



TCEA Whole School Curriculum coverage 2020-21

Stage	EYFS		KS1		LKS2		UKS2	
	Pre-school	YR	Y1	Y2	Y3	Y4	Y5	Y6
Theme	<p>T1: Do you want to be friends? Why do leaves go crispy?</p> <p>T2: Will you read me a story? Are eggs alive?</p> <p>T3: How many colours in rain? How high can I jump?</p>	<p>T1: 'What's that sound?' 'Why do squirrels hide their nuts?'</p> <p>T2: 'What is reflection?' 'Why do Zebras have stripes?'</p> <p>T3: 'What happens when I fall asleep?' 'Who lives in a rockpool?'</p>	<p>T1: Street Detectives (local history)</p> <p>T2: Location, location, location! (local geography)</p> <p>T3: Olympics</p>	<p>T1: Street Detectives (local history)</p> <p>T2: Location, location, location! (local geography)</p> <p>T3: Olympics</p>	<p>T1: Peasants, Princes and Pestilence: a study of British history beyond 1066</p> <p>T2: Misty Mountain, Winding River (Geography focus)</p> <p>T3: Olympics: Geography/history focus</p>	<p>T1: Peasants, Princes and Pestilence: a study of British history beyond 1066</p> <p>T2: Misty Mountain, Winding River (Geography focus)</p> <p>T3: Olympics: Geography/history focus</p>	<p>T1: Peasants, Princes and Pestilence: a study of British history beyond 1066</p> <p>T2: Sow, Grow, Farm (focus on features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas)</p> <p>T3: Going For Gold (Ancient Greece: a study of Greek life and achievements and their influence on the Western world)</p>	<p>T1: Peasants, Princes and Pestilence: a study of British history beyond 1066</p> <p>T2: Sow, Grow, Farm (focus on features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas)</p> <p>T3: Going For Gold (Ancient Greece: a study of Greek life and achievements and their influence on the Western world)</p>
Maths	EYFS	EYFS	NC14 Y1	NC14 Y2	NC14 Y3	NC14 Y4	NC14 Y5	NC Y6
Phonics	RWInc	RWInc	RWInc	GPS	GPS	GPS	GPS	GPS
English	EYFS	EYFS	RWInc	NC14 Y2	NC14 Y3	NC14 Y4	NC14 Y5	NC14 Y6
Science	<p>T1: Why do leaves go crispy? - seasons</p> <p>T2: Are eggs alive? - life cycles</p> <p>T3: How many colours in rain? - colour, light</p>	<p>T1: 'What's that sound?' 'Why do squirrels hide their nuts?' : sound, weather, seasons, changes</p> <p>T2: 'What is reflection?' 'Why do Zebras have stripes?'- light, reflections, camouflage, habitats</p> <p>T3: 'Who lives in a rockpool?': habitats, animals, adaptations</p>	<p>T1 Everyday Materials</p> <p>T2 Animals, incl. humans</p> <p>T3 Plants</p> <p>T1/2/3: Seasonal Changes (ongoing)</p>	<p>T1.1 Uses of Everyday Materials</p> <p>T1.2 Living Things and their Habitats</p> <p>T2 Plants : extended unit to cover missed Y1 key K and U</p> <p>T3 Animals, incl. humans</p>	<p>T1.1 Rocks 3</p> <p>T1.2 Light 3</p> <p>T2.1 Animals including Humans 3: extended unit to cover Y2 K & U</p> <p>T2.2 Plants 3</p> <p>T3.1: Animals including Humans 3: extended unit to cover Y2 K & U</p> <p>T3.2 Forces and Magnets 3</p>	<p>T1.1 Living Things and Their Habitats 4</p> <p>T1.2 Plants Y3</p> <p>T2.1 Animals including Humans 4</p> <p>T2.2 Forces and Magnets Y3</p> <p>T3.1: Sound 4</p> <p>T3.2 Electricity 4</p>	<p>Y5 / Y6</p> <p>T1.1 Light 6</p> <p>T1.2 Forces 5</p> <p>T2 Living Things and their Habitats 5: reproduction</p> <p>T3 Animals including Humans 6: extended unit to cover Y5 key K&U (changes to old age/puberty)</p>	<p>Y5/ Y6</p> <p>T1.1 Light 6</p> <p>T1.2 Forces</p> <p>T2 Living Things and their Habitats 5: reproduction</p> <p>T3 Animals including Humans 6: extended unit to cover Y5 key K&U (changes to old age/puberty)</p>



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<p>RE</p>	<p>T1 Focus on Autumn Celebrations T2 Easter</p>	<p>T1: F4: Being special: where do we belong? Christians Hindus Muslims Jewish people F2: Why is Christmas special to Christians?</p> <p>T2: F1: Why is the word 'God' special to Christians?</p> <p>F3: Why is Easter special for Christians?</p> <p>T3: F5: Which places are specially valued and why? Muslims Jewish people</p> <p>F6: Which stories are specially valued and why? Hindus Sikhs</p>	<p>T1 1.1: What do Christians believe God is like? 1.2: Why does Christmas matter to Christians?</p> <p>T2 1.6: What makes some places significant? What makes some places sacred to believers? Christians Hindus Jewish people</p> <p>1.5: Why does Easter matter to Christians?</p> <p>T3 1.3: Who is Jewish? What do they believe and how do they live?</p>	<p>1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? 1.9 What can we learn from sacred books and stories?</p> <p>T2 1.10: How do we show we care for the Earth? Why does it matter? Christians; Muslims</p> <p>1.12: What is the 'good news' Christians believe Jesus brings?</p> <p>1.9: How do we show we care for others? Why does it matter? Christians; Muslims</p> <p>1.11 Who is an inspiring person? What stories inspire Christian and Muslim people?</p>	<p>L2.4 What kind of world did Jesus want? L2.3 What is the 'Trinity' and why is it important for Christians? L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life? Christians; Hindus; Muslims; Non-religious people</p> <p>L2.5: Why do Christians call the day Jesus died 'Good Friday'? (CORE)</p> <p>L2.7: How is faith expressed in Hindu communities and traditions?</p> <p>L2.1: Where, how and why do people worship? Muslims; Jewish people; Christians</p>	<p>L2.12: How and why do people try to make the world a better place? Muslims; Hindus; Sikhs; Christians; Non-religious people L2.8: How is faith expressed in Sikh communities and traditions? L2.9: How do festivals and worship show what matters to Muslims?</p> <p>L2.5: Why do Christians call the day Jesus died 'Good Friday'? (DIGGING DEEPER)</p> <p>L2.10: For Christians, what was the impact of Pentecost?</p> <p>L2.1: Where, how and why do people worship? Muslims Jewish people Christians</p>	<p style="text-align: right;">Year 5/6</p> <p>2.5 How and why do Christians decide how to live? What would Jesus do?</p> <p>2.9 Justice and Poverty: why does faith make a difference?</p> <p>T2.1 2.2 Creation and science: conflicting or complementary? UC</p> <p>U2.6: What do Christians believe Jesus did to 'save' people?</p> <p>U2.11: Why do some people believe in God and some people not? Christians; Muslims; Non-religious people</p> <p>U2.4: How and why do some people inspire others? Hindus; Sikhs; Jewish people; Muslims</p>
<p>Computing</p>	<p>Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing</p>	<p>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Computer skills; Word Processing skills; Painting; Programming Toys; Programming; Using and Applying; Online safety</p>	<p>Using the Internet; Computer Art; Preparing Algorithms; Programming; presentation skills; using and Applying; Online safety</p>	<p>Internet research and Communication; Word Processing skills; Drawing and desktop publishing; Presentation skills; Programming; Using and Applying; Online Safety</p>	<p>Word Processing; Questions and Quizzes; Animation; Photo stories; Programming; Using and Applying; Online safety</p>	<p>Online Safety Y6 Spreadsheets Y6 Scratch: Developing Games Y5 Controlling Devices – flowcharts Y5 Y5 Internet research and webpage design – linked to 'Sow, Grow, Farm' theme</p> <p>UKS2: Coding – code.org Y6 Film-Making</p>



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	parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers							
Music			Charanga Y1 Hey You – hip-hop Rhythm in the Way We Walk/Banana rap – reggae In The Groove – blues, funk Round and Round – bossa nova Your Imagination – pop Reflect, Rewind and Replay - classical	Charanga Y2 Hands, feet, Heart – South Africa Ho, Ho, Ho – rapping, improvisation I Wanna Play In A Band – rock Zootime – reggae Friendship Song – pop Reflect, Rewind and Replay - classical	Charanga Y3 Let Your Spirit Fly – RnB Glockenspiel 1 Three Little Birds – reggae A Dragon Song – pop Bringing Us Together – disco Reflect, Rewind and Replay - classical	Charanga 4 Mamma Mia – pop Glockenspiel 2 Stop!- grime Lean on Me – gospel Blackbird – pop Reflect, Rewind and Replay - classical	Charanga Y5/6 Y5 Livin’ O A Prayer – rock Y5 Classroom Jazz 1 Y6 A New Year Carol Y6 Music and Identity Y5 Dancing In the Street Y6 Reflect, Rewind and Replay	
MFL French	-	-	-	-	Wakefield Scheme of Work Year 3	Wakefield Scheme of Work Year 4 Some mixed year group learning due to 2019/20 mixed KS2 class groupings and catch-up post-lockdown.	Wakefield Scheme of Work Year 5 Some mixed year group learning due to 2019/20 mixed KS2 class groupings and catch-up post-lockdown.	Wakefield Scheme of Work Year 6 Some mixed year group learning due to 2019/20 mixed KS2 class groupings and catch-up post-lockdown.
PE		Ball skills; Dance Gymnastics; Fine Motor skills Games; Sports Day preparation	T1 Football; Throwing and Catching Fine motor skills; Dance T2 Gymnastics; Yoga Attacking and Defending: Invasion Games T3 Multi skills; Striking and Fielding Athletics; Sports Day preparation	T1 Football; Throwing and Catching Gymnastics; Dance T2 Invasion Games; Yoga Fine motor skills; Circuit Training T3 Striking and Fielding; Multi skills Athletics; Sports Day preparation	T1 Football; Tennis Gymnastics; Dance T2 Tag rugby; Circuit training Netball; Dodgeball T3 Rounders; Hockey Athletics; OAA	T1 Football; Team building Gymnastics; Invasion Games T2 Dodgeball; Dance Netball; Tag rugby T3 Kwik Cricket; Hockey Athletics; Basketball	T1 Football; Circuit Training Gymnastics; OAA T2 Dance; Swimming Netball; Swimming T3 Ultimate Frisbee; Tennis Athletics; Kwik Cricket/Rounders	

See separate Mathematics and English progression and coverage.



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Standalone subjects include PE, RE, PSHCE, Computing, Mathematics and English. All are incorporated in the theme-based curriculum wherever links are possible. **History and Geography, Art and DT** are taught through the **theme** where possible, using National Curriculum 2014.

Music is taught following the Charanga music programme, from YR through to Year 5/6.

MFL (French) is taught in KS2 through a timetabled weekly lesson and practised at other opportunities throughout the week.

This proposed curriculum coverage may be subject to change, as circumstances dictate.