

Burnham-on-Crouch Primary School / National Curriculum coverage chart 2023-24.

This chart is a guide to what you must include during the year for your year group. It is a guide as to the content that may affect your topic choice and direction you wish the creative element/enrichment opportunity of your topic to go. This is not all encompassing and does not include everything – notably English or Maths.

Refer to the National Curriculum and individual subject progression maps for further guidance.

Subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content that must be taught in each year group						
Science						
Living things and habitats		<p>Living things and habitats Explore and compare differences between living, dead and never alive</p> <p>Describe how habitats provide basic needs</p> <p>Identify and name plants and animals in their habitats</p> <p>Micro habitats</p> <p>Simple food chains.</p>		<p>Living things and habitats Grouping</p> <p>Classify and identify a variety of living things in the local and wider environment</p> <p>Understand that environments can change and pose dangers to living things.</p>	<p>Living things and habitats Describe – Life cycles of mammal, amphibian, insect and bird</p> <p>Describe - Reproduction in some plants and animals.</p>	<p>Living things and habitats Describe, explain and give reasons for classification according to observable characteristics - microorganisms, plants and animals.</p>
Plants	<p>Plants Identify and name common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of flowering plants and trees.</p>	<p>Plants Observe and describe how seeds and bulbs grow into plants</p> <p>Find out and describe what plants need to grow</p>	<p>Plants Identify and describe the functions of different plants</p> <p>Explore the requirements of plants for life and growth</p> <p>Investigate how water is transported within plants</p>			

			Explore the part that flowers play in the life cycle of flowering plants			
Animals including humans	<p>Animals including humans Identify and name a variety of common animals using scientific vocabulary - fish, amphibians, reptiles, birds and mammals plus carnivores, herbivores and omnivores –</p> <p>Identify and name structure of common animals and parts of the human body parts - link to senses.</p>	<p>Animals including humans Notice that animals and humans have offspring</p> <p>Describe the basic needs of animals and humans</p> <p>Describe the importance of exercise, food types and hygiene</p>	<p>Animals including humans Investigate that animals and humans need the right amount of nutrition</p> <p>Identify that humans and some animals have skeletons and muscles</p>	<p>Animals including humans Digestive system</p> <p>Teeth</p> <p>Food chains – identifying producers, predators and prey.</p>	<p>Animals including humans Describe changes as a human develops to old age</p>	<p>Animals including humans Identify, name and describe – Circulatory system Functions of the heart Blood vessels and blood</p> <p>Recognise the impact of Diet, exercise, drugs and lifestyle</p> <p>Describe how nutrients and water are transported around the body.</p>
Materials	<p>Materials – Observe identify, name, describe and classify common materials.</p>	<p>Materials Identify the and compare the suitability of a variety of everyday materials</p> <p>Find out how the shapes of some solid objects can be changed</p>	<p>Rocks Compare rocks on the basis of appearance and physical properties</p> <p>Describe how fossils are formed</p> <p>Recognise that soil is made from rocks and organic matter</p>	<p>States of matter – Compare and group solids, liquids, gasses</p> <p>Observe changes in state, heating and cooling</p> <p>Water cycle – evaporation and condensation</p>	<p>Properties and changes of materials Compare and group materials based on properties – soluble, transparency, conductivity, magnetism dissolving solutions, mixtures reversible and irreversible changes.</p>	

<p>Electricity</p>				<p>Electricity Identify appliances</p> <p>Construct simple circuits and use switches</p> <p>Recognise common conductors and insulators</p>		<p>Electricity Associate brightness and volume with voltage of cells;</p> <p>Compare and give reasons for variations in components function</p> <p>Use recognised symbols when representing a circuit.</p>
<p>Forces and magnets</p>			<p>Forces and magnets Compare how things move on different surfaces</p> <p>Observe and understand magnets - describe, predict, sort and compare materials according to magnetic properties</p>		<p>Forces and magnets Explain, identify and recognise – Gravity Air resistance Water resistance Friction Mechanisms, levers, pulleys and gears.</p>	
<p>Light and sound</p>			<p>Light Recognise that we need light to see</p> <p>Understand that light is reflected from surfaces</p> <p>Awareness of the dangers of the sun</p>	<p>Sound Identify how sounds are made</p> <p>Recognise vibrations and find patterns between the pitch of a sound, the volume of a sound</p>		<p>Light Recognise that light appears to travel in straight lines. Explain how things are seen</p>

			Recognise how shadows are formed and why the size changes.	Recognise that sound gets fainter as distance increases		
	Seasonal changes – Observe changes in the seasons Observe and describe the weather				Earth and Space Describe - Movement of the earth Movement of the moon; The sun Earth's rotation to explain night and day.	Evolution and inheritance Recognise – Living things have changed over time(fossil evidence) Offspring are not identical to their parents; Animals and plant adaptation
Geography						
	Seasons and weather patterns in UK Geography of school and surrounding environment. Aerial photographs to plan perspectives and recognise landmarks. Simple map with basic symbols in a key Human and physical geography of area of the UK Geographical vocabulary	Countries and capitals of UK Similarities and differences between a small area of UK and a small area of a contrasting non-European country. Continents and oceans Hot and cold areas of the world. Compass directions. Locational and directional language. Geographical vocabulary Maps, atlases and globes	Counties and cities in UK, geographical regions, human and physical characteristics topographical features and land use patterns. Similarities and differences of a region in UK Physical geography- Rivers Mountains Four-figure grid references, symbols and key to build knowledge of local area	Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date and time zones Physical geography – Climate zones, Biomes Vegetation belts, Water cycle.	Europe, environmental regions, key physical and human characteristics, countries and cities Similarities and differences between a region in UK and a region in a European country. Physical geography - Volcanoes, Earthquakes Human geography - types of settlement, economic activity and distribution of natural resources.	North and South America, environmental regions, key physical and human characteristics, countries and cities Similarities and differences between a region in UK and a region within North or South America Prime/Greenwich meridian and time zones. Eight points of a compass. Six-figure grid references to build knowledge of the wider world.

ART & DT						
<p>All children will be taught at an age appropriate level to understand the principles of a healthy and varied diet.</p> <p>They will gain an understanding of where food comes from and whether it is grown, reared, caught or processed.</p>	<p>Use a wide range of materials creatively</p> <p>Use drawing painting and sculpture to develop ideas, experiences and imagination.</p> <p>Use a range of materials creatively to design and make products</p> <p>Design and make structures and sculptures using technical knowledge</p> <p>Cooking and nutrition: Healthy Salads</p> <p>Structures: Playgrounds</p> <p>Textiles: T-shirt bag</p>	<p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>Look at the work of artists, craft makers and designers, describing differences and similarities and making links.</p> <p>Use a range of materials creatively to design and make products</p> <p>Design, make and evaluate structures and sculptures exploring and using mechanisms</p> <p>Cooking and nutrition: Superhero Smoothies</p> <p>Technical: levers and pulleys</p> <p>Textiles: Felt purses</p>	<p>Create sketch books to develop ideas from starting points, use them to review and revisit ideas</p> <p>Develop mastery of art and design techniques by adapting and refining ideas.</p> <p>Develop and communicate ideas through discussion, annotated sketches and diagrams applying understanding to reinforce structures</p> <p>Cooking and nutrition: Pizzas</p> <p>Technical: Pneumatic Monsters</p> <p>Textiles: weaving</p>	<p>Use sketch books to collect, record, review and revisit ideas and observations</p> <p>Learn about and take inspiration from great artists and designers in history.</p> <p>Use research to develop design criteria, understanding the use of electrical systems in their products</p> <p>Cooking and nutrition: The Great Bread Bake off</p> <p>Technical: robots</p> <p>Textiles: T-dye tshirts</p>	<p>Create sketch books to develop and imaginatively extend ideas from starting points</p> <p>Improve mastery of art and design techniques by refining and adapting ideas.</p> <p>Use research to develop appealing products that are fit for purpose.</p> <p>Understanding the use of mechanical systems in the products.</p> <p>Cooking and nutrition: Rations (linked to WWII)</p> <p>Technical: Harry Potter wands</p> <p>Textiles: Heraldry /personal flags</p>	<p>Use sketch books to extend ideas, collect information, sketches and resources and present ideas imaginatively.</p> <p>Learn about great artists, designers and architects in history.</p> <p>Use research to develop appealing products that are fit for purpose and aimed at individuals or groups.</p> <p>Cooking and nutrition: global foods</p> <p>Technical: Animal Automata</p> <p>Textiles: felt phone case</p>
History						
	<p>Changes in living memory.</p> <p>Significant people.</p>	<p>The Great Fire of London</p> <p>Florence Nightingale</p>	<p>Changes from stone age to iron age</p> <p>Local history Study</p>	<p>Ancient Greeks</p> <p>The Romans – the Empire and its impact on Britain</p>	<p>WW2</p> <p>Non- European society to contrast</p>	<p>Vikings and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>

	Kings and Queens Events beyond living memory or events commemorated through festivals or anniversaries.	Significant historical events, people and places in own locality. Queen Victoria	The Egyptians	British settlements by Anglo-Saxons and Scots	with British History - Mayan civilisation	The Industrial Revolution
RSHE and Mental Health	See additional curriculum overview documents					
Music						
	Use voices expressively and creatively through songs, chants and rhymes Experiment and create long and short sounds with untuned instruments Listen to a range of music and identify rhythms and beat.	Use voices expressively and creatively through songs, chants and rhymes Play, select and combine a mixture of different sounds with untuned and tuned instruments Listen to a range of live and recorded music recognising changes in timbre, dynamics and pitch.	Sing from memory, learning to perform Use sound to create abstract effects Create repeated patterns with a range of instruments. Listen to a range of live and recorded music from different traditions	Play and perform using voices with fluency and expression Create accompaniments for tunes Listen to a range of music, appreciate and evaluate using musical vocabulary.	Improvise and compose music for a range of purposes Listen with attention and detail and recall sounds with aural memory. Listen to a range of live and recorded music from great composers and musicians	Play an perform using voices and instruments with accuracy, fluency, control and expression in solo and ensemble contexts Develop an understanding of the history of music. Use and understand staff and other musical notations
P.E	See P.E Overview					
Languages						
	N/A	N/A	Spanish	Spanish	Spanish	Spanish
Computing	(We follow the Teach Computing scheme)					

	<p>Computing systems and networks – technology around us. Programming A – Moving a robot. Creating media – digital painting and writing.</p> <p>Creating media – digital painting Creating media – digital writing</p> <p>Data and information – grouping data. Programming B – programming animation</p>	<p>Computing systems and networks – IT around us Creating media – Digital photography Programming A – Robot algorithms Data and information – Pictograms Creating media - Digital music Programming B - Programming quizzes</p>	<p>Computing systems and networks. Connecting computers. Children will develop their understanding of digital devices with an initial focus on inputs, processes and outputs.</p> <p>Stop Frame Animation Children will use a range of techniques to create stop frame animation using tablets. They will apply skills to create a story based animation.</p> <p>Sequencing Sounds Children will explore the concept of sequencing in planning through Scratch. They will be introduced to motion, sound and event blocks which the children will use to create programs.</p>	<p>Computing systems and networks- The internet Creating Media - Audio Production Programming A Turtle Academy - Repetition in shapes Data and information – Data logging Creating Media- Photo Editing Programming – Scratch- Repetition in Games</p>	<p>Computing Systems and Networks – Systems and Searching Programming – Selection in Quizzes Programming – Selection in Physical Computing Data and Information – Flat File Databases Creating Media – Introduction to Vector Graphics Creating Media – Video Production</p>	<p>Computing systems and networks - Communication and collaboration Creating media – Web page creation Programming A – Variables in games Data and information - Introduction to Spreadsheets Creating media – 3D Modelling Programming B - Sensing movement</p>
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R.E Saffron Academy Trust – RE Scheme (following the Essex agreed Syllabus)

<p>Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindus Christmas, Hannukah, Diwali</p> <p>How does a celebration bring a community</p>	<p>What does the nativity story teach Christians about Jesus? Christian</p> <p>How do Christians belong to their faith family? Christian</p>	<p>What do Muslims Believe about God? Theology Lens - Thinking through Believing</p> <p>How do people express commitment to a religion or worldview in different ways?</p>	<p>Where do religious beliefs come from? Christians What do we mean by truth? Is seeing is believing? Sikhism How do/have religious groups contribute to society and culture? Hindu/ Christian</p>	<p>Is believing in God reasonable How has belief in Christianity & Islam impacted on music and art through history What difference does the resurrection make to Christians How do Hindus make sense of the world</p>	<p><i>Human & Social Science</i> How and why does religion bring peace and conflict? <i>Theology</i> How do Buddhists explain the suffering in the world? <i>Philosophy</i> What does it meant to be human? Is being happy the greatest purpose in life? <i>Theology</i></p>
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	<p>together? Christian, Hindu Easter, Holi</p> <p>How did the universe come to be? Hindu, Christian</p>	<p>Why do people have different views about the idea of God? Multi/Humanist</p>	<p>Human & Social Science Lens – Thinking through Living What is philosophy? How do people make moral decisions? Philosophy Lens – Thinking through Thinking</p>	<p>Why is there so much diversity of belief within Christianity? What does sacrifice mean?</p>	<p>Why should we be good - What do the great philosophers teach about the meaning of life</p>	<p>Creation or science? Conflicting or complementary? <i>Human & social Science</i> How do beliefs shape identity for Muslims?</p>
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