NORTH HEATH CP SCHOOL National Curriculum Knowledge Map

| Curriculum | KS1 National Curriculum Objectives | Autumn 1 Autumn 2 | | | mn 2 | Spring | g 1 | Spring | g 2 | Summer 1 | | Summer 2 | |
|------------------------------------|--|-------------------|----|----|------|--------|-----|--------|-----|----------|----|----------|----|
| Group 3 | Pupils should be taught: | Y1 | Y2 | Y1 | Y2 | Y1 | Y2 | Y1 | Y2 | Y1 | Y2 | Y1 | Y2 |
| Art and | To use a range of materials creatively to design and make products | | | | | | | | | | | | |
| Design Please | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Y1-pencil; chalk; painting Y2-clay; collage | | | | | | | | | | | | |
| include the media used where | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Y1-printing (relief+block); collage; rubbings Y2-masks; clay tiles | | | | | | | | | | | | |
| appropriate | 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. Y2-talavera tiles | | | | | | | | | | | | |
| | To develop an awareness of the past, using common words and phrases relating to the passing of time. | | | | | | | | | | | | |
| | To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. | | | | | | | | | | | | |
| | To use a wide vocabulary of everyday historical terms. | | | | | | | | | | | | |
| Histom | To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | | | | | | | | | | | | |
| History | To understand some of the ways in which we find out about the past and identify different ways in which it is represented. | | | | | | | | | | | | |
| | About changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | | | | | | | | | | | | |
| | About events beyond living memory that are significant nationally or globally | | | | | | | | | | | | |
| | About the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | | | | | | | | | | | | |
| PE See | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | | | | | | | | | | | | |
| detailed Coverage | To participate in team games, developing simple tactics for attacking and defending | | | | | | | | | | | | |
| Map | To perform dances using simple movement patterns. | | | | | | | | | | | | |

NORTH HEATH CP SCHOOL National Curriculum Knowledge Map

| Curriculum | KS2 National Curriculum Objectives | | Autumn Spring | | | | | | | Summer | | | | | |
|---|---|---------------------|---------------------|---------------------|-----------------|---------------------|----------------|--|----------------------|--------------------|-----------|--|-------------------------------|--|--|
| Group 3 | Pupils should be taught: | Y3 | Y4 | Y5 | Y6 | Y3 | Y4 | Y5 | Y 6 | Y3 | Y4 | Y5 | Y6 | | |
| | To use running, jumping, throwing and catching in isolation and in combination | ✓ | ✓ | √ | | ✓ | ✓ | ✓ | | √ athletics | ✓ | ✓ | athletics | | |
| | To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | √ football | hockey | √ netball | hockey | √ netball | ✓ TAG rugby | Hockey TAG rugby | TAG rugby Cricket | √ tennis | rounders | rounders; tennis; cricket | rounders Cricket badmin | | |
| PE Please | To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Indoor Athletics | Indoor Athletics | gym | Gym | gym; C.dance | ✓ circui | ✓ | dance | ✓ Athletics | athletics | athletics | athletics | | |
| include the sport where appropriate | To perform dances using a range of movement patterns | ✓ | ✓ | √ | | ✓ C.dance | Dance | dance | dance | | ✓ | ✓ | | | |
| арргорпасе | To take part in outdoor and adventurous activity challenges both individually and within a team | | | Sayers | Fair- thorne | | | ✓ | | | | ✓ | | | |
| | To compare their performances with previous ones and demonstrate improvement to achieve their personal best. | ✓ | ✓ | √ | gym | ✓ C.dance | ✓ | ✓ | dance | | ✓ | rounders; tennis; cricket table ta | | | |
| | To swim competently, confidently and proficiently over a distance of at least 25m; use a range of strokes effectively; perform safe self-rescue in different water-based situations | ✓ | | | | ✓ | | | | ✓ | | | | | |
| Art and Design | To create sketch books to record their observations and use them to review and revisit ideas | ✓ | √ | √ | ✓ | √ | √ | ✓ | \checkmark | ✓ | √ | ✓ | ✓ | | |
| Please include the media used where appropriate | To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Y3-pencil; paint; natural sculpture Y4-engraving; oil pastels; watercolour; pencil; chalk; paint | ✓ | √ | Charc; paint | | ✓ | | oilpastel; collage; batik; paint | sculpture paint | pastels | √ | pencil; | charcoal | | |
| | About great artists, architects and designers in history. Y3-Kandinsky; Cliff | | ✓ | √ | ✓ | √ | | ✓ | | ✓ | ✓ | √ | | | |

NORTH HEATH CP SCHOOL National Curriculum Knowledge Map

| Curriculum | KS2 National Curriculum Objectives | | Au | tumn | | | | Spring | Summer | | | | |
|------------|---|--------------|----------|------|-----------|----------|----------|----------|--------|----|----|----------|----|
| Group 3 | Pupils should be taught: | Y3 | Y4 | Y5 | Y6 | Y3 | Y4 | Y5 | Y6 | Y3 | Y4 | Y5 | Y6 |
| | Changes in Britain from the Stone Age to the Iron Age | \checkmark | ✓ | | | | ✓ | | | | | | |
| | The Roman Empire and its impact on Britain | | √ | | | | | | | | | | |
| | Britain's settlement by Anglo-Saxons and Scots | | | | | | √ | | | | | | |
| | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | | | | ✓ | | | | | | |
| | A local history study | | | | | √ | | | | | | | |
| History | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | | √ | | | | | | | ✓ | ✓ |
| History | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China – Jan'18 Y5 | | | | | | | √ | | | | √ | |
| | Ancient Greece – a study of Greek life and achievements and their influence on the western world | | | | | | | | | ✓ | | | |
| | A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 | | | | | | | ✓ | | | | | |