

The Mill Academy

Curriculum coverage

2023-2024



Early Years Foundation Stage Curriculum Coverage Check

| Early Learning Goal | Where it will be covered / experience |
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| <p>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.</p> | <p>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</p> |
| <p>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.</p> | <p>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</p> |
| <p>Physical Development-Gross motor: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate</p> | <p>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</p> |

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| <p>strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>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</p> |
| <p>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.</p> | <p>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</p> |
| <p>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</p> | <p>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</p> |
| <p>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..</p> | <p>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</p> |

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| | <p>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</p> |
| <p>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.</p> | <p>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</p> |
| <p>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</p> | <p>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</p> |
| <p>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; -</p> | <p>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,</p> |

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| <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> | <p>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</p> |
| <p>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.</p> | <p>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</p> |
| <p>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.</p> | <p>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,</p> |

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| | 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 |

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| <p>processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>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</p> |
| <p>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</p> | <p>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</p> |
| <p>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</p> | <p>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</p> |

KS1 Curriculum Coverage Check

| Year 1 and 2 Topics | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Paddington | The Great Fire of London | Africa | One Earth | Finding Neverland | |
| Year 2 | Superheroes | The Land Before Time | Protecting the Polar Regions | Exploring Castles | Local History Study Worsbrough Mill: From Field to Flour | The Secret Garden |

| YEAR 1 | Where covered? |
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| SCIENCE PLANTS: | |
| <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | One Earth |
| <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. | One Earth |
| SCIENCE ANIMALS INCLUDING HUMANS: | |
| <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | Africa |
| <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | Africa |
| SCIENCE EVERYDAY MATERIALS: | |
| <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. | Finding Neverland |
| <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. | Finding Neverland |
| <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. | Finding Neverland |
| <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple physical properties. | Finding Neverland |
| SCIENCE SEASONAL CHANGES: | |

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| <ul style="list-style-type: none"> Observe changes across the four seasons | Paddington |
| <ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. | Paddington |
| YEAR 2 | |
| SCIENCE LIVING THINGS AND THEIR HABITATS: | |
| <ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead, and things that have never been alive. | The Land Before Time |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats. | Protecting the Polar Regions The Secret Garden |
| <ul style="list-style-type: none"> 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 |
| SCIENCE PLANTS: | |
| <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. | The Secret Garden |
| <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | The Secret Garden |
| SCIENCE ANIMALS INCLUDING HUMANS: | |
| <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. | Protecting the Polar Regions |
| <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | Superheroes Protecting the Polar Regions |
| <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Superheroes |
| SCIENCE USES OF EVERYDAY MATERIALS | |

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| <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. | Exploring Castles |
| <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | Exploring Castles |

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| KS1 | |
| ART AND DESIGN | |
| <ul style="list-style-type: none"> To use a range of materials creatively to design and make products | <p><u>Year 1</u> Mixing colours London Skyline Painting</p> <p>Jade Fadojutimi British (1993-) Impressionist Painting and drawing Contemporary Art</p> <p>Kris trappeniers Belgium (1973-) Stencil artist/drawing Drawing and sculpture Urban Art Wire</p> <p><u>Year 2</u> Vincent Van Gogh French (1853-1890) Post impressionism</p> |

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| | <p>Recreating starry night Painting Romantic 1827-1900</p> <p>Castles Drawing techniques</p> <p>Yayoi Kusama Japanese (1929-) Sculpture Japanese contemporary Clay</p> |
| <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | <p><u>Year 1</u> Mixing colours London Skyline Painting</p> <p>Jade Fadojutimi British (1993-) Impressionist Painting and drawing Contemporary Art</p> <p>Kris trappeniers Belgium (1973-) Stencil artist/drawing Drawing and sculpture Urban Art</p> |

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| | <p>Wire</p> <p><u>Year 2</u> Vincent Van Gogh French (1853-1890) Post impressionism Recreating starry night Painting Romantic 1827-1900</p> <p>Castles Drawing techniques</p> <p>Yayoi Kusama Japanese (1929-) Sculpture Japanese contemporary Clay</p> |
| <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p><u>Year 1</u> Mixing colours London Skyline Painting</p> <p>Jade Fadojutimi British (1993-) Impressionist Painting and drawing Contemporary Art</p> |

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| | <p>Kris trappeniers Belgium (1973-) Stencil artist/drawing Drawing and sculpture Urban Art Wire</p> <p><u>Year 2</u> Vincent Van Gogh French (1853-1890) Post impressionism Recreating starry night Painting Romantic 1827-1900</p> <p>Castles Drawing techniques</p> <p>Yayoi Kusama Japanese (1929-) Sculpture Japanese contemporary Clay</p> |
| <ul style="list-style-type: none"> • 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. | <p>Jade Fadojutimi British (1993-) Impressionist Painting and drawing Contemporary Art</p> <p>Kris trappeniers</p> |

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| | <p>Belgium (1973-) Stencil artist/drawing Drawing and sculpture Urban Art Wire</p> <p>Year 2 Vincent Van Gogh French (1853-1890)</p> <p>Yayoi Kusama Japanese (1929-) Sculpture Japanese contemporary Clay</p> |
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| KS1 | |
| DESIGN AND TECHNOLOGY | |
| DESIGN | |
| <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. | <p>The Great Fire of London Superheroes Exploring castles Finding Neverland The Secret Garden</p> |
| <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. | <p>The Great Fire of London Finding Neverland Exploring Castles</p> |

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| | The Secret Garden |
| MAKE | |
| <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) | The Great Fire of London Exploring Castles Superheroes Finding Neverland The Secret Garden |
| <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. | The Great Fire of London Exploring Castles Superheroes Finding Neverland The Secret Garden |
| EVALUATE | |
| <ul style="list-style-type: none"> Explore and evaluate a range of existing products. | The Great Fire of London Superheroes |
| <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. | The Great Fire of London Superheroes Exploring Castles Finding Neverland The Secret Garden |
| TECHNICAL KNOWELDGE | |
| <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. | The Great Fire of London Exploring Castles |
| <ul style="list-style-type: none"> Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products. | Finding Neverland Superheroes |
| COOKING AND NUTRITION | |

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| <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes | Paddington Superheroes Local History Study – Worsbrough Mill: From Flour to Field |
| <ul style="list-style-type: none"> understand where food comes from. | Paddington Local History Study – Worsbrough Mill: From Flour to Field |

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| KS1 | |
| GEOGRAPHY | |
| LOCATIONAL KNOWLEDGE | |
| <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans | Africa Protecting the Polar Regions |
| <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Paddington |
| PLACE KNOWLEDGE | |
| <ul style="list-style-type: none"> 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. | Paddington Africa Protecting the Polar Regions |
| HUMAN AND PHYSICAL GEOGRAPHY | |
| <ul style="list-style-type: none"> 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. | Africa Protecting the Polar Regions |
| Use basic geographical vocabulary to refer to: | |
| <ul style="list-style-type: none"> Key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | Paddington Africa Protecting the Polar Regions |

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| <ul style="list-style-type: none"> Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop. | <p>Paddington Africa Protecting the Polar Regions</p> |
| GEOGRAPHICAL SKILLS AND FIELDWORK | |
| <ul style="list-style-type: none"> 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>Paddington Protecting the Polar Regions The Secret Garden</p> |
| <ul style="list-style-type: none"> 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>Protecting the Polar Regions The Secret Garden</p> |

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| KS1 | <p>The Mill Academy follow the Charanga Music Scheme. Teachers have ownership of whether they teach this as a stand alone subject or links with a cross curricular subject</p> <p>Year 2 have weekly Recorder tuition from Barnsley Music Service</p> |
| MUSIC | |
| <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | <p>Africa</p> |
| <ul style="list-style-type: none"> Play tuned and untuned instruments musically. | <p>The Great Fire of London Africa</p> |
| <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music. | <p>The Great Fire of London Africa</p> |
| <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using their inter related dimensions of music. | <p>The Great Fire of London Africa</p> |

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| KS1 | Teachers have ownership of whether they teach this subject as a stand alone subject or links with a cross curricular subject |
| COMPUTING | |
| <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. | One Earth |
| <ul style="list-style-type: none"> Create and debug simple programs | One Earth |
| <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs. | One Earth |
| <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Finding Neverland The Land Before Time |
| <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. | ESafety Superheroes RSHE |
| <ul style="list-style-type: none"> 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 | Stand alone subject. Taught twice weekly from our progression document |
| PHYSICAL EDUCATION | |
| <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. | Invasion Games Striking and Fielding Games Athletics |

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| <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. | <p>Invasion Games</p> <p>Striking and Fielding Games</p> |
| <ul style="list-style-type: none"> Perform dances using simple movement patterns. | <p>Dance</p> <p>Gymnastics</p> |

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| KS1 | |
| Y1 HISTORY | |
| CHRONOLOGICAL UNDERSTANDING | |
| <ul style="list-style-type: none"> Understand common words and phrases relating to the passing of time: now, then, new, old, a long time ago | Paddington |
| <ul style="list-style-type: none"> Sequence people, events or objects | Paddington |
| <ul style="list-style-type: none"> Identify a change within living memory and recall some key facts about the change. | Finding Neverland |
| <ul style="list-style-type: none"> Recall some key facts about a significant event in history. | The Great Fire of London Superheroes |
| HISTORICAL ENQUIRY | |
| <ul style="list-style-type: none"> Ask simple questions about a significant event in history. Use a given source (e.g. diary entry, artefacts) to find facts about the past. | The Great Fire of London |
| KNOWLEDGE AND UNDERSTANDING OF SIGNIFICANT ASPECTS OF HISTORY | |
| <p><i>Within KS1, pupils should be taught about:</i></p> <ul style="list-style-type: none"> <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>events beyond living memory that are significant nationally or globally.</i> | <p>Paddington</p> <p>The Great Fire of London</p> |

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| <ul style="list-style-type: none"> • <i>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.</i> • <i>significant historical events, people and places in their own locality.</i> | |
| <p>YEAR 2</p> | |
| <p>CHRONOLOGICAL UNDERSTANDING</p> | |
| <ul style="list-style-type: none"> • Understand common words and phrases relating to the passing of time: before, after, during, year, week, past, present, recent Sequence people, events or objects | <p>Exploring Castles</p> <p>Local History Study – Worsbrough Mill: From Flour to Field</p> |
| <p>HISTORICAL ENQUIRY</p> | |
| <ul style="list-style-type: none"> • 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. | <p>Superheroes</p> <p>Exploring Castles</p> <p>Local History Study – Worsbrough Mill: From Flour to Field</p> |
| <p>KNOWLEDGE AND UNDERSTANDING OF SIGNIFICANT ASPECTS OF HISTORY</p> | |
| <p><i>Within KS1, pupils should be taught about:</i></p> <ul style="list-style-type: none"> • <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> • <i>events beyond living memory that are significant nationally or globally.</i> • <i>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.</i> • <i>significant historical events, people and places in their own locality.</i> | <p>Superheroes – Rosa Parks</p> <p>The Land Before Time – Mary Anning</p> <p>Local History Study – Worsbrough Mill: From Flour to Field</p> |
| <ul style="list-style-type: none"> • Recall some key facts about significant individuals from the past. <p><i>Recall key facts about a significant historical event/person/place in their own locality.</i></p> | <p>Local History link – Worsbrough Mill – From Field to Flour</p> |

KS2 Curriculum Coverage Check

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| Year 3: | | | | | |
| Autumn 1 Archaeology Rocks | Autumn 2 North for Navigation | Spring 1 Mechanoid Magnetism | Spring 2 Maya Mission | Summer 1 Maya Mission | Summer 2 Urban Art |
| Year 4: | | | | | |
| Autumn 1 Rampaging Romans | Autumn 2 Sound and Music | Spring 1 Burps, Bottoms and Bile | Spring 2 Save our Planet | Summer Vicious Vikings | |
| Year 5: | | | | | |
| Autumn Astrologists and Biologists Unite | | Spring Crossing the Atlantic | | Summer Zeroes to Heroes | |
| Year 6: | | | | | |
| Autumn Back to the Future | | Spring 1 War of the World | Spring 2 Pig Heart Boy | Summer 1 Gallery Rebels | Summer 2 Wolf Wilder |

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| SCIENCE | Where covered? |
| YEAR 3 | |
| PLANTS | |
| <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. | Maya Mission |
| <ul style="list-style-type: none"> 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. | Maya Mission |
| <ul style="list-style-type: none"> Investigate the way in which water is transported within plants. | Maya Mission |
| <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Maya Mission |

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| ANIMALS INCLUDING HUMANS | |
| <ul style="list-style-type: none"> 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. | Maya Mission Archaeology Rocks |
| <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | North for Navigation |
| ROCKS | |
| <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. | Archaeology Rocks |
| <ul style="list-style-type: none"> Describe in simple terms how fossils are formed when things that have lived are trapped within rock. | Archaeology Rocks |
| <ul style="list-style-type: none"> Recognise that soils are made from rocks and organic matter. | Archaeology Rocks |
| LIGHT | |
| <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. | Urban Art |
| <ul style="list-style-type: none"> Notice that light is reflected from surfaces. | Urban Art |
| <ul style="list-style-type: none"> Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. | Urban Art |
| <ul style="list-style-type: none"> Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Urban Art |
| <ul style="list-style-type: none"> Find patterns in the way that the size of shadows change. | Urban Art |
| FORCES AND MAGNETS | |
| <ul style="list-style-type: none"> Compare how things move on different surfaces. | North for Navigation |
| <ul style="list-style-type: none"> Notice that some forces need contact between two objects, but magnetic forces can act at a distance. | Mechanoid Magnetism |
| <ul style="list-style-type: none"> Observe how magnets attract or repel each other and attract some materials and not others. | Mechanoid Magnetism |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> Describe magnets as having two poles. | Mechanoid Magnetism |

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| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. | Save our Planet |
| <ul style="list-style-type: none"> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | Save our Planet |
| <ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. | Save our Planet |
| ANIMALS INCLUDING HUMANS | |
| <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. | Burps, Bottoms and Bile |
| <ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions. | Burps, Bottoms and Bile |
| <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. | Save our Planet |
| STATES OF MATTER | |
| <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. | Rampaging Romans |
| <ul style="list-style-type: none"> 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. | Rampaging Romans |
| <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Save our Planet |
| SOUND | |

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| <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. | Sound and Music |
| <ul style="list-style-type: none"> Recognise that vibrations from sounds travel through a medium to the ear. | Sound and Music |
| <ul style="list-style-type: none"> Find patterns between the pitch of a sound and features of the object that produced it. | Sound and Music |
| <ul style="list-style-type: none"> Find patterns between the volume of a sound and the strength of vibrations that produced it. | Sound and Music |
| <ul style="list-style-type: none"> Recognise that sounds get fainter as the distance from the sound source increases. | Sound and Music |
| ELECTRICITY | |
| <ul style="list-style-type: none"> Identify common appliances that run on electricity. | Vicious Vikings |
| <ul style="list-style-type: none"> Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers. | Vicious Vikings |
| <ul style="list-style-type: none"> 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. | Vicious Vikings |
| <ul style="list-style-type: none"> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | Vicious Vikings |
| <ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors. | Vicious Vikings |
| YEAR 5 | |
| ANIMALS INCLUDING HUMANS | |
| <ul style="list-style-type: none"> Describe the changes as humans develop to old age. | Astrologists and Biologists Unite |
| PROPERTIES AND CHANGES OF MATERIALS | |

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| <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 | Crossing the Atlantic |
| <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | Crossing the Atlantic |
| <ul style="list-style-type: none"> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | Crossing the Atlantic |
| <ul style="list-style-type: none"> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic | Crossing the Atlantic |
| <ul style="list-style-type: none"> demonstrate that dissolving, mixing and changes of state are reversible changes | Crossing the Atlantic |
| <ul style="list-style-type: none"> 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 | Crossing the Atlantic |
| EARTH AND SPACE | |
| <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system | Astrologists and Biologists Unite |
| <ul style="list-style-type: none"> describe the movement of the Moon relative to the Earth | Astrologists and Biologists Unite |
| <ul style="list-style-type: none"> describe the Sun, Earth and Moon as approximately spherical bodies | Astrologists and Biologists Unite |
| <ul style="list-style-type: none"> use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | Astrologists and Biologists Unite |
| FORCES | |
| <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 | Zeroes to Heroes |
| <ul style="list-style-type: none"> identify the effects of air resistance, water resistance and friction, that act between moving surfaces | Zeroes to Heroes |
| <ul style="list-style-type: none"> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Zeroes to Heroes |
| YEAR 6 | |
| LIVING THINGS AND THEIR HABITATS | |

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| <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 microorganisms, plants and animals | Wolf Wilder |
| <ul style="list-style-type: none"> give reasons for classifying plants and animals based on specific characteristics. | Wolf Wilder |
| ANIMALS INCLUDING HUMANS | |
| <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 | Pig Heart Boy |
| <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function | Pig Heart Boy |
| <ul style="list-style-type: none"> describe the ways in which nutrients and water are transported within animals, including humans | Pig Heart Boy |
| EVOLUTION AND INHERITENCE | |
| <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 | Back to the Future |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> recognise that light appears to travel in straight lines | Gallery Rebels |
| <ul style="list-style-type: none"> 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 | Gallery Rebels |
| <ul style="list-style-type: none"> 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 | Gallery Rebels |
| <ul style="list-style-type: none"> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | Gallery Rebels |
| ELECTRICITY | |
| <ul style="list-style-type: none"> 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 |

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| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram. | Back to the Future |
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| KS2 | |
| DESIGN AND TECHNOLOGY | |
| DESIGN | |
| <ul style="list-style-type: none"> 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 | Mechanoid Magnetism Maya Mission Astrologists Biologists and unite Sound and Music Save our Planet Back to the Future War of the World |
| <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | Mechanoid Magnetism Maya Mission Archaeology Rocks Astrologists Biologists and unite Sound and Music |

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| | <p>Save our Planet</p> <p>Back to the Future</p> <p>War of the World</p> |
| MAKE | |
| <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | <p>Mechanoid Magnetism</p> <p>Maya Mission</p> <p>Astrologists Biologists and unite</p> <p>Sound and Music</p> <p>Save our Planet</p> <p>War of the World</p> |
| <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | <p>Mechanoid Magnetism</p> <p>Maya Mission</p> <p>Astrologists Biologists and unite</p> <p>Sound and Music</p> <p>Save our Planet</p> <p>War of the World</p> |
| EVALUATE | |
| <ul style="list-style-type: none"> investigate and analyse a range of existing products | <p>Mechanoid Magnetism</p> <p>Maya Mission</p> <p>Astrologists Biologists and unite</p> |

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| | <p>Sound and Music</p> <p>Save our Planet</p> |
| <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <p>Mechanoid Magnetism</p> <p>Maya Mission</p> <p>Astrologists Biologists and unite</p> <p>Sound and Music</p> <p>Save our Planet</p> <p>War of the World</p> |
| <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world | <p>Mechanoid Magnetism</p> <p>Maya Mission</p> <p>Astrologists Biologists and unite</p> <p>Sound and Music</p> <p>Save our Planet</p> <p>War of the World</p> |
| <p>TECHNICAL KNOWELDGE</p> | |
| <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures | <p>Mechanoid Magnetism</p> <p>Maya Mission</p> |

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| | <p>Astrologists Biologists and unite</p> <p>Archaeology Rocks</p> |
| <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | <p>Maya Mission</p> <p>Astrologists Biologists and unite</p> <p>Archaeology Rocks</p> |
| <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | <p>Back to the Future</p> <p>War of the World</p> <p>Astrologists Biologists and unite</p> |
| <ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. | <p>Back to the Future</p> <p>Astrologists Biologists and unite</p> |
| COOKING AND NUTRITION | |
| <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet | <p>Rampaging Romans</p> |

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| | <p>Burps, Bottoms and Bile Zeroes to Heroes Archaeology Rocks</p> |
| <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | <p>Rampaging Romans Burps, Bottoms and Bile Zeroes to Heroes Archaeology Rocks</p> |
| <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <p>Rampaging Romans Burps, Bottoms and Bile Zeroes to Heroes Archaeology Rocks</p> |

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| KS2 | |
| GEOGRAPHY | |
| LOCATIONAL KNOWLEDGE | |
| <ul style="list-style-type: none"> 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 | <p>Wolf Wilder Crossing the Atlantic Zeroes to Heroes Rampaging Romans</p> |

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| | <p>Vicious Vikings</p> <p>Maya Mission</p> |
| <ul style="list-style-type: none"> 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 | <p>Wolf Wilder</p> <p>Crossing the Atlantic</p> <p>Rampaging Romans</p> <p>Maya Mission</p> |
| <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <p>Wolf Wilder</p> <p>Crossing the Atlantic</p> <p>Save our Planet</p> <p>Maya Mission</p> |
| PLACE KNOWLEDGE | |
| <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | <p>Crossing the Atlantic</p> <p>North for Navigation</p> |
| HUMAN AND PHYSICAL GEOGRAPHY | |
| <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | <p>Wolf Wilder</p> <p>Zeroes to Heroes</p> <p>Rampaging Romans</p> <p>Maya Mission</p> |

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| <ul style="list-style-type: none"> 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 | <p>Wolf Wilder</p> <p>Zeroes to Heroes</p> <p>Save our Planet</p> |
| <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> | |
| <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>Back to the Future</p> <p>War of the World</p> <p>Crossing the Atlantic</p> <p>Zeroes to Heroes</p> <p>Rampaging Romans</p> <p>Save our Planet</p> <p>Vicious Vikings</p> <p>Maya Mission</p> |
| <ul style="list-style-type: none"> 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 | <p>Wolf Wilder</p> <p>Zeroes to Heroes</p> <p>Save our Planet</p> <p>North for Navigation</p> |
| <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | <p>Wolf Wilder</p> <p>Crossing the Atlantic</p> <p>Save our Planet</p> |

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| KS2 | |
| MUSIC | Charanga English Model Music Scheme weekly and cross curricular links where appropriate Year 5 access weekly Brass tuition from Barnsley Music Service |
| <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 | |
| <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music | |
| <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory | |
| <ul style="list-style-type: none"> • use and understand staff and other musical notations | |
| <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | War of the World |
| <ul style="list-style-type: none"> • develop an understanding of the history of music. | |

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| KS2 | Teachers have ownership of whether they teach this subject as a stand alone subject or links with a cross curricular subject. Taught weekly as part of a carousel |
| COMPUTING | |
| <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 | <p>Back to the Future</p> <p>Astrologists and Biologists unite</p> |
| <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output | <p>Back to the Future</p> <p>Astrologists and Biologists unite</p> |
| <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | <p>Back to the Future</p> <p>Astrologists and Biologists unite</p> |
| <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 | <p>E-Safety</p> <p>RSHE</p> |
| <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | <p>E-Safety</p> <p>RSHE</p> |
| <ul style="list-style-type: none"> 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>E-Safety</p> <p>RSHE</p> <p>Gallery Rebels</p> |
| <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | <p>E-Safety</p> <p>RSHE</p> |

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| KS2 | |
| HISTORY | |
| <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age | Archaeology Rocks |
| <ul style="list-style-type: none"> the Roman Empire and its impact on Britain | Rampaging Romans |
| <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots | Vicious Vikings |
| <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Vicious Vikings |
| <ul style="list-style-type: none"> a local history study | Crossing the Atlantic – Coal Mining |
| <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | War of the World Crossing the Atlantic |
| <ul style="list-style-type: none"> 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 | Back to the Future |
| <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world | Zeroes to Heroes |
| <ul style="list-style-type: none"> 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. | Maya Mission |
| ART AND DESIGN | |
| <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas | Year 3 Michael Tompsett British (1992-) Watercolour city skylines and abstract watercolours Painting |

Abstract 1992

Mayan masks

Drawing

Mark Langan

Ohio (1970s-)

Sculpture Cardboard relief

Sculpture

Contemporary (1970)

Year 4

Sketching dragon heads

Drawing

Hokusai

Japanese (1760-1849)

Painting/printing

Ukiyo-e (1760-1849)

Mike Leavitt

America (1977-)

Cardboard sculpture

Pop art 1977

Year 5

Luiza Vizoli

European (1990 –)

(abstract/modern textured oil art)

Painting

contemporary expressionism

| | |
|--|---|
| | <p>Oscar Claude Monet French (1840-1926) Impressionist Drawing Sketching and Oil Pastels Impressionism</p> <p>Greek temples/ mythical creatures Sculpture Cardboard relief/ clay</p> <p>Year 6 Odilon Redon French (1840-1916) Symbolist Drawing Symbolism</p> <p>Banksy British (1974-) Street art/stencilling Painting/drawing Street artist</p> <p>Lord Snowden British (1930-2017) Photography</p> |
|--|---|

- 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]

Year 3
Michael Tompsett
British (1992-)
Watercolour city skylines and abstract watercolours
Painting
Abstract 1992

Mayan masks
Drawing

Mark Langan
Ohio (1970s-)
Sculpture Cardboard relief
Sculpture
Contemporary (1970)

Year 4
Sketching dragon heads
Drawing

Hokusai
Japanese (1760-1849)
Painting/printing
Ukiyo-e (1760-1849)

Mike Leavitt
America (1977-)
Cardboard sculpture
Pop art 1977

Year 5

Luiza Vizoli

European (1990 –)

(abstract/modern textured oil art)

Painting

contemporary expressionism

Oscar Claude Monet

French (1840-1926)

Impressionist

Drawing

Sketching and Oil Pastels

Impressionism

Greek temples/ mythical creatures

Sculpture

Cardboard relief/ clay

Year 6

Odilon Redon

French (1840-1916)

Symbolist

Drawing

Symbolism

Banksy

British (1974-)

Street art/stencilling

Painting/drawing

Street artist

Lord Snowden

| | |
|--|---|
| | <p>British (1930-2017) Photography</p> |
| <ul style="list-style-type: none"> about great artists, architects and designers in history | <p>Michael Tompsett British (1992-) Watercolour city skylines and abstract watercolours Painting Abstract 1992</p> <p>Mark Langan Ohio (1970s-) Sculpture Cardboard relief Contemporary (1970)</p> <p>Hokusai Japanese (1760-1849) Painting/printing Ukiyo-e (1760-1849)</p> <p>Mike Leavitt America (1977-) Cardboard sculpture Pop art 1977</p> <p>Luiza Vizoli European (1990 –) (abstract/modern textured oil art) Painting contemporary expressionism</p> |

| | |
|--|---|
| | <p>Oscar Claude Monet French (1840-1926) Impressionist</p> <p>Odilon Redon French (1840-1916) Symbolist Drawing Symbolism</p> <p>Banksy British (1974-) Street art/stencilling Painting/drawing Street artist</p> |
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