



Year-by-Year Foundation Subject overview.

The table below contains a brief overview of curriculum coverage for each age group. Please contact school if you would like more detailed information.

	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
Art	<p>Use a range of materials.</p> <p>Use drawing, painting and sculpture.</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space.</p> <p>Learn about range of artists, craftsmen and designers.</p>	<p>Use a range of materials.</p> <p>Use drawing, painting and sculpture.</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space.</p> <p>Learn about range of artists, craftsmen and designers.</p>	<p>Use sketches to collect, record and evaluate ideas.</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p> <p>Learn about great artists, architects and designers.</p>	<p>Use sketches to collect, record and evaluate ideas.</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p> <p>Learn about great artists, architects and designers.</p>	<p>Use sketches to collect, record, review, revisit and evaluate ideas.</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p> <p>Learn about great artists, architects and designers.</p>	<p>Use sketches to collect, record, review, revisit and evaluate ideas.</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p> <p>Learn about great artists, architects and designers.</p>
Design Technology	<p>Design purposeful, functional and appealing products.</p> <p>Generate, model and communicate</p>	<p>Design purposeful, functional and appealing products.</p> <p>Generate, model and communicate</p>	<p>Use research and criteria to develop products which are fit for purpose.</p> <p>Use annotated sketches and prototypes to explain ideas.</p>	<p>Use research and criteria to develop products which are fit for purpose.</p> <p>Use annotated sketches and prototypes to explain ideas.</p>	<p>Use research and criteria to develop products which are fit for purpose and aimed at specific groups.</p> <p>Use annotated sketches,</p>	<p>Use research and criteria to develop products which are fit for purpose and aimed at specific groups.</p> <p>Use annotated sketches,</p>

	<p>ideas. Use range of tools and materials to complete practical tasks.</p> <p>Evaluate existing products and own ideas.</p> <p>Build and improve structure and mechanisms. Understand where food comes from.</p>	<p>ideas. Use range of tools and materials to complete practical tasks.</p> <p>Evaluate existing products and own ideas.</p> <p>Build and improve structure and mechanisms.</p> <p>Understand where food comes from.</p>	<p>Evaluate existing products and improve own work.</p> <p>Use mechanical systems in own work.</p> <p>Understand seasonality; prepare and cook mainly savoury dishes.</p>	<p>Evaluate existing products and improve own work.</p> <p>Use mechanical systems in own work.</p> <p>Understand seasonality; prepare and cook mainly savoury dishes.</p>	<p>cross section diagrams and computer-aided design.</p> <p>Analyse and evaluate existing products and improve own work.</p> <p>Use mechanical and electrical systems in own products including programming.</p> <p>Cook savoury dishes for a healthy and varied diet.</p>	<p>cross section diagrams and computer-aided design.</p> <p>Analyse and evaluate existing products and improve own work.</p> <p>Use mechanical and electrical systems in own products including programming.</p> <p>Cook savoury dishes for a healthy and varied diet.</p>
History	<p>Key Concepts Changes in living memory (linked to aspects of national life where appropriate).</p> <p>Key Individuals Lives of significant, historical figures, including comparison of those from different periods.</p> <p>Significant local people.</p>	<p>Key Concepts Changes in living memory (linked to aspects of national life where appropriate).</p> <p>Key Individuals Lives of significant historical figures, including comparison of those from different periods.</p> <p>Significant local people.</p>	<p>British History (taught chronologically) Stone Age and Iron Age Britain, including: <i>Hunter-gatherers and early farmers.</i> <i>Bronze age religion, technology and travel.</i> <i>Iron age hill fort.</i></p> <p><i>Roman Empire and impact on Britain: Julius Caesar's attempted invasion.</i> <i>Roman Empire and successful invasion.</i> <i>British Resistance e.g.</i></p>	<p>British History (taught chronologically)</p> <p>Broader History Study Earliest ancient civilisations, - ancient Egypt.</p> <p>Broader History Study A local history study e.g. <i>A depth study linked to a studied period.</i> <i>A study over a period of time.</i> <i>A post-1066 study of relevant local history –</i> Rochdale Pioneers</p>	<p>British History (taught chronologically) Anglo-Saxons and Vikings, including: <i>Roman withdrawal from Britain; scots invasion. Invasions, settlements and kingdoms.</i> <i>Viking invasions; Danegald.</i></p> <p>Broader History Study <i>A study over a period of time.</i> <i>A post-1066 study of relevant local history The changing power of monarchs.</i> – Kings and Queens</p>	<p>British History (taught chronologically) An extended period study, e.g. <i>Significant turning points in British history.</i> World War One Broader History Study Non-European society, <i>Mayan civilization.</i></p>

	Key Events e.g. bonfire night. Events of local importance.	Key Events e.g. bonfire night Events of local importance.	<i>Boudicca.</i> <i>Romanisation of Britain.</i>			
Geography	<p>Name continents Name countries of the UK Small area study (Rochdale/ countryside)</p> <p>Weather and climate Keep a weather chart – observational</p> <p>Non – European country Compare and contrast a small area of UK with a small area of a non-European country (2 year rolling programme)</p>	<p>Name continents Name capitals and countries of the UK Small area study (Rochdale/ countryside)</p> <p>Weather and climate Keep a weather chart – compassions</p> <p>Non – European country Compare and contrast a small area of UK with a small area of a non-European country (2 year rolling programme)</p>	<p>Name European countries Physical and human features of countries.</p> <p>Locate major cities in England</p> <p>Differences between countries Northern hemisphere Arctic circle Climate of areas studied</p> <p>Study an area of the UK (physical and human features)</p> <p>Study Volcanoes</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes ▪ use the eight points of a compass with increasing complex references ▪ use fieldwork to observe, measure, 	<p>Name North/ South American countries Physical and human features</p> <p>Locate major cities in UK</p> <p>Differences between countries Southern Hemisphere Antarctic circle</p> <p>Study an area of the America (physical and human features)</p> <p>Study Earthquakes</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes ▪ use the eight points of a compass with increasing complex references ▪ use fieldwork to observe, measure, 	<p>Name European capitals Time zones</p> <p>Name and locate UK counties</p> <p>Tropic of cancer Latitude/ longitude</p> <p>Study an area of the UK (physical and human features) Study Water cycle</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes ▪ use the eight points of a compass with increasing complex references ▪ use fieldwork to observe, measure, record and present the human and 	<p>Name American capitals Time zones Prime/ Greenwich Meridian</p> <p>Topic of Capricorn Latitude/ longitude</p> <p>Study an area of the America (physical and human features) Study mineral deposits</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes ▪ use the eight points of a compass with increasing complex references ▪ use fieldwork to observe, measure, record and present

			record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Music	Sing songs Play tuned and untuned instruments musically. Listen and understand live and recorded music. Make and combine sounds musically.	Sing songs. Play tuned and untuned instruments musically. Listen and understand live and recorded music. Make and combine sounds musically.	Use voice and instruments with increasing accuracy, control and expression. Improvise and compose music. Listen with attention to detail. Appreciate wide range of live and recorded music. Begin to develop understanding of history.	Use voice and instruments with increasing accuracy, control and expression. Improvise and compose music. Listen with attention to detail. Appreciate wide range of live and recorded music. Begin to develop understanding of history.	Perform with control and expression solo and in ensembles. Improvise and compose using dimensions of music. Listen to detail and recall aurally. Use and understand basics of staff notation. Develop an understanding of the history of music, including great musicians and composers.	Perform with control and expression solo and in ensembles. Improvise and compose using dimensions of music. Listen to detail and recall aurally. Use and understand basics of staff notation. Develop an understanding of the history of music, including great musicians and composers.
P.E.	Master basic movements, e.g. running, jumping,	Master basic movement e.g. running, jumping,	Use running, jumping, catching and throwing in isolation and in	Use running, jumping, catching and throwing in isolation and in	Use running, jumping, catching and throwing in isolation and in	Use running, jumping, catching and throwing in isolation and in

	<p>throwing, catching, balance, agility and co-ordination.</p> <p>Participate in team games.</p> <p>Perform dances using simple movements.</p>	<p>throwing, catching, balance, agility and co-ordination.</p> <p>Participate in team games.</p> <p>Perform dances using simple movements.</p> <p>)</p>	<p>combination.</p> <p>Play competitive games, modified as appropriate.</p> <p>Develop flexibility and control in gym, dance and athletics.</p> <p>Compare performances to achieve personal bests.</p>	<p>combination.</p> <p>Play competitive games, modified as appropriate.</p> <p>Develop flexibility and control in gym, dance and athletics.</p> <p>Compare performances to achieve personal bests.</p> <p><i>Swimming proficiency at 25m (KS1 or KS2)</i></p>	<p>combination.</p> <p>Play competitive games, applying basic principles.</p> <p>Develop flexibility and control in gym, dance and athletics.</p> <p>Take part in Outdoor and Adventurous activities</p>	<p>combination.</p> <p>Play competitive games, applying basic principles.</p> <p>Develop flexibility and control in gym, dance and athletics.</p> <p>Take part in Outdoor and Adventurous activities.</p>
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