	NATIONAL CURRICULUM SUBJECT KNOWLEDGE COVERAGE: Teachers should refer to the full NC document for details of objectives.					
	Y1	Y2	Y3	Y4	Y5	Y6
MATHS	NUMBER: **Place Value** – Numbers to 100. **Addition/ Subtraction** – to 20 **Multiplication/ Division –** concrete objects. **Fractions** – half, quarter. **Measurement –** compare using non standard units; language of measure (including time); currency; days/ months; tell the time – hour/ half past (analogue).**Geometry** – common 2D/ 3D shapes; position/ direction/ movement.	NUMBER: **Place Value** – value of digits in 2 digit numbers to 100. **Addition/ Subtraction** – to 100; inverse. **Multiplication/ Division –** x2 x5 x10; multiply/ divide within xtables. **Fractions** – 1/3, ¼, 2/4, ¾; equivalence 2/4 = ½ ; ½ of a number. **Measurement –**standard units (m/ cm/ kg/ g/ ˚C / l/ ml/ £; combine coins; minutes in hour/ hours in day; tell the time – 5 minutes/ quarter past/to (analogue) **Geometry –** properties of 2D and 3D shapes; patterns; rotation/ quarter/ half/ three-quarters turn (clockwise/ anticlockwise). **Statistics:** pictograms/ tally charts/ block diagrams/ simple tables; interrogate data.	NUMBER: Place Value – Value of digits in 3 digit numbers to 1000. **Addition/ Subtraction** – 3 digit numbers; column addition. **Multiplication/ Division –** x3 x4 x8**;** multiply 2 digit by 1 digit; scaling. **Fractions** – unit fractions; tenths; equivalence – small denominators; add/ subtract fractions with same denominator; compare and order unit fractions. **Measurement –standard units** (m/ cm/ mm/ kg/ g/ l ml); perimeter; 24-hour clocks; time to the nearest minute; seconds in a minute/ days in months/ years. **Geometry** – draw and make 2D/ 3D shapes; angles; right angles; horizontal/ vertical/ parallel/ perpendicular. **Statistics:** bar charts/ pictograms/ tables; 1 and 2 step questions.	NUMBER: Place Value – Value of digits in 4 digit numbers; rounding; Roman numerals. **Addition/ Subtraction** – 4 digit numbers; column addition and subtraction. **Multiplication/ Division –** all xtables; factor pairs; formal method 2/3 digit x 1 digit. **Fractions** – equivalence – families; hundredths; decimal equivalents of tenths/ hundredths; divide by 10/ 100; round decimals. **Measurement** – convert (km- m; hr – min); perimeter rectilinear shapes; area by counting squares; convert analogue – digital. **Geometry –** quadrilaterals; compare and classify; angles - acute/ obtuse; order; lines of symmetry; positions on 2D grid (1st quadrant); translation; complete a polygon. **Statistics:** discrete and continuous data; comparison/ sum and difference; bar charts/ time graphs.	NUMBER: Place Value – Value of digits in 7 digit numbers to 1,000,000; negative numbers. **Addition/ Subtraction** – >4 digits. **Multiplication/ Division –** multiples and factors; prime/ composite numbers; formal long multiplication – 4 digit x 2 2 digit. Formal short division – 4 digit by 1 digit; x10, 100, 1000; square/ cube numbers; scaling by fractions; rates. **Fractions** – compare and order; convert mixed numbers- improper fractions; multiply fractions and mixed numbers by whole numbers; convert decimals to fractions; recognise %. **Measurement –**convert (cm-m/ cm -mm/ g – kg/ l-ml); convert metric- imperial; area - cm^2, m^2**;** estimate volume. **Geometry –** 3D; angles - measure and draw/at a point/ on a line; regular/ irregular polygons. Reflection and translation on a grid. **Statistics:** line graphs – comparison/ sum and difference; timetables.	NUMBER: Place Value – Value of digits in 8 digit numbers to 10,000,000. **Multiplication/ Division –** Formal long/ short division – 4 digit by 2 digit. **Fractions** – simplify; convert to equivalent fractions; compare and order including >1; multiply fractions; divide by whole numbers; convert fractions to decimals; x ÷ 10/ 100/ 1000; multiply decimal numbers by whole numbers; convert between fractions/ decimals/ percentages. **Measurement** – convert units (up to 3dp); compare areas/ perimeters; formulae for area/ volume; area parallelograms/ triangles**;** volume of cubes/ cuboids - cm^3 **Geometry –** draw 2D accurately; nest of 3D; find unknown angles; parts of circle; vertically opposite angles; full coordinate grid; reflect and translate on full grid. **Statistics:** interpret and construct pie charts/ line graphs; mean as average. Ratio: calculate %; scale factors; relative sizes. **Algebra**: simple formulae; missing number problems; possible combinations.
ENGLISH **APPENDIX 2** **(Vocabulary Grammar and Punctuation)**	WORD: Regular plural noun suffixes; suffixes added to verbs; using prefix un- SENTENCE: Combining words to make sentences; joining clauses using and. TEXT: sequencing sentences to form short narratives. PUNCTUATION: Separation of words with spaces;	WORD: Formation of nouns and adjectives using suffixes; Turning adjectives into adverbs using -ly; Using -er -est for adjectives. SENTENCE: Subordination (when, if, that, because); coordination (or, and, but); expanded noun phrases; statement/ question/ exclamation/ command.	WORD: Formation of nouns using a range of prefixes; Use of a/ an; Word families based on common words, showing how words are related in form and meaning. SENTENCE: Expressing time, place and cause using conjunctions, adverbs, or prepositions. TEXT: Paragraphs as a way to	WORD: Plural and possessive –s; Standard English forms. SENTENCE: Expanded Noun phrases; Fronted adverbials. TEXT: Paragraphs to organise ideas around a theme; Appropriate choice of pronoun or noun. PUNCTUATION: Inverted commas/ other punctuation; Apostrophes to mark plural possession; Use of	WORD: Nouns or adjectives into verbs; Verb prefixes. SENTENCE: Relative clauses; Possibility using adverbs/ modal verbs. TEXT: Devices for cohesion within paragraphs; Adverbials to linking ideas in paragraphs PUNCTUATION: Parenthesis - brackets, dashes, commas; Use of commas to clarify meaning or	WORD: Vocabulary and structure of informal/ formal speech/ writing; Synonyms and antonyms. SENTENCE: Use of the passive; structures typical of formal / informal; question tags; subjunctive; TEXT: Linking ideas across paragraphs using a wider range of cohesive devices. Ellipsis; Layout devices to structure text. PUNCTUATION:

	introduction to capital letters/ full stops/ question marks/ exclamation marks. *letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.*	TEXT: Consistent use of present/ past tense; present and past progressive. PUNCTUATION: Capital letters/ full stops/ question marks/ exclamation marks; commas in a list; apostrophes for omission and singular possession. *noun, noun phrase, statement, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past/ present) apostrophe, comma.*	group related material; Headings and sub-headings to aid presentation; Present perfect form of verbs. PUNCTUATION: Inverted commas to punctuate direct speech. *Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').*	commas after fronted adverbials. *determiner, pronoun, possessive pronoun, adverbial.*	avoid ambiguity. *Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.*	Semi-colon, colon and dash to mark independent clauses. Colon to introduce a list. Semi-colons within lists. Punctuation of bullet points in lists. Hyphens to avoid ambiguity. *Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.*
SCIENCE	**Plants** – common plants including deciduous/ evergreen trees; basic structure of flowering plants. **Animals, incl. humans** – common animals – fish, amphibians, reptiles, birds, mammals; omnivores/ carnivores; structure; human senses. **Materials** – identify common materials; physical properties. **Seasonal Changes** – plants; seasonal weather; day length.	**Plants –** basic requirements for growth. **Animals, incl. humans** – concept of reproduction; basic survival needs; importance of human exercise, diet, hygiene. **Living things and their habitats** – compare living/ dead/ never been alive; variations in habitats including microhabitats; interdependence of animals/ plants; simple food chains. **Materials** suitability of everyday materials; changing by squashing/ bending/ twisting/ stretching.	**Plants** – parts of flowering plants; requirements for growth; water transport; reproduction. **Animals, incl. humans** – nutrition; skeletal system. **Rocks** – compare and group; fossil formation; soils. **Light** – light and seeing; reflection; shadow formation. **Forces and magnets** – how things move; magnetic attraction/ repulsion; compare and group materials; two poles of a magnet.	**Living Things and their Habitats** – grouping; classification keys; local/ wider environment. **Animals, including humans** digestive system; teeth; food chains – producers, predators, prey. **States of Matter** – comparing and grouping (Solids. Liquids. Gases); heating/ cooling; water cycle (evaporation/ condensation). **Sound** – formation through vibrations; pitch; volume; distance. **Electricity –** identify electrical appliances; simple series circuits (cells, wires, bulbs, switches, buzzers); switches; conductors/ insulators.	**Living things and their habitats** – Life cycles (mammal, amphibian, reptile, insect, bird); reproduction (some plants/ animals). **Animals including humans**: Changes as humans age. **Materials** – compare and group materials; solubility; dissolving; separating mixtures (filtering, sieving, evaporating); uses of materials; irreversible/ reversible changes. **Earth and Space** – day/ night; movement of Sun, Earth, Moon. **Forces –** gravity; air/ water resistance; friction; mechanisms – levers, pulleys, gears.	**Living things and their habitats** - Grouping and classifying organisms (including microorganisms). **Animals including Humans**: Circulatory system; impact of diet/ exercise/ drugs; transport of nutrients/ water. **Evolution and inheritance** – fossil record; variation; adaptive evolution. **Light** – travels in straight lines; science of sight; reflection and shadows. **Electricity** – brightness of bulbs/ volume of buzzer; functions of components in circuits; symbols in circuit diagrams.

NATIONAL CURRICULUM FOUNDATION SUBJECTS + RE

	Y1/2 Cycle 1	Y1/2 Cycle 2	Y3/4 Cycle 1	Y3/4 Cycle 2	Y5/6 Cycle 1	Y5/6 Cycle 2
ART and DESIGN	Create sketch books. Learn about artists and **designers**. Colour, pattern, texture, line, shape, form, space. **Techniques:** Drawing Painting Sculpture	Create sketch books. Learn about artists and **craft makers**. Colour, pattern, texture, line, shape, form, space. **Techniques:** Drawing Painting Craftwork	Create sketch books. Learn about artists and **designers**. 7 elements: line, shape, form, space, texture, value, colour. **Techniques:** Drawing Sculpture	Create sketch books. Learn about artists and **architects**. 7 elements: line, shape, form, space, texture, value, colour. **Techniques:** Drawing, Painting Craft	Create sketch books. Learn about artists and **designers**. 7 elements: line, shape, form, space, texture, value, colour. **Techniques**: Drawing Sculpture	Create sketch books. Learn about artists and **architects**. 7 elements: line, shape, form, space, texture, value, colour. **Techniques**: Drawing, Painting Craft
DESIGN TECHNOLOGY	Design, Make, Evaluate appealing products. **Cooking and Nutrition** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Design, Make, Evaluate appealing products. **Technical** Build structures, exploring how they can be made stronger, stiffer and more stable. Mechanisms [levers, sliders, wheels and axles].	Iterative process; Design Make Evaluate **Technical** – structures. Communicate design using **annotated sketches**.	Iterative process; Design Make Evaluate **Technical** – Electrical systems (series circuits, switches, bulbs, buzzers). Communicate design using **cross sectional and exploded diagrams**. **Cooking and nutrition**	Iterative process; Design Make Evaluate **Technical** – mechanical systems (gears, pulleys, cams, levers, linkages). Communicate design using **prototypes**.	Iterative process; Design Make Evaluate **Technical** – program, monitor and control products. Communicate design using **computer aided design**. **Cooking and Nutrition**
GEOGRAPHY	**Locational Knowledge** Countries, capital cities and seas of the UK. **Place Knowledge** Small area of the UK, and small area in a contrasting non-European country. *Beach, cliff, coast, forest, hill, sea, city, town, village, factory, farm, house, office, shop, harbour, port.* **Fieldwork:** school	**Locational Knowledge** Name and locate the seven continents and five oceans. **Human and Physical** Seasonal and daily weather patterns in UK; hot/ cold regions of Earth. *Mountain, ocean, soil, valley, vegetation, season, weather.* **Fieldwork:** surrounding environment.	**Locational Knowledge** UK - counties and cities, geographical regions **Physical Geography** Mountains, volcanoes, earthquakes and the water cycle. **Human Geography** Types of settlement, economic activity, natural resources.	**Locational Knowledge** Europe (including Russia) Global - Position and significance of latitude, longitude, Equator, Tropics of Cancer and Capricorn, Hemispheres. **Place Knowledge** Study of a region in Europe – human and physical geography.	**Locational Knowledge** North and South America - environmental regions, physical and human characteristics, countries and major cities. **Physical Geography** Global - climate zones, biomes, vegetation belts, rivers. **Place Knowledge** Study of a region within North or South America – human and physical geography.	**Locational knowledge** UK – key topographical features (hills, mountain, coasts, rivers) + changes over time. Global - including latitude/ longitude … Prime/ Greenwich Meridian and time zones. **Place Knowledge** Study of a region in UK – human and physical geography.
HISTORY	**Changes within living memory**. Begin to consider aspects of change in national life. **Significant individuals**	**Events beyond living memory** that are significant nationally or globally. **Local Study** - Significant	**Britain** – Stone Age to Iron Age. **Britain** – Roman Empire and its impact.	**Britain** –Anglo Saxons and Scots. **Earliest Civilisations** – Ancient Sumer or The Indus Valley or Ancient Egypt or	**Britain** - Viking and Anglo-Saxon England up to 1066. **Britain**-An aspect/ theme of	**Europe**-Ancient Greece. **Non-European Society** - Islamic or Mayan or Benin

	who have contributed nationally/ internationally.	historical events, people and places in locality.		The Shang Dynasty of China.	British History.	**Local History Study**
	Y1	Y2	Y3	Y4	Y5	Y6
FOREIGN LANGUAGE			**French** Unit 1 'Moi' (All about me) Greetings/name and age/numbers 1 – 10 Unit 2 'Jeux et Chansons' (Games&Songs) Numbers 11-20/ instructions/preferences Unit 3 'On a fait la fete' (celebrations) Months/birthdays/actions Unit 4 'Portraits' Parts of the body /descriptions/colours Unit 5 'Les Quatres Amis' (The four friends) Describing animals Unit 6 'Ca pousse' (Growing things) Vegetables/ likes & dislikes	**French** Unit 7 'On y va' (All aboard) Days of the week /weather /transport Unit 8 'L'argent de poche' (Pocket money) Numbers 21-39/likes & dislikes Unit 9 'Raconte-moi une histoire' Instructions/multiples of 10 Unit 10 'Vive le sport' (our sporting lives) Sports/healthy living/revise days Unit 11 'Le carnival des animaux' Describing animals/time on the hour Unit 12 'Quel temps fait-il? Weather/date/clothing/nos to 40	**French** Unit 13: Bon appetit, bonne santé (healthy eating) Food & drink Unit 14: Je suis le musician (I am the music man) Instruments/opinions Unit 15: En route pour l'ecole (On the way to school) Directions/alphabet/ local area Unit 16: Scene de plage: (Beach scene) Revise colours/describe a scene Unit 17: Les quatres saisons (The four seasons) Seasons/revise weather/ revise months Unit 18: Les planets (the planets) Names of planets/ positions	**French** Unit 19: Notre Ecole (Our School) Unit 20: Notre monde (Our world) Unit 21: Monter un café (creating a café) Unit 22: La passe et le present (Then and now) Unit 23: Au parc d'attractions (at the theme park) Unit 24: Quoi de neuf (What's in the news).
MUSIC	Play tuned/ untuned instruments; experiment with/ create/ select and combine sounds. Annual musical production. Use their voices expressively and creatively by singing songs and speaking chants and	Annual Musical Production; Play musical instruments; Use musical notation; appreciate live/ recorded music; Understand history of music.				

	rhymes. Listen to a range of high-quality live and recorded music.					
PE	GAMES: running, jumping, throwing, catching, attacking and defending. GYMNASTICS: balance, agility and co-ordination. DANCE - simple movement patterns.		Swimming GAMES GYMNASTICS DANCE ATHLETICS	Swimming GAMES GYMNASTICS DANCE ATHLETICS	Swimming (children not yet at KS2 standard) GAMES GYMNASTICS DANCE ATHLETICS	Swimming (children not yet at KS2 standard); Outdoor and Adventurous. GAMES GYMNASTICS DANCE ATHLETICS
RE	Christianity + religions from class. Creation Story – Does God want Christians to look after the world? Christmas – What gifts might Christians in my town have given Jesus if he has been born here rather than in Bethlehem? Jesus as a friend - Was it always easy for Jesus to show friendship? Easter – Palm Sunday Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? Shabbat – Is Shabbat important to Jewish children? Rosh Hashanah and Yom Kippur – Are Rosh Hashanah and Yom Kippur important to Jewish children?	Christianity, Judaism, Islam. What did Jesus teach? – Is it possible to be kind to everyone all of the time? Christmas – Jesus as a gift from God. Why do Christians believe God gave Jesus to the world? Passover – How important is it for Jewish people to do what God asks them to do? Easter – resurrection. How important is it to Christians that Jesus came back to life after His crucifixion? The Covenant – How special is the relationship Jews have with God? Rites of passage and good works. – What is the best way for a Jew to show commitment to God?	<u>Sikhism</u> <u>Theme</u> – The Amrit Ceremony and the Khalsa Does joining the Khalsa make a person a better Sikh <u>Theme</u> – Sharing and community Do Sikhs think it is important to share? <u>Hinduism</u> <u>Theme</u> – Divali Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <u>Theme</u> – Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu. <u>Christianity</u> <u>Theme</u> – Christmas Has Christmas lost its true meaning? <u>Theme</u> – Easter – Forgiveness What is 'good' about Good Friday?	<u>Christianity</u> <u>Theme</u> – Christmas What is the most significant part of the nativity story for Christians today? <u>Theme</u> – Easter Is forgiveness always possible for Christians? <u>Judaism</u> <u>Theme</u> – Beliefs and Practices How special is the relationship Jews have with God? <u>Theme</u> – Passover How important is it for Jewish people to do what God asks them to do? <u>Buddhism</u> <u>Theme</u> – Buddha's Teachings Is it possible for everyone to be happy? <u>Theme</u> – The 8-fold path Can the Buddha's teachings make the world a better place?	<u>Christianity</u> Christmas: Is the Christmas story true? Easter: How significant is it for Christians to believe God intended Jesus to die? Beliefs and Practices: What is the best way for a Christian to show commitment to God? <u>Hinduism</u> Prayer and Worship: What is the best way for a Hindu to show commitment to God? Hindu Beliefs: How can Brahman be everywhere and in everything? <u>Sikhism</u> Prayer and Worship: What is the best way for a Sikh to show commitment to God? Belief into action: How far would a Sikh go for his/her religion?	Christianity, Islam, Humanism.
COMPUTING	Create and debug simple programs (beebot/ J2E/ Tizzy's) Understand algorithms.	Create and debug simple programs (SCRATCH). Use logical reasoning to predict the behaviour of	Understand computer networks including the internet. Design, write and debug programs.	Use logical reasoning to explain how some simple algorithms work. Select, use and combine a range of software on a range of devices.	Design, write and debug programs. Use sequence, selection and repetition in programs, work with variables and various forms of input and	Use logical reasoning to explain how some simple algorithms work. Select, use and combine a range of software on a range of

	Create, retrieve and store content digitally.	simple programs. Recognise common uses of information technology beyond school.			output.	devices.
	Internet Safety					
NON-STATUTORY: PHSCE	Content defined by JIGSAW year group specific schemes.					