

Extract from EPS curriculum  
intent statement

At Ecclesall Primary, our motto “**Happy Children, Happy School, Learning Together, Growing together**” is very much alive in the school. We are an inclusive school and expect and encourage all children to work as part of a community and challenge views and opinions all under the protective umbrella of our three school values, **Respect, Positivity and Kindness.**

Our unique curriculum is designed to cover key areas of knowledge, skills and understanding across all subjects. The strength of our curriculum is the cross curricular approach to learning, enabling the children to embed deeper links whilst maintaining the explicit skills as subject specialists.

We have matched the subjects of the “wider curriculum” in KS1 and KS2 to skills and knowledge taught as part of the Early Years Foundation Stage curriculum. We have included the concepts of **communication** and **community**, central to the EYFS, as a starting point to the whole curriculum.

All children at Ecclesall have a solid grounding in explicit subjects as well as the disciplinary knowledge required to be able to progress through the carefully sequenced units of work.

This document shows what we consider is the “essential knowledge” that children should have by the end of each year group in each subject.



Essential Curriculum Knowledge – wider curriculum subjects

A GREAT FS  
communicator @  
Ecclesall can...

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talk about and act out familiar stories

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listen attentively

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listen to others and respond appropriately

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hold a conversation

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ask relevant questions

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use new vocabulary

A GREAT community  
member of our FS @  
Ecclesall can...

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play cooperatively with others

---

form friendships

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talk about their emotions and recognise  
how others are feeling

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follow our school rules and routines

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manage their own self care

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show resilience in different situations

## *A GREAT FS Historian @ Ecclesall can...*

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talk about history being in the past

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talk about what they have done at the weekend, yesterday and in the holidays

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talk about days, months, seasons and birthdays

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compare similarities and differences between the past and now

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talk about the changes and events in their own lifetime

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talk about some important people such as Sir Tom Moore/David Attenborough/The Queen

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begin to use simple historical vocabulary - past, now, yesterday, same, different, compare, artefact, old, new, change

# Early Years Foundation Stage

## **A GREAT FS Geographer @ Ecclesall can ...**

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talk about geography being about the world around them

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talk about the place where they live and name their city

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talk about the weather and seasons

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draw a simple map of our school grounds

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draw information from a simple map

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begin to use simple geographical vocabulary -season, weather, environment, urban, rural, feature, direction

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talk about how to look after the environment

## **A GREAT FS Scientist @ Ecclesall knows...**

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how to make predictions and observations

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that materials are different and that they have different uses

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how to use simple scientific vocabulary -Dissolve, nocturnal, experiment, predict, explain, reason, change

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about different animals and their environments such as pets, British wildlife, class animals

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about different minibeasts and their importance

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about some living things and how they change

## *A GREAT FS Artist @ Ecclesall knows...*

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how to make new colours

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how to select media and materials for a specific purpose

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how to create different effects through paint

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how to use different techniques through drawing

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how to create observational drawings

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how to talk about how they have created a picture

# Early Years Foundation Stage

## A GREAT FS Computer Scientist @ Ecclesall knows...

how to access apps on a tablet for a specific purpose

how to take photographs with different media

how to control a programmable toy such as a beebot/remote control toy

how to keep themselves safe online

about the benefits of limiting screen time

how technology is used in the world around them

## A GREAT FS Designer @ Ecclesall knows...

how to join materials in different ways using tape, split pins, treasury tags

how to safely use a range of tools for different purposes such as scissors and a hole punch

how to use materials to make 3d models

how to talk about how they have created a model and how they could adapt it

## A GREAT FS Musician @ Ecclesall knows...

sing a range of songs and rhymes from memory

talk about and use instruments to make different sounds

talk about and use instruments to make different sounds

copy a simple rhythmic pattern

move rhythmically to music

talk about how music makes them feel

## A GREAT FS Physical Learner @ Ecclesall knows...

how to hold a pencil for writing

how to follow instructions

how to use a range of small tools

how to negotiate space effectively

how to demonstrate coordination and balance

how to keep healthy

# History

## *A GREAT Y<sub>1</sub> Historian @ Ecclesall knows...*

How aboriginal stories of dreamtime influence aboriginal art

That individuals from the past impact the lives of people today

The key features of Grace Darling's rescue mission.

How to use a picture to ask questions about a historical figure.

## *A GREAT Y<sub>4</sub> Historian @ Ecclesall knows...*

the chronology of significant events in the Roman Empire

the influence that Romans had on Ancient Britons

why the Roman Army was so successful

the similarities & differences between Viking ways of live & how we live today

the influence that Vikings had on towns/cities in the UK i.e. York

a number of Viking myths & characters

## *A GREAT Y<sub>2</sub> Historian @ Ecclesall knows...*

the chronology of events leading to the Great Fire of London

The difference between London in 1666 and present day

How to choose a useful source of evidence

The chronology of Victorian times in relation to the Great Fire of London

How life has changed for children in Britain since Victorian times

Significant events in the life of Florence Nightingale.

## *A GREAT Y<sub>5</sub> Historian @ Ecclesall knows...*

How ancient artefacts can be analysed to find evidence about the past.

The influence that the Ancient Greeks have had on life today.

A number of Ancient Greek myths.

How to compare different interpretations of the same event using primary historical sources

The chronology of events and causes of the Sheffield flood in the Victorian era.

The impact of the flood on families, livelihoods and homes.

## *A GREAT Y<sub>3</sub> Historian @ Ecclesall knows...*

What is meant by 'primary evidence.'

The importance of archaeologists in finding evidence of the past.

When the Ancient Egyptians lived in relation to the Victorians.

The rituals and beliefs of the Egyptians concerning the 'afterlife.'

The chronology of the Stone Age and how settlements developed..

The habits of a Stone Age hunter gatherer

## *A GREAT Y<sub>6</sub> Historian @ Ecclesall knows...*

How to interpret primary and secondary sources of evidence including WW2 propaganda.

The circumstances which led to the outbreak of WW2.

The timeline of significant events in WW2.

How the significant events like the Blitz, rationing and evacuation affected the lives of people at that time.

# Geography

## A GREAT Y1 Geographer @ Ecclesall knows...

the difference between landmarks that are natural and those that are manmade

where Australia is located and can compare some of the physical and human landmarks to those in the UK

the names and locations of the world's five oceans

the natural features of coasts, cliffs and valleys

how the weather changes throughout the year and can name the seasons

name the 4 main compass directions

## A GREAT Y4 Geographer @ Ecclesall knows...

where Rome is and where the Roman Empire was located

where the Vikings came from and where they invaded

the part played by evaporation and condensation in the water cycle

that there are different biomes, why those biomes are where they are, and how life (plant & animal) is adapted

how the climate and landscape of the Arctic is changing & why

how humans have improved an environment in North America

## A GREAT Y2 Geographer @ Ecclesall knows...

where Africa is on a world map

the continents and oceans of the world

knows the terms climate, culture and landscape

about African habitats, and can name the animals that live there and how they are adapted to the environment

## A GREAT Y5 Geographer @ Ecclesall knows...

how mountains are formed

about the impact of volcanoes & earthquakes and can name & locate some famous volcanos

where in the world the Ancient Greeks & Aztecs lived

why people & societies settled where they did depending on the areas physical features

how to read an OS map with increasing accuracy

## A GREAT Y3 Geographer @ Ecclesall knows...

how to compare ancient settlements e.g. Skara Brae & Cresswell Crags

that Egypt is located in North Africa

the importance of the River Nile to the Ancient Egyptians and why they settled along the banks

how to group together different types of rocks based on their appearance and physical properties

how fossils are formed

## A GREAT Y6 Geographer @ Ecclesall knows...

the location of countries involved in WWII

how to conduct a detailed study of a region of North America in the context of the environment where slaves were taken to

# Science

## A GREAT Y1 Scientist @ Ecclesall knows...

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a variety of common wild and garden plants, including deciduous and evergreen trees

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the basic structure of a variety of common flowering plants, including trees

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a variety of common animals that are carnivores, herbivores and omnivores

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a variety of common animals including fish, amphibians, reptiles, birds and mammals

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how to name, draw and label the basic parts of the human body

## A GREAT Y4 Scientist @ Ecclesall knows...

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that sound is made by vibrations & how the ear receives sound

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that the size of an object effects the volume/pitch of a sound

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how a simple electrical circuit works

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the meaning of conductors and insulators

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how to group materials as solids, liquids or gasses

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that materials can change state

## A GREAT Y2 Scientist @ Ecclesall knows...

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the difference between alive, dead and never been alive

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that animals, including humans, have offspring which grow into adults

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the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

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how seeds and bulbs grow into mature plants

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that plants need water, light and a suitable temperature to grow and stay healthy

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why animals and plants are suited to their habitat

## A GREAT Y5 Scientist @ Ecclesall knows...

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how the moon moves relative to the earth (+ changes appearance)

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how the earth and planets move relative to the sun

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how the earth rotates and impacts Day & Night & the seasons

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that unsupported objects fall to earth as a result of gravity

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the effects of friction and resistance

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that humans change as they grow older

## A GREAT Y3 Scientist @ Ecclesall knows...

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that animals including humans need the right types and amounts of nutrition in order to remain healthy

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that a skeleton supports the body, protects vital organs and helps the body to move

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that magnets attract or repel each other

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that we need light in order to be able to see

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a shadow is formed when light is blocked by an opaque object

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the functions of different parts of flowering plants

## A GREAT Y6 Scientist @ Ecclesall knows...

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that light travels in straight lines

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how we see things (human eye)

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how variations in a circuit affect the function of components

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how living things are classified into broad groups based on similarities and differences

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the main parts of the human circulatory system, and can describe the functions of the heart, blood vessels and blood

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that living things produce offspring of the same kind that can adapt to their environment

# Art

## A GREAT Y1 Artist @ Ecclesall knows...

how to create a collage, collecting, collating and layering materials

how artists (Kandinsky) used lines and colours and create their own work in the style of...

how to change the shade and tone of colours by mixing

how to use a pattern or net to create a simple shape

## A GREAT Y2 Artist @ Ecclesall knows...

how to create designs from observational drawings (Victorians)

how to mix colours confidently, naming primary and secondary colours

how to create work using print & paint that is linked to artists (Andy Warhol, Van Gogh and William Morris)

how to create a watercolour wash

how to use pencils to create light & dark shades

the terms portrait, profile and silhouette

## A GREAT Y3 Artist @ Ecclesall knows...

how to use different materials to create colour and shape (Stone age cave art)

primary & secondary colours and where they appear on a colour wheel

how to use Derwent pastel pencils to feather representing fur

the meanings of background, middle ground and foreground

how to use clay to pull into a simple shape

how to use papier mache to make objects

## A GREAT Y4 Artist @ Ecclesall knows...

how to use mosaic to represent pattern & shape

how to use highlights & lowlights on dark paper

how to use brush & ink to create backgrounds (Monet)

how to add details to large pieces

how to create an imaginary landscape using back, fore & middle ground

## A GREAT Y5 Artist @ Ecclesall knows...

about the industrial themed work of Lowry

how to create a dramatic, 3D (Greek style) mask

how to use paint to create light & shade painting flowers

how to use layers (and backgrounds) to create an effect

how to manipulate clay to create a coil pot

how to create detailed artwork through close observation of a subject

## A GREAT Y6 Artist @ Ecclesall knows...

how to create tone, lines, light & shade

how to use perspective in their drawings

how to use a variety of media (including pastels) effectively

how to use clay to create a beautiful sculpture (poppies)

how to sketch/paint onto dark paper in the style of...(Henry Moore)

how to change a chosen background in order to change/choose effect

# Computer Scientists

## A GREAT Y1 Computer Scientist @ Ecclesall knows...

there is technology in school and it is important to use it correctly

how to choose appropriate tools in a program to create artwork

how to write a short algorithm to program a floor robot

how to sort and group objects (grouping data)

how to create and format text

design and program the movement of a character on screen

## A GREAT Y2 Computer Scientist @ Ecclesall knows...

how to identify IT around school and how its responsible use improves our world

how to capture and change a digital photograph

how to create and debug a program using logical reasoning to make predictions

how to collect data in a tally chart and presents this data on a computer

how to use a computer to create a musical composition

how to create an interactive quiz

## A GREAT Y3 Computer Scientist @ Ecclesall knows...

that digital devices have inputs, processors and outputs and that connected devices make networks

how to capture & edit still images to create a stop-frame animation to tell a story

how to use block-based programming to make music

how to build and use a branching database using yes/no questions

how to create documents by modifying text, images and page layouts

how to write algorithms that use a range of events to trigger sequences of actions

## A GREAT Y4 Computer Scientist @ Ecclesall knows...

the internet is a series of networks and that the content found on the www should be evaluated carefully

how to capture and edit audio to produce a podcast

how to use a text-based programming language to explore count-controlled loops when drawing shapes

how to use data loggers to carry out an investigation

how to manipulate digital images, and reflect on the impact of changes

how to use a block-based programming language to explore count-controlled and infinite loops to create a game

## A GREAT Y5 Computer Scientist @ Ecclesall knows...

how information is shared between digital systems

how to planning, capture and edit video to produce a short film

how conditions and selections using a programmable microcontroller effect outcomes

how to use a database to order data and create charts to answer questions

how to create images in a drawing program by using layers and groups of objects

how to use selection in programming to design and code an interactive quiz

## A GREAT Y6 Computer Scientist @ Ecclesall knows...

that the WWW can be used to communicate and be searched to find information

how to design and create a webpage, giving consideration to copyright, aesthetics, and navigation

how to use variables when designing and coding a game

how to use spreadsheets to organise and calculate data in order to answer questions

how to plan, develop and evaluate 3D computer models of physical objects

how to design and code a project using inputs from a physical device

# Design Technology

## **A GREAT Y1 Designer @ Ecclesall knows...**

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how to construct a pop up card using levers

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how to cut fruit safely

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that various construction materials are available in class throughout the year as part of continuous provision

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how to use a range of different media for various craft activities

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## **A GREAT Y4 Designer @ Ecclesall knows...**

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how to construct a simple electrical circuit

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how to use annotated diagrams in the design process

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how to use binca in order to practise various stiches

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how to follow a design when making a percussion instrument out of junk materials

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## **A GREAT Y2 Designer @ Ecclesall knows...**

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how to use a running stitch when sewing

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how to stick to a specific design when constructing using junk

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how to design a vehicle using wheels and axles

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how to follow a recipe, cutting, grating and weighing ingredients

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that various construction materials are available in class throughout the year as part of continuous provision

## **A GREAT Y5 Designer @ Ecclesall knows...**

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the strength of pillars and how to make a free standing structure

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how to make a device to "launch" an object

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what is required to make something float

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how to design and create a vessel to transport an object

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how to use simple mechanics of cams and pulleys to create a moving model

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how to use an exploded and annotated diagram in the design process

## **A GREAT Y3 Designer @ Ecclesall knows...**

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how to use various stitches running, cross & diagonal

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how to make a free standing photo frame

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how to use the jinx method of joining wood with reinforced triangles.

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how to use a saw safely

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how to use a menu to design and make a sandwich

## **A GREAT Y6 Designer @ Ecclesall knows...**

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how to create an eye catching logo

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how to design make and sell a product

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how to use mechanics and electricity to power a moving model

---

how to use various tools safely for the joining of different (and similar) materials

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that food choices and tastes have changed over time as a result of food availability

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# Music

## **A GREAT Y1 Musician @ Ecclesall knows...**

how to sing simple songs, chants and rhymes

how to recognise features / styles of music from different historical periods, focusing on instruments used, tempo and feelings evoked

how a sound can be represented using a simple symbol

how to perform short copycat rhythm patterns using body percussion and class instruments

how to create sound effects that represent an idea, e.g. horses' hooves

## **A GREAT Y2 Musician @ Ecclesall knows...**

how to sing songs with increasing vocal control

how to recognise features / styles of music from different historical periods, focusing on instruments used, tempo and feelings evoked

how to use graphic symbols to record a series of musical sounds

that the speed of the beat can change, creating a faster or slower pace (tempo)

how to play a range of singing games based on the cuckoo interval (so-mi), supported by a leader playing the melody.

## **A GREAT Y3 Musician @ Ecclesall knows...**

how to sing a widening range of unison songs tunefully and with expression, noting changes in melodic pitch

how to recognise features / styles of music from different historical periods, focusing on instruments used, tempo, feelings evoked and dynamics

how to play rhythm patterns including minims, crotchets and quavers and link words with rhythms to help recognise the patterns created

how to play and perform improvised melodies using a small range on tuned percussion or other melodic instrument

how to copy stepwise melodic phrases with accuracy at different speeds, e.g. allegro and adagio, extending to question-and-answer phrases.

## **A GREAT Y4 Musician @ Ecclesall knows...**

how to sing unison songs, rounds and partner songs tunefully and with expression, noting changes in melodic pitch

how to recognise features / styles of music from different historical periods, focusing on instruments used, tempo, feelings evoked and dynamics

how to create group compositions with a beginning, middle and end and perform group compositions directed by a conductor

how to play rhythm patterns including minims, crotchets, quavers, semiquavers and crotchet rests and link words with rhythms to help recognise the patterns created

how to recognise the difference between the sound of a major and minor chord

## **A GREAT Y5 Musician @ Ecclesall knows...**

how to sing songs and rounds with two parts with increasing accuracy in pitch, phrasing and style

when listening, how to recognise features / styles of music from different historical periods, focusing on instruments used, tempo, feelings evoked, dynamics and effect of major/minor keys

how to compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and play this melody on available tuned percussion.

how to create longer rhythm patterns including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests and perform multi-layered group rhythms using percussion instruments

how to read and write pitch on staff notation of the pentatonic scale

## **A GREAT Y6 Musician @ Ecclesall knows...**

how to sing with a sense of ensemble and performance, including more complex rounds and 2/3 part songs

when listening, how to recognise features / styles of music from different historical periods, focusing on instruments used, tempo, feelings evoked, dynamics and effect of major/minor keys

how to create group compositions including motifs representing a character, event or idea.

how to create longer rhythm patterns including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests and perform multi-layered group rhythms using percussion instruments

how to read and perform pitch notation within an octave

# Physical Education

## A GREAT Y1 Physical Learner @ Ecclesall knows...

the difference between a jump, leap and hop

what a "count" is in dance

you can run at different speeds

the difference between hopping & jumping

how to create a simple sequence in gymnastics

the difference between an attacker and a defender

you can send a ball to someone in different ways

some basic yoga poses

## A GREAT Y2 Physical Learner @ Ecclesall knows...

what "mirroring" is in dance

by running slower you can run for longer

how to hop, skip and jump with control and balance

the names of basic gymnastic shapes

how to track and stop a ball in different ways

the difference between an underarm and overarm throw

how to copy, remember and repeat yoga flows

## A GREAT Y3 Physical Learner @ Ecclesall knows...

the basic rules of cricket, football, hockey, netball, tennis and dodgeball

how to bowl (underarm/overarm and hold a cricket bat

you can use dance to express an idea or concept

understand roles of an attacker and defender

how to adapt gymnastic sequences to suit apparatus

how to use forehand and backhand in tennis

the importance of breathing in yoga

## A GREAT Y4 Physical Learner @ Ecclesall knows...

the difference between jogging and sprinting

the basic rules of badminton, basketball, tag rugby

that you can use dance to tell a story

how to perform partner balances with control

how to use a hockey stick to pass/shoot

how to score a game of rounders

the importance of control in yoga poses

## A GREAT Y5 Physical Learner @ Ecclesall knows...

different ways to catch & field a ball in cricket

different attacking and defending shots in cricket

how to combine a dance phrase to choreograph a dance

how to use tactics in dodgeball

what a canon and synchronisation is in gymnastics

how to pass, dribble, receive and shoot in hockey/netball (+rugby)

how to maintain a rally in tennis

how to use breath to move between yoga poses

## A GREAT Y6 Physical Learner @ Ecclesall knows...

how to pace themselves when running

how to use tactics to win points in badminton

how to double dribble and travelling rules in basketball

how to use props in a dance

what a counter-balance and counter tension is in gymnastics

how to use tactics in rounders and rugby

which yoga poses will link together in a flow



***A GREAT Y3 linguist  
@ Ecclesall knows...***

some simple short phrases

how to say single words or short phrases

the meaning of single everyday words

how to accurately copy single words

***A GREAT Y5 linguist  
@ Ecclesall knows...***

short spoken passages and how to pick out the main points

how to take part in simple conversations, asking questions and giving replies 2/3 times

the meaning of short written passages and how to pick out the main points

how to write simple, short phrases from memory, giving opinions

***A GREAT Y4 linguist  
@ Ecclesall knows...***

a variety of short commands, statements and questions

how to say a variety of short phrases

the meanings of short phrases and how use a dictionary to check meaning

how to copy short phrases correctly and how to write single words from memory

***A GREAT Y6 linguist  
@ Ecclesall knows...***

longer spoken passages and can pick out the main points

how to take part in longer conversations, asking questions and giving replies giving opinions.

the meaning of longer written passages and can pick out the main points and some details, working out the meaning of some new words.

how to write 3 or 4 sentences from memory, changing known phrases to say something new.