

**SUBJECT COVERAGE MAPPING 2020 - 2021**

Year 1	Art and design	Computing	Design Technology	Geography	History	Music
Autumn 1 Wheels on the bus		<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>To create and debug simple programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p> <p>To recognise common uses of information technology beyond school.</p>	<p>To be able to design purposeful, functional, appealing products for themselves and others based on a design criteria.</p> <p>To be able to select from and use a range of tools and equipment to perform practical skills.</p> <p>To be able to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>To be able to explore and use mechanisms in their products. To be able to evaluate their ideas and products against a design criteria.</p>	<p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>To develop an awareness of the past and the ways in which it is similar to and different from the present.</p> <p>To be able to discuss the significant places in their own locality.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>
Autumn 2 Were toys in the 80s better than toys now?		<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information</p>	<p>design purposeful, functional, appealing products for themselves and others based on a design criteria; select from and use a range of tools and equipment to perform practical skills; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; evaluate their ideas and products against a design criteria.</p>		<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Play tuned and untuned instruments musically</p>

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		technology beyond school.				
Spring 1 Why does it get dark earlier in winter?	About the work of a range of artists describing the similarities and differences between practices and disciplines and making links to their own work	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To recognise common uses of information technology beyond school.  To 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.				Play tuned and untuned instruments musically
Spring 2 Who would live in our greenspace?	To be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To recognise common uses of information technology beyond school.  To 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	To be able to explore and evaluate a range of existing products.	To be able to use locational and directional language to describe the location of features and routes on a map.  To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  To be able to devise a simple map.  To be able to use and construct basic symbols in a key		Experiment with, create and combine sounds using the interrelated dimensions of music

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		on the internet or other online technologies.				
Summer 1 Why can't a meerkat live in the North Pole?	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To recognise common uses of information technology beyond school.  To use technology safely and respectfully.		To be able to 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.  To be able to use basic geographical vocabulary to refer to: soil, vegetation, season and weather.  To be able to use world maps, atlases and globes to identify the United Kingdom and its countries.  To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Summer 2 Who had the best adventure – Christopher Columbus or Neil Armstrong?	To be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To recognise common uses of information technology beyond school.  To 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	Use the basic principles of a healthy diet to prepare dishes  Understand where food comes from	Name and locate the world's seven continents and five oceans	To be able to discuss the lives of significant individuals in Britain's past who have contributed to our nation's achievements.	Experiment with, create and combine sounds using the interrelated dimensions of music

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		on the internet or other online technologies.				
Year 2	<b>Art and design</b>	<b>Computing</b>	<b>Design Technology</b>	<b>Geography</b>	<b>History</b>	<b>Music</b>
Autumn 1 What is exciting about our town?	<p>use drawing, to develop and share their ideas, experiences and imagination;</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</p> <p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>To create and debug simple programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>		<p>use basic geographical vocabulary to refer to: physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; human features, including: city, town, village, factory, farm, house, office, port, harbour and shop;</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic humans and physical features;</p> <p>devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>
Autumn 2 What was it like when the Queen came to the throne?	<p>To use a range of materials to design and make products.</p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>	<p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</p> <p>To be able to select from and use a range of tools and equipment to perform practical skills.</p> <p>To explore and evaluate a range of existing products</p>	<p>Name and locate the world's seven continents and five oceans</p>	<p>the lives of significant individuals in the past who have contributed to our national and international achievements. Some should be used to compare aspects of life in different periods achievements.</p>	<p>Play tuned and untuned instruments musically</p>

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		<p>To recognise common uses of information technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information private.</p>	<p>Evaluate their ideas against the design criteria</p> <p>Build structures, exploring how they can be made stringer, stiffer and more stable</p>			
<p>Spring 1 Who was to blame for the great fire of London?</p>	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To explore a wide range of media and materials, tools and techniques to create artworks. To use drawing.</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To 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.</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Play tuned and untuned instruments musically</p>
<p>Spring 2 Would you like to have explored with Captain Cook?</p>	<p>use a range of materials creatively to design and make products;</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To 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.</p>		<p>use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage (name and locate the world's seven continents and five oceans);</p> <p>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</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Experiment with, create and combine sounds using the interrelated dimensions of music</p>

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<p>Summer 1 Why do we love to be beside the seaside?</p>		<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To 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.</p>	<p>design purposeful, functional, appealing products for themselves and others based on a design criteria;</p> <p>select from and use a range of tools and equipment to perform practical tasks;</p> <p>select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; explore and evaluate a range of existing products; evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>use basic geographical vocabulary to refer to: physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; human features, including: city, town, village, factory, farm, house, office, port, harbour and shop; use aerial photographs and plan perspectives to recognise landmarks and basic humans and physical features;</p> <p>devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment identify seasonal and daily weather patterns in the United Kingdom; human and physical features of a small area of the United Kingdom</p>		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p>Summer 2 What type of farm is best?</p>	<p>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</p> <p>be taught about the work of a range of artists, craft</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>use locational and directional language to describe the location of features and routes on a map;</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		<p>Experiment with, create and combine sounds using the interrelated dimensions of music</p>

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	<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Human and physical geography:            Key physical features, including: coast, forest, sea, river, soil, valley, vegetation, season and weather            Key human features: city, town, village, factory, farm, port, harbour and shop</p>		
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KS1 National Curriculum:

Art and design	Computing (Rising Stars)	Design Technology	Geography	History	Music (J. Bentham Curriculum)
<p>Use a range of materials creatively to design and make products</p> <p>Year 1 Summer 1 Year 2 Spring 2</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>purposeful, functional, appealing products for themselves and others based on a design criteria.</p> <p>Year 1 Summer 2 Year 2 Autumn 2 Year 2 Spring 2</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Year 1 Summer 2 Year 2 Autumn 2 Year 2 Spring 2</p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Year 1 Autumn 2</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Year 1 Spring 2 Year 2 Autumn 1 Year 2 Summer 2</p>	<p>Create and debug simple programs</p>	<p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</p> <p>Year 2 Spring 2</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas</p> <p>Year 2 Spring 2</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>Year 1 Autumn 2</p>	<p>Play tuned and untuned instruments musically</p>
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Year 1 Spring 2 Year 2 Spring 1 Year 2 Summer 1</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>To be able to select from and use a range of tools and equipment to perform practical skills.</p> <p>Year 1 Autumn 1 Year 1 Autumn 2 Year 2 Autumn 2 Year 2 Summer 1</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK, and of a small area in contrasting non-European country</p> <p>Year 2 Spring 2</p>	<p>the lives of significant individuals in the past who have contributed to our national and international achievements. Some should be used to compare aspects of life in different periods achievements.</p> <p>Year 1 Summer 2 Year 2 Autumn 2 Year 2 Spring 1 Year 2 Spring 2</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>
<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Year 1 Spring 1 Year 1 Summer 2 Year 2 Autumn 1 Year 2 Spring 1 Year 2 Summer 2</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>To be able to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Year 1 Autumn 1 Year 2 Summer 1</p>	<p>To be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Year 1 Summer 1 Y2 Summer 2</p>	<p>Significant historical events, people and places in their own locality</p> <p>Year 1 Autumn 1</p>	<p>Experiment with, create and combine sounds using the interrelated dimensions of music</p>



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	Recognise common uses of information technology beyond school	To explore and evaluate a range of existing products  Year 1 Autumn 1 Year 2 Autumn 2 Year 2 Summer 1	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Year 1 Summer 1 Year 2 Autumn 2 Year 2 Summer 2 Year 2 Summer 2		
	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	Evaluate their ideas against the design criteria Year 1 Autumn 1 Year 2 Autumn 2 Year 2 Summer 2			
		Build structures, exploring how they can be made stringer, stiffer and more stable Year 2 Autumn 2 Year 2 Summer 1	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] Year 2 Autumn 1 Year 2 Summer 2 Year 2 Summer 2		
		To be able to explore and use mechanisms in their products.  Year 1 Spring 1	To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at the key stage Year 1 Autumn 1 Year 1 Summer 1 Year 2 Spring 2		
		use the basic principles of a healthy and varied diet to prepare dishes Year 1 Summer 2 Year 2 Summer 2	To be able to use locational and directional language to describe the location of features and routes on a map. Year 1 Spring 2 Year 2 Autumn 1		
		understand where food comes from.	To be able to use aerial photographs and plan perspectives to recognise		

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		Year 2 Summer 2	landmarks and basic human and physical features. Year 1 Spring 2 Year 2 Autumn 1 Year 2 Summer 2		
			To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Year 1 Autumn 1 Year 1 Summer 1		

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LKS2:

Year 3	Art and design	Computing	Design Technology	Geography	History	Music
Autumn 1 Who first lived in Britain?	<p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Pupils should be taught about great artists in history</p>	<p>To design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</p> <p>To use sequence in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>To select, use and combine a variety of software to design and create content that accomplish(es) given goals, including presenting information.</p>	<p>Prepare and cook a variety of dishes using a range of cooking techniques.</p> <p>Use research and develop design criteria to inform the design of functional products that are fit for purpose.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials and ingredients</p> <p>Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>To name and locate counties and cities of the United Kingdom</p> <p>Use four-figure grid references to build their knowledge of the United Kingdom</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Listen with attention to detail and recalling sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music</p>
Autumn 2 Were the Romans really rotten?	<p>To improve their mastery of art and design techniques including using digital media</p>	<p>To debug programs that accomplish specific goals.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Investigate and analyse a range of existing products</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products (for example gears, pulleys, cams, levers and linkages).</p>	<p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>The Roman Empire and its impact on Britain</p>	<p>Use and understand staff and other musical notations</p>
Spring 1 What makes Earth angry?		<p>To select, use and combine a variety of software (including internet services)</p>	<p>generate; develop, model and communicate their ideas through discussion,</p>	<p>physical geography, including: climate zones, biomes and vegetation</p>		<p>Play and perform in solo and ensemble contexts, using their voices and</p>

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		<p>on a range of digital devices to design and create a range of programs, systems and content that accomplishes specific goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>To work with various forms of input and output.</p> <p>To use technology safely, respectfully and responsibly.</p>	<p>annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;</p> <p>select and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities;</p> <p>select and use from a wider range of tools and equipment to perform practical tasks accurately;</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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> <p>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> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p>Spring 2 What happens if I don't recycle my plastic bottle?</p>	<p>About great artists</p>	<p>To understand computer networks, including the internet; how they can provide multiple services.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Use research and develop design criteria to inform design of innovative, functional, appealing</p>	<p>Locate the world's countries, using maps to focus on Europe ... North America</p> <p>Name and locate countries and cities in the UK and land-use patterns</p>		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

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		<p>of ways to report concerns about content and contact.</p>	<p>products that are fit for purpose, aimed at particular individuals or groups select and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities;</p> <p>select and use from a wider range of tools and equipment to perform practical tasks accurately;</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Use fieldwork to observe, measure and record the human IMPACT in the local area AND BEYOND</p>		
<p>Summer 1 Why do so many people go to the Med for their holidays?</p>	<p>about great artists in history</p> <p>to improve their mastery of art and design techniques, including drawing and painting with a range of materials (specific to artist studied)</p>	<p>To 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> <p>To 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,</p>	<p>To understand and apply the principles of a healthy and varied diet; to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; to understand seasonality, and know where and how a variety of ingredients are grown and processed</p>	<p>Locate the world's counties, using maps to focus in Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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</p> <p>physical geography including climate zones</p>		<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>

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		evaluating and presenting data and information.  To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		and human geography including economic activity (tourism)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
Summer 2 Has Greece always been in the news?	to improve their mastery of art and design techniques, including drawing, painting and sculpting with a range of materials	To 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.  To 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.		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	A study of Greek life and achievements and their influence on the western world	Use and understand staff and other musical notations  Play and perform in solos and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Year 4	Art and design	Computing	Design Technology	Geography	History	Music
Autumn 1 How has the life of an Ayresome Primary student changed since opening day?	Explain some of the features of art from historical periods Experiment with the styles used by other artists Show facial expressions and body language in sketches and paintings	To design, write and debug programs that accomplish specific goals.  To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  To use logical reasoning to explain how some simple algorithms work and to	Investigate and analyse a range of existing products	Use maps and locate aspects of the locality and understand how it has changed over time.	Explain how historic items and artefacts can be used to help build up a picture of life in the past. Research what it was like for children in a given period of history and present my findings to an audience Plot events on a timeline using centuries Explain how historic items and artefacts can be	Listen with attention to detail and recalling sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

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		detect and correct errors in algorithms and programs.			used to help build up a picture of life in the past. Explain how lives of healthy people were different from the lives of poorer people Explain how an event from the past has shaped our life today	Develop an understanding of the history of music
Autumn 2 Why is the River Tees so important to Middlesbrough?	to record observations and use them to review and revisit ideas; about great artists, architects and designers in history; to improve their mastery of art design techniques, including drawing, painting and sculpture with a range of materials	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.  To use sequence, selection, and repetition in programs; work with various forms of input and output.  To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		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;  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Physical geography: rivers and the water-cycle	a local study	Use and understand staff and other musical notations
Spring 1 What became of the Anglo Saxons		To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  To understand computer networks, including the internet; and the opportunities they offer for communication and collaboration.  To be discerning in evaluating digital content.  To select, use and combine a variety of software (including internet services)	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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to	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  use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Britain's settlement by Anglo-Saxons and Scots – Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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		<p>on a range of digital devices to design and create a range of programs, systems and content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptably behaviour.</p>	<p>perform practical tasks accurately. 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> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
<p>Spring 2 Were the Vikings really vicious and victorious?</p>		<p>To 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> <p>To use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour.</p> <p>To use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.</p>	<p>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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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> <p>Evaluate their ideas and products against their own design criteria and consider the views of</p>	<p>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> <p>use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions</p>	<p>The Viking and Anglo-Saxon struggle for the kingdoms of England</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>



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			<p>others to improve their work.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know how a variety of ingredients are grown, reared, caught and processed</p>	<p>and land-use patterns; understand how some of these aspects have changed over time</p>		
<p>Summer 1</p> <p>Where would you choose to build a city?</p>	<p>About great architects in history</p>	<p>To solve problems by decomposing them into smaller parts.</p> <p>To 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> <p>To use search technologies effectively.</p> <p>To be discerning in evaluating digital content.</p> <p>To use a variety of software (including internet services) to create content including presenting information.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>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> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions and land-use patterns; understand how some of these aspects have changed over time</p> <p>Physical geography: rivers, mountains</p>		<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>

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<p>Summer 2 Can you crack the code? How do we know about the Ancient Egyptians?</p>	<p>To improve their mastery of art and design techniques – sculpture (with clay)</p>	<p>To work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>To 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>	<p>generate; develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; select and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities; select and use from a wider range of tools and equipment to perform practical tasks accurately; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, mineral</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Physical geography: vegetation belts, rivers and the water-cycle</p>	<p>The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society</p>	<p>Use and understand staff and other musical notations</p> <p>Play and perform in solos and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
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**UKS2:**

Year 5	Art and design	Computing	Design Technology	Geography	History	Music
<p>Autumn 1 How can we save the Amazon Rainforest?</p>	<p>About great artists</p> <p>To improve their mastery of art and design techniques, including drawing and painting</p> <p>Children to study the work of Henry Rousseau. To use a range of techniques to record their observations in sketchbooks, journals and other media as a</p>	<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple</p>		<p>locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Physical geography, including:</p>		<p>Listen with attention to detail and recalling sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

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	<p>basis for exploring their ideas. To use a range of techniques and media, including painting. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>algorithms work and to detect and correct errors in algorithms and programs.  To 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, services and content that accomplish given goals.</p>		<p>climate zones, biomes and vegetation belts, rivers. 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>		<p>Develop an understanding of the history of music</p>
<p>Autumn 2 Who are the most significant people to originate from Middlesbrough?</p>	<p>to record observations and use them to review and revisit ideas; to improve their mastery of art and design techniques.</p>	<p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  To 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, services and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>to generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams and pattern pieces; to select and use a wider range of materials and textiles according to their aesthetic qualities.</p>		<p>local history study: a study of significant individuals and groups and their impact locally, nationally and globally.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p>Spring 1 Why is Middlesbrough a good place to live? What can make it even better?</p>	<p>About great artists  To improve their mastery of art and design techniques, including drawing and painting  Study the work of Mackenzie Thorpe, to</p>	<p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  To understand computer networks including the internet; how they can provide multiple services,</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, explain how a location fits into its wider geographical location with reference to human and</p>	<p>Local study: a study of an aspect of history or a site dating from beyond 1066 that is significant to the locality  (industry, trade and employment)</p>	<p>Use and understand staff and other musical notations</p>

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	use images which you have created, scanned and found; altering them where necessary to create art, to use a range of techniques and media, including painting	such as the world wide web; and the opportunities they offer for communication and collaboration.  To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		economical features, look at economic activity including trade links and the distribution of natural resources including energy, build 4 figure grid references, symbols and keys to build on your knowledge, plan a journey to a place in another part of the world, taking account of distance and time.		
Spring 2 What stories does our landscape tell?	to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	To 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.  To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  To 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, services and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range		name and locate 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; name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coast and rivers), and land-use patterns; and understand how some of these aspects have changed over time	a local study (continuation from Sp 1 – Gertrude Bell and mountaineering)	Improvise and compose music for a range of purposes using the inter-related dimensions of music

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		of ways to report concerns about content and contact.				
<p>Summer 1 Who were the Mayans and what have we learned from them?</p>		<p>To 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> <p>To 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, services and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To be discerning in evaluating digital content.</p>	<p>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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>(sundial) Apply their understanding of computer programme, monitor and control their products (Science link – Space – 'Robot Wars')</p>	<p>Locate the world's countries, including using maps to focus on North and South America</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones</p>	<p>A non-European society that provides contrast with British History</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
<p>Summer 2 Who were the Tudors?</p>	<p>To improve their mastery of art and design techniques, including</p>	<p>To use search technologies effectively, appreciate how results are selected</p>		<p>name and locate counties and cities of the UK, geographical regions</p>	<p>A study of an aspect or theme in British history that extends pupils'</p>	<p>Use and understand staff and other musical notations</p>

**SUBJECT COVERAGE MAPPING 2020 - 2021**

	<p>drawing, painting and sculpture with a wide range of materials About great artists, architects and designers in history.</p>	<p>and ranked, and be discerning in evaluating digital content.  To 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, services and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		<p>and their identifying human and physical characteristics, key topographical regions and land-use patterns; understand how some of these aspects have changed over time</p>	<p>chronological knowledge beyond 1066  (Tudor themes: Monarchy Religion Explorers Punishment Society Food and drink)</p>	<p>Play and perform in solos and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
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Year 6	Art and design	Computing	Design Technology	Geography	History	Music
<p>Autumn 1 Why should we remember them? Ayresome's lost boys</p>	<p>To record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>	<p>To 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.  To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>		<p>Name and locate 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>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history.</p>	<p>Listen with attention to detail and recalling sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music</p>

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		<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>To work with various forms of input and output.</p>				
<p>Autumn 2 How were the lives of children effected by WWII?</p>		<p>To solve problems by decomposing them into smaller parts.</p> <p>To 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> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns, about content and contact.</p> <p>To be discerning in evaluating digital content.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coast and rivers), and land-use patterns</p> <p>Name and locate 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>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the Battle of Britain</p>	<p>Use and understand staff and other musical notations</p>
<p>Spring 1 What became of Endurance? Was Shackleton</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.</p>	<p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>		<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,</p>

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<p>right to embark on his adventure?</p>	<p>(Constable)</p>	<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns, about content and contact.</p>		<p>knowledge of the UK and the wider world; name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers); identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle</p>		<p>fluency, control and expression</p>
<p>Spring 2 Why is North America so diverse? (What's so special about the USA?)</p>	<p>about great artists, architects and designers in history  (Andy Warhol)  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To 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,</p>		<p>name and locate 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; name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coast and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the</p>		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>



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		<p>evaluating and presenting data and information.</p> <p>To be discerning in evaluating digital content.</p> <p>To recognise acceptable/unacceptable behaviour.</p>		<p>Prime/Greenwich Meridian and time zones</p>		
<p>Summer 1 What has been the impact of the railway?</p>	<p>To improve their mastery of art and design techniques, including drawing (Perspective)</p>	<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To 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>	<p>Understand and use electrical systems in their products</p>	<p>To name and locate counties and cities of the United Kingdom.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the first railways.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
<p>Summer 2 Tudor entertainment – can you put on a play?</p>		<p>To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</p>	<p>Investigate and analyse a range of existing products use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  (Classic authors, including Shakespeare)</p>	<p>Use and understand staff and other musical notations</p> <p>Play and perform in solos and ensemble contexts, using their voices and playing musical</p>

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		<p>communication and collaboration.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>To select, use and combine a variety of software (including internet services) to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns, about content and contact.</p>	<p>particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (Set, costume design)</p>			<p>instruments with increasing accuracy, fluency, control and expression</p>
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KS2 National Curriculum:

Art and design	Computing	Design Technology	Geography	History	Music
To create sketchbooks to record their observations and use them to review and revisit ideas.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them in to smaller parts	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.	name and locate 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	Changes in Britain from the Stone Age to the Iron Age.	Play and perform in solos and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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			characteristics, countries and major cities;		
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a wide range of materials	Use sequence, selection and repetition in programs; work with variables and various forms of input and output	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions and land-use patterns; understand how some of these aspects have changed over time	The Roman Empire and its impact on Britain	Improvise and compose music for a range of purposes using the inter-related dimensions of music
About great artists, architects and designers in history.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Select from and use a wider range of tools and equipment to perform practical tasks accurately.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones	Britain's settlement by Anglo-Saxons and Scots – Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion	Listen with attention to detail and recalling sounds with increasing aural memory
	Understand computer networks including the Internet; how they can provide multiple services, such as the www; and the opportunities they offer for communication and collaboration	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.	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America	The Viking and Anglo-Saxon struggle for the kingdoms of England	Use and understand staff and other musical notations
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Investigate and analyse a range of existing products	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	A local study Depth study linked to one of the British areas listed above	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	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	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	A local study: A study over time tracing how several aspects of national history are reflected in the locality	Develop an understanding of the history of music
	Use technology safely, respectfully and responsibly;	Understand how key events and individuals in design and	use maps, atlases, globes and digital/computer	Local study:	

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	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	technology have helped shape the world	mapping to locate countries and describe features studied	A study linked to an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	
		apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps) to build their knowledge of the UK and the wider world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
		Understand and use mechanical systems in their products (for example gears, pulleys, cams, levers and linkages).	Use field work to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society	
		Understand and use electrical systems in their products		A study of Greek life and achievements and their influence on the western world	
		Apply their understanding of computer programme, monitor and control their products		A non-European society that provides contrast with British History	
		To understand and apply the principles of a healthy and varied diet			
		to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;			
		to understand seasonality, and know where and how a variety of ingredients are grown and processed			