The Mill Academy
Curriculum coverage
2021-2022

Early Years Foundation Stage Curriculum Coverage Check

Early Learning Goal	Where it will be covered / experience
Communication and language-Listening and attention and Understanding- Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Communication and language- Speaking: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Physical Development-Gross motor: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate	Make blackberry crumble, Create a self-portrait, Create a map, Try new food, Build a den, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Make

strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	music, Have a feast, Perform a random act of kindness, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Play hopscotch, Fly a kite, Build, Play Poohsticks, Care for our community, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Physical Development-Gross motor: - - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Make blackberry crumble, Create a self-portrait, Create a map, Try new food, Bake bread, Help a wild animal, Discover a new country, Post a letter, Have fun folding, Make music, Have a feast, Perform a random act of kindness, Perform a science experiment, , Complete a fundraiser, Mix a magic potion, Retell a story, Have a picnic, Write a shopping list, Make a tiny picture, Build, Care for our community, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Personal, social and emotional development-Managing self -- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Personal, social and emotional development-Building relationships- - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs..	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic

	potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Personal, social and emotional development- Making Relationships- children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Literacy-Comprehension- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Literacy-word reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; -	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country,

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Literacy- Writing- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Mathematics: Number- Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks,

	Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Mathematics: Numerical pattern- - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Understanding the World-Past and present: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Create a self-portrait, Visit the library, Visit an art gallery, Bake bread, Help a wild animal, Post a letter, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in uniform, Retell a story,
Understanding the World-People, culture and communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Create a self-portrait, Visit the library, Create a map, Try new food, Discover a new country, Post a letter, Make music, Share a favourite book, Have a feast, Retell a story, , Build, Celebrate, Recycle,
Understanding the World-The natural world- - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important	Make blackberry crumble, Create a map, Try new food, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Blow bubbles, See a live show, Make music, Share a favourite book, Have a feast, Perform a random act of kindness, High-five someone in

processes and changes in the natural world around them, including the seasons and changing states of matter.	uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Splash in puddles, Have a picnic, Explore pattern, Make a big picture, Write a shopping list, Go barefoot, Feel the rhythm, Make a tiny picture, Make a difference, Play hopscotch, Fly a kite, Float a boat, Step back in time, Build, Play Poohsticks, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Expressive Arts and Design: Creating with materials- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories	Make blackberry crumble, Create a self-portrait, Visit the library, Create a map, Build a den, Visit an art gallery, Bake bread, Help a wild animal, Perform a poem, Discover a new country, Post a letter, Have fun folding, Make music, Share a favourite book, Perform a random act of kindness, High-five someone in uniform, Perform a science experiment, Look up!, Dig deep, Complete a fundraiser, Mix a magic potion, Retell a story, Have a picnic, Explore pattern, Make a big picture, Feel the rhythm, Make a tiny picture, Play hopscotch, Fly a kite, Float a boat, Build, Care for our community, Celebrate, Recycle, Perform, Make a sculpture, Grow our own food, Roll, Make your mark
Expressive Arts and Design: Being imaginative and expressive- - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	Visit the library, Create a map, Try new food, Visit an art gallery, Perform a poem, Make music, Share a favourite book, Have a feast, , Retell a story, Feel the rhythm, Celebrate, Perform

KS1 Curriculum Coverage Check

Year 1 and 2 Topics						
	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	The Adventures of Paddington		Fire! Fire! Great Fire of London	A Journey to Africa	Along Brambly Hedge	Land Ahoy
Year 2	Superheroes	Protecting the Polar Regions	The Land before time	Exploring Castles	The Enchanted Wood	James and the Giant Peach

YEAR 1	Where covered?
SCIENCE PLANTS:	
• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Along Brambly Hedge
• Identify and describe the basic structure of a variety of common flowering plants, including trees.	Along Brambly Hedge
SCIENCE ANMALS INCLUDING HUMANS:	
• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	A Journey to Africa
• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	A Journey to Africa
SCIENCE EVERYDAY MATERIALS:	
• Distinguish between an object and the material from which it is made.	The Adventures of Paddington
• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	The Adventures of Paddington
• Describe the simple physical properties of a variety of everyday materials.	The Adventures of Paddington
• Compare and group together a variety of everyday materials on the basis of their simple physical properties.	The Adventures of Paddington

SCIENCE SEASONAL CHANGES:	
• Observe changes across the four seasons	Along Brambly Hedge
• Observe and describe weather associated with the seasons and how day length varies.	Along Brambly Hedge
YEAR 2	
SCIENCE LIVING THINGS AND THEIR HABITATS:	
• Explore and compare the difference between things that are living, dead, and things that have never been alive.	The Land Before Time
• 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.	Protecting the Polar Regions
• Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Protecting the Polar Regions
• 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.	Protecting the Polar Regions The Land Before Time
SCIENCE PLANTS:	
• Observe and describe how seeds and bulbs grow into mature plants.	The Enchanted Wood
• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	The Enchanted Wood
SCIENCE ANIMALS INCLUDING HUMANS:	
• Notice that animals, including humans, have offspring which grow into adults.	Protecting the Polar Regions
• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Superheroes
• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Superheroes
SCIENCE USES OF EVERYDAY MATERIALS	

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Exploring Castles
• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Exploring Castles

KS1	
ART AND DESIGN	
• To use a range of materials creatively to design and make products	The Adventure of Paddington Fire Fire Protecting the Polar Regions The Enchanted Wood The Land Before Time
• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	The Adventure of Paddington Fire Fire Protecting the Polar Regions The Enchanted Wood The Land Before Time
• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	The Adventure of Paddington Fire Fire Protecting the Polar Regions The Enchanted Wood The Land Before Time
• About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practises and disciplines, making links to their own work.	Y1 Giuseppe Arcimoldo Y2

	Andy Goldsworthy Van Gogh Quentin Blake

KS1	
DESIGN AND TECHNOLOGY	
DESIGN	
• Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Superheroes Exploring Castles James and the Giant Peach The Adventure of Paddington Land Ahoy
• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.	Exploring Castles James and the Giant Peach The Adventure of Paddington Land Ahoy
MAKE	
• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Superheroes Exploring Castles James and the Giant Peach The Adventure of Paddington Land Ahoy
• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Superheroes Exploring Castles James and the Giant Peach

	The Adventure of Paddington Land Ahoy
EVALUATE	
• Explore and evaluate a range of existing products.	Superheroes Exploring Castles James and the Giant Peach The Adventure of Paddington Land Ahoy
• Evaluate their ideas and products against design criteria.	Superheroes Exploring Castles James and the Giant Peach The Adventure of Paddington Land Ahoy
TECHNICAL KNOWELDGE	
• Build structures, exploring how they can be made stronger, stiffer and more stable.	Superheroes Exploring Castles James and the Giant Peach The Adventure of Paddington Land Ahoy
• Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.	Superheroes Exploring Castles James and the Giant Peach The Adventure of Paddington Land Ahoy
COOKING AND NUTRITION	
• use the basic principles of a healthy and varied diet to prepare dishes	A Journey to Africa
• understand where food comes from.	A Journey to Africa

KS1	
GEOGRAPHY	
LOCATIONAL KNOWLEDGE	
• Name and locate the world's seven continents and five oceans	A Journey to Africa Protecting the Polar Regions
• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	The adventure of Paddington
PLACE KNOWLEDGE	
• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.	The adventure of Paddington Protecting the Polar Regions
HUMAN AND PHYSICAL GEOGRAPHY	
• 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.	The adventure of Paddington Protecting the Polar Regions A Journey to Africa
Use basic geographical vocabulary to refer to:	
• Key physical features, incusing; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	The adventure of Paddington Protecting the Polar Regions
• Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop.	The adventure of Paddington Protecting the Polar Regions
GEOGRAPHICAL SKILLS AND FIELDWORK	

• 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.	James and the Giant Peach The adventure of Paddington Enchanted Wood
• 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.	James and the Giant Peach The Enchanted Wood A Journey to Africa

KS1	Year 2 – Recorders weekly including singing Charanga Music Scheme
MUSIC	
• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Superheroes A Journey to Africa Charanga Music Scheme
• Play tuned and untuned instruments musically.	A Journey to Africa Charanga Music Scheme
• Listen with concentration and understanding to a range of high quality live and recorded music.	Superheroes Charanga Music Scheme
• Experiment with, create, select and combine sounds using their inter related dimensions of music.	Charanga Music Scheme

KS1	
COMPUTING	Some objectives are taught within a topic, others would be standalone lessons – teachers discretion
• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	James and the Giant Peach Along Brambly Hedge
• Create and debug simple programs	James and the Giant Peach Along Brambly Hedge
• Use logical reasoning to predict the behaviour of simple programs.	James and the Giant Peach Enchanted Wood
• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	The adventure of Paddington Land Ahoy The Land before time Protecting the Polar Regions Enchanted Wood
• Recognise common uses of information technology beyond school.	Esafety Land Ahoy Superheroes Protecting the Polar Regions
• 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.	Esafety Superheroes

KS1	
PHYSICAL EDUCATION	Weekly stand alone lessons – see progression documents
• 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.	
• Perform dances using simple movement patterns.	

KS1	
Y1 HISTORY	
CHRONOLOGICAL UNDERSTANDING	
• Understand common words and phrases relating to the passing of time: now, then, new, old, a long time ago	The Adventure of Paddington Land Ahoy
• Sequence people, events or objects	The Adventure of Paddington Land Ahoy
• Identify a change within living memory and recall some key facts about the change. • Recall some key facts about a significant event in history.	The Adventure of Paddington Land Ahoy
HISTORICAL ENQUIRY	
• Ask simple questions about a significant event in history. Use a given source (e.g. diary entry, artefacts) to find facts about the past.	Fire Fire Land Ahoy

KNOWLEDGE AND UNDERSTANDING OF SIGNIFICANT ASPECTS OF HISTORY	
Within KS1, pupils should be taught about: • *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life* • *events beyond living memory that are significant nationally or globally.* • *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.* • *significant historical events, people and places in their own locality.*	Fire Fire Land Ahoy
YEAR 2	
CHRONOLOGICAL UNDERSTANDING	
• Understand common words and phrases relating to the passing of time: before, after, during, year, week, past, present, recent Sequence people, events or objects	Superheroes The Land before time Exploring Castles
HISTORICAL ENQUIRY	
• Ask a range of questions about the past (Who? What? When? Why?) • Understand that a source provides information about the past and that there are different types of sources.	Superheroes The Land before time Exploring Castles
KNOWLEDGE AND UNDERSTANDING OF SIGNIFICANT ASPECTS OF HISTORY	
Within KS1, pupils should be taught about: • *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life* • *events beyond living memory that are significant nationally or globally.* • *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.* • *significant historical events, people and places in their own locality.*	The Land before time Exploring Castles Superheroes (Rosa Parks)

• *Recall some key facts about significant individuals from the past.* *Recall key facts about a significant historical event/person/place in their own locality.*	Superheroes (Rosa Parks)

KS2 Curriculum Coverage Check

Year 3:					
Aut 1 Archaeology Rocks	Aut 2 Urban Art	Spring 1 Spring 2 Mayan Quest		Summer 1 Mechanoid Magnetism	Summer 2 North for Navigation
Year 4:					
Aut 1 Vicious Vikings	Aut 2 Under the Sea	Spring 1 Food Glorious Food	Spring 2 Rampaging Romans	Summer 1 Wild West	Summer 2 Listen up!
Year 5:					
Aut 1 Guardians of the Galaxy	Aut 2 Star Wars : the resistance	Spring 1 Circle of Life	Spring 2 Honey, I shrunk the art	Summer 1 Zeroes to Heroes	Summer 2 The wizarding world of science
Year 6:					
Aut 1 Aut 2 Back to the future		Spring 1 War of the World	Spring 2 Pig Heart Boy	Summer 1 Wolf Wilder	Summer 2 Gallery Rebels

SCIENCE	Where covered?
YEAR 3	
PLANTS	
• Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers.	Mayan Quest
• 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.	Mayan Quest
• Investigate the way in which water is transported within plants.	Mayan Quest
• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Mayan Quest
ANIMALS INCLUDING HUMANS	
• Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.	Mayan Quest
• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Archaeology Rocks
ROCKS	
• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Archaeology Rocks
• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Archaeology Rocks
• Recognise that soils are made from rocks and organic matter.	Archaeology Rocks
LIGHT	
• Recognise that they need light in order to see things and that dark is the absence of light.	Urban Art
• Notice that light is reflected from surfaces.	Urban Art
• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Urban Art
• Recognise that shadows are formed when the light form a light source is blocked by an opaque object.	Urban Art
• Find patterns in the way that the size of shadows change.	Urban Art

FORCES AND MAGNETS	
• Compare how things move on different surfaces.	Mechanoid Magnetism
• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	Mechanoid Magnetism
• Observe how magnets attract or repel each other and attract some materials and not others.	Mechanoid Magnetism
• 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.	Mechanoid Magnetism
• Describe magnets as having two poles.	Mechanoid Magnetism
• Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Mechanoid Magnetism
YEAR 4	
LIVING THINGS AND THEIR HABITATS	
• Recognise that living things can be grouped in a variety of ways.	Under the Sea
• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Under the Sea

• Recognise that environments can change and that this can sometimes pose dangers to living things.	Under the Sea
ANIMALS INCLUDING HUMANS	
• Describe the simple functions of the basic parts of the digestive system in humans.	Food, Glorious Food
• Identify the different types of teeth in humans and their simple functions.	Food, Glorious Food

• Construct and interpret a variety of food chains, identifying producers, predators and prey.	Food, Glorious Food
STATES OF MATTER	
• Compare and group materials together, according to whether they are solids, liquids or gases.	Food, Glorious Food
• 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.	Food, Glorious Food
• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Food, Glorious Food
SOUND	
• Identify how sounds are made, associating some of them with something vibrating.	Listen Up
• Recognise that vibrations from sounds travel through a medium to the ear.	Listen Up
• Find patterns between the pitch of a sound and features of the object that produced it.	Listen Up
• Find patterns between the volume of a sound and the strength of vibrations that produced it.	Listen Up
• Recognise that sounds get fainter as the distance from the sound source increases.	Listen Up
ELECTRICITY	
• Identify common appliances that run on electricity.	Listen up
• Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers.	Listen up

• 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.	Listen up
• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	Listen up
• Recognise some common conductors and insulators, and associate metals with being good conductors.	Listen up
YEAR 5	
ANIMALS INCLUDING HUMANS	
• Describe the changes as humans develop to old age.	Circle of Life
PROPERTIES AND CHANGES OF MATERIALS	
• 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	Wizarding world of Science
• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Wizarding world of Science
• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Wizarding world of Science
• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Wizarding world of Science
• demonstrate that dissolving, mixing and changes of state are reversible changes	Wizarding world of Science
• 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	Wizarding world of Science
EARTH AND SPACE	

• describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Guardians of the Galaxy
• describe the movement of the Moon relative to the Earth	Guardians of the Galaxy
• describe the Sun, Earth and Moon as approximately spherical bodies	Guardians of the Galaxy
• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Guardians of the Galaxy
FORCES	
• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Star Wars : the resistance
• identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Star Wars : the resistance
• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Star Wars : the resistance
YEAR 6	
LIVING THINGS AND THEIR HABITATS	
• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	Wolf Wilder
• give reasons for classifying plants and animals based on specific characteristics.	Wolf Wilder
ANIMALS INCLUDING HUMANS	
• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Pig Heart Boy
• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Pig Heart Boy
• describe the ways in which nutrients and water are transported within animals, including humans	Pig Heart Boy
EVOLUTION AND INHERITENCE	

• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Back to the Future
• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Back to the Future
• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Back to the Future
LIGHT	
• recognise that light appears to travel in straight lines	Back to the Future
• 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	Back to the Future
• 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	Back to the Future
• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Back to the Future
ELECTRICITY	
• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	Back to the Future
• 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	Back to the Future
• use recognised symbols when representing a simple circuit in a diagram.	Back to the Future

KS2	
DESIGN AND TECHNOLOGY	
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	Mayan Quest Mechanoid Magnetism Under the Sea Rampaging Romans Vicious Vikings Wolf Wilder Gallery Rebels War of the World Back to the Future Zeroes to Heroes Star Wars : the resistance
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Mayan Quest Mechanoid Magnetism Under the Sea Rampaging Romans Wild West

	Vicious Vikings Wolf Wilder Gallery Rebels War of the World Back to the Future Zeroes to Heroes Star Wars : the resistance
MAKE	
• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Mayan Quest Mechanoid Magnetism Under the Sea Rampaging Romans Wild West Wolf Wilder War of the World
• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Mayan Quest Mechanoid Magnetism Rampaging Romans

	Wild West Vicious Vikings Wolf Wilder War of the World Back to the Future Zeroes to Heroes Star Wars : the resistance
EVALUATE	
• investigate and analyse a range of existing products	Mayan Quest Mechanoid Magnetism Rampaging Romans Wild West Vicious Vikings Wolf Wilder Gallery Rebels War of the World Back to the Future Zeroes to Heroes Star Wars : the resistance

• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Mayan Quest Mechanoid Magnetism Under the Sea Rampaging Romans Wild West Vicious Vikings Wolf Wilder War of the World Back to the Future Zeroes to Heroes Star Wars : the resistance
• understand how key events and individuals in design and technology have helped shape the world	Rampaging Romans Wild West Vicious Vikings Wolf Wilder War of the World Back to the Future Zeroes to Heroes

	Star Wars : the resistance
TECHNICAL KNOWELDGE	
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Rampaging Romans Vicious Vikings Under the Sea War of the World Wolf Wilder Zeroes to Heroes
• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Wolf Wilder Back to the Future
• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	Listen Up Back to the Future
• apply their understanding of computing to program, monitor and control their products.	Back to the Future
COOKING AND NUTRITION	
• understand and apply the principles of a healthy and varied diet	Archaeology Rocks Food, Glorious Food Zeroes to Heroes
• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Archaeology Rocks Food, Glorious Food Zeroes to Heroes

• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Archaeology Rocks Food, Glorious Food Zeroes to Heroes

KS2	
GEOGRAPHY	
LOCATIONAL KNOWLEDGE	
• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Archaeology Rocks Mayan Quest Rampaging Romans Wolf Wilder Zeroes to Heroes Guardians of the Galaxy
• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	North for Navigation Archaeology Rocks Under the Sea Zeros to Heroes
• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	Mayan Quest Under the Sea

Prime/Greenwich Meridian and time zones (including day and night)	Guardians of the Galaxy
PLACE KNOWLEDGE	
• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Mayan Quest Rampaging Romans Zeros to Heroes
HUMAN AND PHYSICAL GEOGRAPHY	
• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Mayan Quest Rampaging Romans Wolf Wilder Zeros to Heroes
• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Mayan Quest Archaeology Rocks Rampaging Romans Under the Sea Wolf Wilder Zeros to Heros
GEOGRAPHICAL SKILLS AND FIELDWORK	
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Mayan Quest Rampaging Romans

	Vicious Vikings Rampaging Romans Wild West Zeroes to Heroes Guardians of the Galaxy
• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	North for Navigation Rampaging Romans Under the Sea Wolf Wilder Back to the Future
• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	North for Navigation Wolf Wilder

KS2	
MUSIC	Charanga music scheme and cross curricular links where appropriate
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Mayan Quest Under the Sea

	Listen up Rampaging Romans Guardians of the Galaxy
• improvise and compose music for a range of purposes using the inter-related dimensions of music	Mayan Quest Rampaging Romans Listen Up Guardians of the Galaxy
• listen with attention to detail and recall sounds with increasing aural memory	Mayan Quest Under the Sea Rampaging Romans Listen Up Guardians of the Galaxy
• use and understand staff and other musical notations	Mayan Quest Listen up Guardians of the Galaxy
• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Mayan Quest Rampaging Romans] Listen Up Guardians of the Galaxy
• develop an understanding of the history of music.	Mayan Quest

	Rampaging Romans Listen Up Guardians of the Galaxy

KS2	
COMPUTING	Stand alone computing lessons – cross curricular when appropriate
• 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.	

KS2	
HISTORY	
• changes in Britain from the Stone Age to the Iron Age	Archaeology Rocks
• the Roman Empire and its impact on Britain	Rampaging Romans
• Britain's settlement by Anglo-Saxons and Scots	Vicious Vikings
• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Vicious Vikings
• a local history study	War of the World
• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	War of the World
• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Zeroes to Heroes Back to the Future
• Ancient Greece – a study of Greek life and achievements and their influence on the western world	Zeroes to Heroes

• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Mayan Quest

ART AND DESIGN	
• to create sketch books to record their observations and use them to review and revisit ideas	Mayan Quest Archaeology Rocks Urban Art Mechanoid magnetism Under the Sea Wild West Vicious Vikings Gallery Rebels Honey, I shrunk the art The circle of life
• 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]	Mayan Quest Archaeology Rocks Urban Art Mechanoid magnetism

	Under the Sea Wild West Vicious Vikings Gallery Rebels Pig Heart Boy Honey, I shrunk the art The circle of life
• about great artists, architects and designers in history	Year 3 Henri Julien Rousseau French 1844-1910 (post impressionism) Remed French 1978- (street art/graffiti) Mark Langan Ohio 1970s - Cardboard relief Year 4 Hokusai Japanese 1760-1849 (painting/printing)

	George Seurat French 1859-1891 (impressionist/ pointillism) Year 5 Kris Trappeniers Belgium 1973- (stencil artist/drawing) Luiza vizoli 1990 – European (abstract/modern textured oil art) Frida Kahol 1907-1954 Mexican (portraits) Waweru Gichuhi 1989 - East African (Abstract multicoloured portraits) Year 6 Banksy British 1974 - (street art/stencilling) Pablo Picasso Spanish 1881 – 1973 painter, sculptor, printmaker, ceramicist and theatre designer

	Wassily Kandinsky Russia 1866 – 1944 Abstract art

R.E. Overview The Mill Academy

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Aut	All About Me/Ourselves, Harvest, Diwali, Christmas	Christianity Why are some times special Q 4	Christianity/Islam Why are these words special ? Q1	Christianity How can faith contribute to Community Cohesion?Q3	Judaism Why are some times special? Q4	Christianity How can faith contribute to Community Cohesion?Q3	Sikhism What can be learnt from the lives of significant people of faith? Q5
Aut	Harvest/Diwali/Christmas	Diwali Festival of Light/Christmas		Harvest/Christmas	Hannukah	Harvest/Christmas	Guru Nanaks Birthday
Spr	Chinese New Year , Easter	Christianity Why are some places special Q 2	Christianity/Islam - How can faith contribute to Community Cohesion?Q3	The way of the Buddha Why are these words special?Q1	Christianity What can be learnt from the lives of significant people of faith? Q5	Christianity Why are some times special? Q4	Christianity How do I and others feel about life and the universe around us? Q6
Spr	Chinese New Year/ Easter	Easter		Nirvana Day	Easter	Baisakhi- Harvest Festival	Easter
Sum	Other Countries and Cultures around the World	Hinduism What can be learnt from the lives of significant people of faith?Q5	Christianity How do I and others feel about life and the universe around us? Q6	The Way of the Buddha Why are some places special? Q2	Judaism How do I and others feel about life and the universe around us? Q6	Islam Why are some places special? Q2	Sihkism Why are some words special? Q1 Guru Granth Sahib
	Summer	Ratha Yatra- Festival of the Chariots		Vesak - Buddha Day	Tisha B'av	Pentecost and Ascension	

UTW

22-36m

Has a sense of own immediate family and relations

In pretend play, imitates actions and events from own family and cultural background

Learns that they have similarities and differences that connect them to and distinguish them from others

30-50m

Shows interest in the lives of people who are familiar to them

Recognises and describes special times of family events

Knows some of the things that make them unique and can talk about similarities and differences in relation to friends or family

40-60m

Enjoys family customs and routines

ELG

They know about similarities and differences between themselves and others and among families, communities and traditions