maps)</p> <p>Fieldwork to measure and record features</p>
<p><b>History</b></p>	<p>Changes within living memory</p> <p>Events beyond living memory os national or global significance e.g. Great Fire of London, first</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history: Changes in Britain from Stone Age to Iron Age</p>

	<p>aeroplane flight</p> <p>Lives of significant individuals who have contributed to national/international achievements e.g. Rosa Parks, Emily Davison, Mary Seacole/Florence Nightingale, Neil Armstrong, Christopher Columbus</p> <p>Significant events, people, places in own locality</p>	<p>Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for Kingdom of England to time of Edward the Confessor</p> <p>A local history study</p> <p>A study of an aspect or theme in British history extending chronological knowledge beyond 1066</p> <p>Achievements of earliest civilizations and a depth study of ONE: Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</p> <p>Ancient Greece</p> <p>A non-European society contrasting with British history – ONE: early Islamic civilization, study of Bagdad AD900, Mayan civilization AD900, Benin (West Africa) AD 900-1300</p>
<p><b>Languages</b></p>		<p>Listen attentively to spoken language, join in and respond</p> <p>Explore patterns and sounds of language</p> <p>Engage in conversations, ask/answer questions, express opinions and respond</p> <p>Speak in sentences</p>

		<p>Develop accurate pronunciation and intonation</p> <p>Present ideas and information orally</p> <p>Show understanding of words and simple writing</p> <p>Broaden vocabulary</p> <p>Write phrases from memory</p> <p>Describe people etc orally and in writing</p> <p>Understand basic grammar</p>
<b>Music</b>	<p>Use voices expressively and creatively, sing songs, chants and rhymes</p> <p>Play tuned/untuned instruments</p> <p>Listen with understanding to high quality live and recorded music</p> <p>Experiment with, create and combine sounds</p>	<p>Play and perform in solo and ensemble contexts</p> <p>Improvise and compose for a range of purposes</p> <p>Increase aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Listen with understanding to high quality live and recorded music</p> <p>Develop an understanding of history of music</p>
<b>PE</b>	<p>Master basic movements as well as develop balance, agility and co-ordination</p>	<p>Play competitive games</p>

	<p>Participate in team games, tactics</p> <p>Perform dances and patterns</p>	<p>Develop flexibility, strength and techniques</p> <p>Perform dances</p> <p>Take part in outdoor and adventurous challenge, individually and as part of a team</p> <p>Compare performances and improve personal best</p> <p>Swim competently 25 meters, use a range of strokes, perform self-rescue</p>
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