

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Rocks and Soils	<p>Working Scientifically:</p> <ul style="list-style-type: none">• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings. <p>Investigate Materials:: Rocks and Soils:</p> <ul style="list-style-type: none">• Compare and group together different kinds of rocks on the basis of their simple, physical properties.• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).• Describe in simple terms how fossils are formed when things that have lived are

		<p>trapped within sedimentary rock.</p> <ul style="list-style-type: none"> • Recognise that soils are made from rocks and organic matter. <p>Democracy Rule of law Individual liberty</p>
History	Aztecs	<p><u>Investigate and Interpret the past:</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p><u>Understand Chronology:</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p><u>To communicate historically:</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period

		<ul style="list-style-type: none"> • era • change • chronology. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p><u>To build an overview of world history:</u></p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Computing	E-Safety	<p>E-Safety Espresso Materials</p> <p>Democracy Rule of law Individual liberty</p>
Art and Design	Art	<p><u>Develop Ideas:</u></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress.

- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Master Techniques (Print, Textiles and Painting):

Paint;

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

Print;

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

Textiles;

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

Inspiration from the greats:

- Replicate some of the techniques used by notable artists, artisans and designers.

		<ul style="list-style-type: none"> • Create original pieces that are influenced by studies of others Mutual respect Individual liberty
Music	Charanga	Charanga Mutual respect
P.E	PE Syllabus	Games Rule of law Individual liberty
R.E	East Sussex agreed syllabus	What do we know about Jesus? Tolerance
PSHE	PSHE map	Democracy Rule of law Individual liberty Mutual respect Tolerance
MFL	French club Mandarin club	Mutual respect

British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects
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Vocabulary, Punctuation and Grammar focus:	
Spelling Focus	Progression in Spelling follows Support for Spelling/ Spelling bank materials
Linked Extended Writing:	
Cross curricular Maths opportunities:	
Early Morning Maths Focus:	Multiplication Individual times tables, speed tests, Sum Dog, patterns in multiplication
Target Writing:	Invent a new kind of chocolate bar – what goes in it, what is it wrapped with?

Chocolate sensual poem

Step through a doorway, takes you back in time to when the Aztecs found cocoa

You meet an alien, explain how chocolate is made

Alliteration chocolate poem

Rainforest