



December, 2025

Rygaards International Primary School Curriculum and Danish Fællesmål

Art

Competence Area (Fællesmål)	How Rygaards Primary Arts syllabus meets the goal (specific content / pages)
Image Production — overall competence goal (Danish 3rd grade): <i>“The pupil can express themselves through two-dimensional, three-dimensional, and digital images.”</i>	Rygaards details clear progression in two-dimensional techniques across Years 1–3: drawing from observation/imagination, sketchbook use, colour mixing, painting in layers, and textural experiments. These demonstrate the expressive element required by the Danish goal. Creation of 3D sculptures, use of Canva and other IT programs to create images, use of photographic images in printing.
Drawing and Graphics (Danish 3rd grade) — <i>“The pupil can draw based on ideas and experiences; knows about sketching and tools’ expressive potential; can draw from observation using whole and detail; light/shadow and depth.”</i>	Rygaards Year 1–3 include wide use of materials (pencil, charcoal, pastel), sketchbook work for idea development, still-life and observation studies, and vocabulary linked to tone, pattern, and line.
Painting and Collage (Danish 3rd grade) — <i>“The pupil can paint from ideas; knows basic techniques and colour theory; can create layered images; can produce a collage with thematic content.”</i>	Rygaards: systematic teaching of primary/secondary colour mixing, creating tints and shades, layering paint, experimenting with texture, and working at different scales. Collages created using mixed media and natural objects in Year 2 , 3 and 6
Sculpture and Spatial Images (Danish 3rd grade) — <i>“The pupil can create three-dimensional constructions; knows materials and joining techniques; can produce a sculpture.”</i>	Rygaards PDF (Years 1–3) focuses on drawing and painting. There is no explicit progression or unit on sculpture or 3D construction at these levels. “Exploring artists, craftspeople, and designers” is included but lacks technical 3D outcomes. A variety of materials are used to create sculptures; e.g recycled materials, modroc and cardboard. Year 3 visit the National Museum for a talk about Sculpture and the creation of their own. The annual Christmas Tree competition gives the opportunity for children to create their own 3D decorations from recycled materials.



<p>Digital Images (Danish 3rd grade) — <i>“The pupil can create and edit digital images; knows about digital photography, image editing, and simple animation.”</i></p>	<p>The provided Rygaards document focuses on analogue artmaking. No clear evidence of digital art, photography, or image editing in Years 1–3. However, there is the use of digital programs e.g. Canva, Paint, stop-motion to create videos, use of programs to create airline logos, sketch pad used on tablets in Year 2.</p>
<p>Image Analysis (Danish 3rd grade) — <i>“The pupil can discuss their own and others’ images.”</i></p>	<p>Rygaards embeds reflective practices: <i>reviewing own and others’ work, annotating sketchbooks, and comparing ideas, methods, and approaches.</i></p>
<p>Image Communication (Danish 3rd grade) — <i>“The pupil can communicate through images and present their own work; knows basic presentation methods.”</i></p>	<p>Rygaards includes <i>selecting ideas for different purposes, annotating work, and adapting for meaning.</i> However, presentation/exhibition formats are not explicitly described in the PDF. Art is, however, regularly displayed in classrooms and hallways and presented in joint assemblies. Regular practice in each class of sharing work and discussing outcomes. Parents are welcome during Class Coffee Mornings to see the art displays which the children explain to them.</p>
<p>Knowledge of Artists, Cultures, and Visual Elements (Danish 3rd grade) — <i>“Knowledge of art forms in local/global cultures; understanding of visual elements; ability to compare.”</i></p>	<p>Rygaards systematically introduces artists and cultural references (Hundertwasser, Aboriginal art, Mexican folk art, Escher, Tinga Tinga, etc.) and explicitly teaches the “seven visual elements.”</p>

Danish as a Second Language

Competence area (Fællesmål – key point, phase/class)	How Rygaards Primary syllabus meets the goal (specific content / pages)
<p>Reading – decoding, comprehension, text understanding, strategies (Fællesmål Reading; phases 1–P2 / after 9th–10th grade)</p>	<p>Rygaards outlines a clear progression under <i>“Text comprehension / Written language”</i> from Level 1 (recognizing a few words in familiar contexts, using visual aids) to Level 8 (understanding complex authentic texts, identifying opinions, reading independently). At level 8, students will also have learnt decoding, skimming/scanning, as well as choosing texts independently.</p>



	<p>At Rygaards School, each class from Year 3 to Year 10 is divided into three Danish levels: Core group, Intermediate group and Advanced group.</p> <p>Level 1 to 3 is Core, level 4 to 6 is Intermediate and Advanced is level 7 to Highest Level.</p>
<p>Listening – comprehension, communication, strategies (Fællesmål Listening; phases 1–P2 / after 9th–10th grade)</p>	<p>Progression from Level 1 (understanding simple words and phrases, using repetition and visual support) to Levels 7–8 (understanding longer passages, recognizing moods, following normal-speed speech, drawing inferences based on a wide range of source materials of varying complexity, sometimes academic in nature, and crossing over with other subjects such as Social Studies, Global Perspectives, History, etc.).</p> <p>At Rygaards School, each class from year 3 to year 10 is divided into 3 Danish levels: Core group, Intermediate group and Advanced group.</p> <p>Level 1 to 3 is Core, level 4 to 6 is Intermediate and Advanced is level 7 to Highest Level.</p>
<p>Writing – spelling, text production, communication, strategies (Fællesmål Writing; phases 1–P2 / after 9th–10th grade)</p>	<p>Progression from writing single words/sentences (Levels 1–2) to composing structured, multi-paragraph texts with editing and appropriate register (Levels 7–8). Includes dictionary use, grammar application, and redrafting. Peer-feedback also plays a significant role, as does metacognitive writing strategies through rendering writing from English into Danish or vice versa.</p> <p>At Rygaards School, each class from Year 3 to Year 10 is divided into three Danish levels: Core group, Intermediate group and Advanced group.</p> <p>Level 1 to 3 is Core, level 4 to 6 is Intermediate and Advanced is level 7 to Highest Level.</p>
<p>Speaking – oral presentation, grammar, communication,</p>	<p>From Level 1–2 (producing short sentences and single words) to Level 7–8 (presenting, debating, improvising, adapting speech style). Focus on grammar, pronunciation, vocabulary, and intonation. Presentations and debates often revolve around topics</p>



<p>strategies (Fællesmål Speaking; phases 1–P2 / after 9th–10th grade)</p>	<p>prominent in other subjects, such as historical, social and cultural topics, with the learning outcome that students increase their vocabulary relating to such topics.</p>
<p>Cross-cutting goals – language awareness, acquisition, use of resources (Fællesmål overarching competence goals)</p>	<p>Rygaards integrates bilingual dictionary use, vocabulary lists, grammar awareness, and transition from dependent to independent resource use. Language awareness is embedded in reading and writing progression.</p>
<p>Assessment & progression documentation (UVM: phase and progression requirements)</p>	<p>Rygaards provides eight progressive levels with clear learning outcomes per skill area — a strong base for documentation of progression and evaluation.</p> <p>Please find the document “Delmål for Danish” on Rygaards’ website, which shows the goals for Core, Intermediate and Advanced level, across the year groups.</p>

Danish Culture and Traditions

Danish Culture and Traditions	How Rygaards Primary syllabus meets the goal
<p>Year 1</p>	<ul style="list-style-type: none"> • School’s birthday: eating flødebolles • Geography – flags: looking at the Danish flag. • UN Day (in Danish Department): spending the day with the DK department friendship class. Creating friendship partners. Introducing common Danish words and phrases. Learning to sing well known children’s songs in English & Danish. Shared playtime and craft. • Juleklip & Christmas tree tradition (in Danish Department): Singing Danish Christmas songs; “Nu er det jul igen”. Experiencing Danish Christmas games. • Eating traditional Danish food (æbleskiver). • Exchanging Christmas cards with partners in the Børnehaveklasse. • ‘Bygge Hygge’: Play date with BH class with lego. • History - Toys: Learning about how Lego is a Danish company.



	<ul style="list-style-type: none"> • Geography – Comparing Denmark to Kenya (climate, features, wildlife) • Fastelavn: Learning about traditions. Decorating the barrel. Hitting the barrel. Dressing up. Singing traditional fastelavn songs together with the BH class. Presentation of king and queen. Eating fastelavn buns. • Lenten tradition: gækkebreve - påskeklip • Fairytale unit: Hans Christian Andersen as part of our unit as a famous Danish author. • Science - Space: learning about Andreas Mogensen as a significant Danish person. He is an ex-student of Rygaards School.
<p>Year 3</p>	<ul style="list-style-type: none"> • School’s birthday: eating flødebolles • Geography – Maps, landscape, famous buildings • School trip to CPH, boat tour, museum visits • UN Day (in Danish Department): spending the day with the DK department friendship class. Creating friendship partners. Introducing common Danish words and phrases. Learning to sing well known children’s songs in English & Danish. Shared playtime and craft. • Geography – Comparing Denmark to Australia (climate, features, wildlife) • Fastelavn: Learning about traditions. Decorating the barrel. Hitting the barrel. Dressing up. Singing traditional fastelavn songs together with “Indskoling” classes in DK Dept. Presentation of king and queen. Eating fastelavn buns. • Lenten tradition: gækkebreve - påskeklip • Fairytale unit: Hans Christian Andersen as part of our unit as a famous Danish author. • Christmas visit to plejehjem to sing Christmas songs, some in Danish • Study Vikings; trip to Lejre
<p>Year 5</p>	<ul style="list-style-type: none"> • Danish Monarchs through time. • Christian IV legacy on Danish society (visit to city buildings)



	<ul style="list-style-type: none"> • UN Day: (in Danish Department): spending the day with the DK department friendship class. Creating friendship partners. Introducing common Danish words and phrases. Learning to sing well known children’s songs in English & Danish. Shared playtime and craft. • Santa Lucia; Watch Danish performance by 4kl., their Friendship classes, at Santa Lucia Church Service. • Fastelavn: Learning about traditions. Decorating the barrel. Hitting the barrel. Dressing up. Sharing traditional fastelavn activities together with “mellem skole” classes in DK Dept. Presentation of king and queen. Eating fastelavn buns. • Read Hans Christian Andersen stories. • Study Hamlet- Visit Helsingør
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English

Kompetenceområde (fællesmål — nøglepunkter) Danish 2. og 4. klasse	Hvordan Rygaards Primary English syllabus opfylder målet (konkret indhold / sider)
Læsning — afkodning og flydende læsning (2. kl.) (2. kl.)	Rygaards har en detaljeret progression i phonics/word structure for Reception–Year2: letter names & common phonemes; digraphs/trigraphs; blending and decoding; reading decodable words and recognition of common exception words — explicit work on decoding and fluency for KS1. (See Reading: Word structure/phonics; Blend & decode; Read familiar words quickly.)
Læsning — tekstforståelse & simple fortællinger (2. kl.) (2. kl.)	Rygaards requires pupils to talk about sequence (beginning/middle/end), retell familiar stories verbally, identify characters/settings, predict and make simple inferences. Includes use of pictures to support understanding. (Structure of texts; Interpretation; Appreciation).
Læsning — multimodal & informationsøgning (4. kl.) (4. kl.)	Rygaards includes comprehension of a range of fiction and non-fiction, locating information in captions/labels and using organisational features (subheadings). However, Rygaards English syllabus does not explicitly require pupils to



	<p>navigate age-appropriate websites or library systems (an explicit Danish 4. kl. goal).</p> <p>Here, ICT curriculum covers digital navigation and web searches.</p>
Fremstilling / Skrivning — håndskrift/skrivning & stavning (2. kl.) (2. kl.)	<p>Rygaards details spelling progression (phonics to spellings, common suffixes/prefixes), sentence-level writing (capital letters, full stops), simple connectives and basic punctuation. Rygaards includes segmenting multisyllabic words, use of common prefixes/suffixes and building vocabulary for writing.</p> <p>Handwriting lessons from Reception-Year 6. The ICT curriculum covers touch typing.</p>
Fremstilling / Skrivning — tekstproduktion & genrebevidsthed (4. kl.) (4. kl.)	<p>Rygaards includes progression to multi-clause sentences, varied sentence openings, use of adjectives, reported/direct speech, structure of texts and developing sequences of actions. It expects pupils to write statements, instructions and extended writing with grammatical control.</p>
Fortolkning / Litteraturforståelse — oplevelse og indlevelse (2. kl.) (2. kl.)	<p>Rygaards requires enjoyment of stories/poems, joining in with readings, and linking texts to own experience; retelling and identifying main characters. These map to Danish aims re: experiencing and discussing literature.</p>
Fortolkning / Fortolkning (analytisk) — (4. kl.) (4. kl.)	<p>Rygaards asks for exploration of implicit meaning, prediction, simple inference and discussing viewpoints in texts. It includes recognizing features of different non-fiction types and using evidence from text to answer questions.</p> <p>Guided reading sessions involve text perspectives and systematic investigation. These skills, plus critical evaluation, are utilised during Global Perspectives sessions.</p>
Kommunikation — mundtlig dialog & talelytte vekslning (2. kl.) (2. kl.)	<p>Rygaards English includes speaking & listening progression: responding verbally to questions about texts, joining in recitations, oral retell, role-play/drama implied through speaking activities, and listening comprehension tasks.</p>
Kommunikation — digital & multimodal kommunikation (4. kl.) (4. kl.)	<p>Rygaards includes multimodal text awareness (pictures supporting understanding; organisational features in non-fiction), and tasks that require locating info in text (captions, diagrams). However, Rygaards' document does not explicitly</p>



	<p>specify digital communication competencies (e.g., search strategies, evaluating online sources, using different digital formats) that the Danish 4. kl. fællesmål highlights.</p> <p>All of these skills are covered in the ICT curriculum.</p>
<p>Sprog & sproglig bevidsthed (fonologi, ordklasser, sprogbrug) (2. kl.) (2. kl.)</p>	<p>Rygaards has explicit grammar & punctuation progression: identifying nouns/verbs, simple quantifiers, pronouns and agreement, use of connectives (and, but, because), and exploration of adjectives and adverbs — plus phonics awareness.</p>
<p>Sprog & metalingvistisk viden (4. kl.) (4. kl.)</p>	<p>Rygaards extends grammar knowledge (multi-clause sentences, suffixes for tense, comparative/superlative forms, pronoun agreement) and encourages use of dictionaries/glossaries for vocabulary building. This supports the metalinguistic aims in Danish after 4. kl.</p> <p>In spelling, origin of words is covered.</p> <p>In Danish lessons, Danish/English words are compared, such as how sentences are structured etc. The multilinguistic nature of the school is referred to and celebrated during lessons.</p>
<p>It & kommunikation — it-forståelse (4. kl.) (4. kl.)</p>	<p>Rygaards: no explicit statements that pupils will learn to navigate websites, use search queries or evaluate online sources in English. The syllabus focuses on print and multimodal texts rather than web-search skills.</p> <p>However, it is one of the core skills covered in Global Perspectives.</p> <p>Search and navigation methods are covered in ICT lessons.</p> <p>During non-fiction lessons, children are encouraged to create their own research in order to support their writing.</p>
<p>Sproglig/kulturel kontekst — nordisk/sprogligt perspektiv (2. & 4. kl.) (2. kl./4. kl.)</p>	<p>Rygaards English focuses on English language and culture; it does not include instruction on Danish or other Scandinavian languages or the Nordic cultural-linguistic context required in Danish fællesmål (which instructs access to Scandinavian languages/culture).</p> <p>Danish language and culture ID are covered in weekly Danish lessons.</p>



<p>Vurdering og metoder — refleksion over egen læring (2. & 4. kl.) (2. kl./4. kl.)</p>	<p>Rygaards includes activities where pupils identify interesting words, record vocabulary to inform writing, and respond to questions with explanation of thinking. This supports formative reflection and metacognitive skills.</p>
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Gym

<p>Danish Competence Area (Fællesmål — key domain) (2nd grade)</p>	<p>How Rygaards Primary Gym curriculum meets the goal (specific content / pages)</p>
<p>Broad Physical Activity (Alsidig idrætsudøvelse) (Gymnastics, Ball games, Dance and expression, Basic body movement, Running/jumping/throwing)</p>	<p>Largely met. Rygaards (England NC, Key Stage 1) requires pupils to: Master basic movements (running, jumping, throwing, catching), develop balance, agility and coordination, participate in team games with simple tactics, and perform dances using simple movement patterns. These outcomes directly cover the Danish skills goals related to basic gymnastics, ball handling, rhythm/dance, and locomotor skills.</p>
<p>Sports Culture and Relationships (Idrætskultur og relationer) (Cooperation, Responsibility, Norms, Values, Terminology)</p>	<p>Mostly met. Rygaards/NC emphasises participation in cooperative and competitive physical activities, both individually and in teams, and highlights character-building, fairness, and respect. These align well with the Danish goals requiring pupils to cooperate, follow rules, and begin using simple subject-specific terms.</p>
<p>Body, Training, and Wellbeing (Krop, træning og trivsel) (Understanding the body, Physical activity, Health)</p>	<p>Partially met. Rygaards/NC states that pupils should “support health and fitness,” “be physically active for sustained periods,” and “understand how to improve in different physical activities.” These partially correspond to the Danish goals for discussing feelings during activity, understanding bodily reactions, resting vs. active pulse, and participating in warm-up.</p>



Mathematics

Kompetenceområde (Danish 3. kl.)	Hvordan Rygaards curriculum opfylder målet
Matematiske kompetencer (3. kl.) – Eleven kan handle hensigtsmæssigt i situationer med matematik.	Rygaards maths progression emphasises “Thinking and Working Mathematically” (problemsolving, reasoning, communicating) from Year 1 upwards. E.g., the introduction: “At Rygaards ... pupils will develop problem solving and reasoning skills...” (Maths Progression, p. 1) Rygaards Skole+1
Tal og algebra – Tal (3. kl.) – Eleven kan anvende trecifrede tal til at beskrive antal og rækkefølge.	In Rygaards syllabus, under “Number – Counting and sequences – Year 3” pupils count on and back in steps of constant size; use number sequences up to and including 3-digit numbers. (Maths Progression, Year 3 column) Rygaards Skole+1
Tal og algebra – Regnestrategier (3. kl.) – Eleven kan addere og subtrahere enkle naturlige tal med hovedregning og lommeregner.	Rygaards progression for Year 3 includes steps: “... add and subtract ... count on and back ... steps of constant size.” Explicit teaching of mental strategies for number calculation. Calculators are used to check calculations and to solve complex problems. (Maths Progression, Year 3) Rygaards Skole+1
Geometri og måling – Måling (3. kl.) – Eleven kan anslå og måle længde, tid og vægt i enkle hverdagssammenhænge.	The Rygaards syllabus includes measurement topics across years; although the PDF excerpt for Year 3 is limited in the publicly viewable part (e.g., “Estimate number of objects ... count on/back ...”). The full document contains measurement but explicit reference for Year 3 measurement is not visible. However, Measurement of length/time/weight is taught explicitly under Area and Perimeter, and conversion of units. Scribd+1
Statistik og sandsynlighed (3. kl.) – Eleven kan udføre enkle statistiske undersøgelser og udtrykke intuitive chancetørrelser.	Rygaards syllabus emphasises “Thinking & Working Mathematically” and includes data handling across years, but explicit reference to simple statistical investigations or intuitive probability (chance) for Year 3 is not clearly visible in the extract. However, it is covered in practice, by conducting surveys such as counting vehicles that pass the school, classifying different groups, presenting data and drawing conclusions. Probability activities involving chance-language (impossible, likely, unlikely, certain etc) are covered. Rygaards Skole+1



Modellering og kommunikation (3. kl.) – Eleven kan undersøge enkle hverdagsmæssige problemstillinger, stille og besvare matematiske spørgsmål, og kommunikere med konkret, visuel og enkel symbolsk repræsentation.	Rygaards emphasis on “Thinking & Working Mathematically” (specialising & generalising; conjecturing & convincing; characterising & classifying; critiquing & improving) indicates an intent to develop representations, reasoning and communication skills. Communicated in everyday problems. (Maths Progression, p. 1) Rygaards Skole+1
Teknologiforståelse (3. kl.) – Eleven kan anvende enkle hjælpemidler, herunder digitale, i undersøgende arbejde.	In the Danish documentation a new competence area “Teknologiforståelse” is mentioned (see separate document) uvm.dk Rygaards curriculum includes digital tools implicitly (problem-solving, representation) but the public excerpt does not explicitly mention digital tools in Year 3. Year 5 uses Excel and MyiMaths.

Miscellaneous Items and Placement

Kompetenceområde	How Rygaards Primary syllabus meets the goal
Traffic - Year 5	Yr 5 teach a small unit on traffic awareness and safety as a pedestrian in danish towns and cities.

Music

Kompetenceområde (fællesmål)	Hvordan Rygaards Primary Music Curriculum opfylder målet (konkret indhold / sider)
Sang og musiklytning (Singing and music listening)	Rygaards curriculum includes regular singing practice, and students listen to a range of music across cultures. Emphasis on active listening and responding to music.
Musikalsk improvisation (Musical improvisation)	Includes activities where students explore improvisation using different instruments. Focus on free expression and creative sound exploration. Students develop basic vocal improvisation skills during a variety of simple games. Students improvise short melodies using solmization and Curwen hand signs. Youngest students play with animal sounds, improvising multiple short melodies.



Musikalsk udtryk (Musical expression)	Students are encouraged to experiment with different musical forms to express emotions. Emphasis on using instruments and voice for expression.
Kulturelle sammenhænge og traditioner (Cultural contexts and traditions)	Curriculum highlights music from different historical periods and global cultures. Includes exposure to traditional music and music from different parts of the world. Students learn Danish traditional songs during the UN day celebration, Santa Lucia, Christmas and Fastelavn. Students also learn songs from different countries during the celebration of UN day. Students are also encouraged to share music from their home countries during the lessons and assemblies.

Nature Technology

Competence area (fællesmål — key point) — Stage	How Rygaards curriculum meets the goal (concrete content / pages)
Investigation / Inquiry (Undersøgelse) — (2. kl.)	Cambridge Primary Science (Stages 1–2 used in Rygaards' Science provision) includes learning objectives to ask questions, observe, use simple equipment, take measurements in non-standard units, and follow safety; matching the Danish requirement that pupils carry out simple inquiries based on their own and others' questions. Rygaards Science Year 1–2 practical tasks and observation activities reflect this.
Investigation / Inquiry (Undersøgelse) — (4. kl.)	Cambridge Primary Science (Stages 3–4) emphasizes using observations to classify, selecting appropriate equipment, repeating measurements for reliability, and introducing standard units. Rygaards Years 3–4 Science lessons contain these progression elements and practical investigations.
Modelling (Modellering) — (2. kl.)	Cambridge Stage 1–2 and Rygaards Science include use of simple models (drawings, labeled diagrams) for bodies, plants etc. Geography units for lower years contain simple physical-feature models (drawings/maps) in class projects. Year 3 uses models of the brain and heart to explain these functions in the body. Year 5 explains the process of seed dispersal.



	Year 6 uses mapping in Social Studies units on Mountains and Rivers. Year 6 also uses physical models of human organ systems in Biology work. Year 6 also models the Rock Cycle in Chemistry work.
Modelling (Modellering) — (4. kl.)	Cambridge Stages 3–4 develop more abstract models; Rygaards brings modelling into Years 3–4 via map skills (Geography), body/system models (Science), and design-type projects.
Contextualisation / Perspective (Perspektivering) — (2. kl.)	Rygaards' Science "science in context" approach and Geography (local environment, seasons, "our country") give pupils experience of nature/technology in their everyday lives, matching Danish aims for 2nd grade.
Contextualisation / Perspective (Perspektivering) — (4. kl.)	Rygaards Geography units (e.g., climate zones, rainforests) plus History and Science allow pupils to relate nature/technology to broader contexts (ecology, human impact).
Communication (Kommunikation) — (2. kl.)	Cambridge Stage 1–2 stresses describing investigations and models; Rygaards Geography and History include oral/symbolic communication (drawings, timelines, simple sentences). This aligns with Danish goals for using simple subject words and describing own investigations.
Communication (Kommunikation) — (4. kl.)	Cambridge Stage 3–4 requires pupils to describe simple natural/technological problems and present results. Rygaards uses report/presentation tasks in Geography and History projects.
Technology & Resources (Teknologi og ressourcer) — (2. kl.)	Cambridge Science and Rygaards Geography/History include elements about everyday resources (food, materials) and design tasks (simple). Content can be mapped to the Danish goal that pupils recognize resources in daily life. Year 2 addresses this goal in properties of everyday materials. Year 6 discusses rationing in World War 2. Within the Viking unit, Year 6 further discusses the everyday resources differences.
Technology & Resources (Teknologi og ressourcer) — (4. kl.)	EMU requires pupils to be able to describe a process from resource → product and understand simple production chains.



	<p>Rygaards has invention/design projects and geography topics that touch on resources.</p> <p>Year 6 plans, for example, designs and produces a large-scale parabolic curve art project.</p>
Humans (structure & function) (Mennesket) — (2. kl.)	<p>Cambridge Stage 1 covers external parts and basic life processes; Rygaards Year 1–2 covers senses and external body parts — matching Danish aim to name external parts and basic needs.</p>
Humans (structure & function) (Mennesket) — (4. kl.)	<p>Danish goals expect pupils to use models to explain internal and external structures of humans and animals. Cambridge Stage 3–4 includes basic systems; Rygaards Year 3–4 Science covers body systems and models.</p>
Organisms (classification, needs) (Organismer) — (2. kl.)	<p>Cambridge Stage 1–2 teaches living/non-living, plant/animal needs; Rygaards Year 1–2 topics include animals and plants, their needs and characteristics.</p>
Organisms (classification, food chains) (Organismer) — (4. kl.)	<p>Danish goals expect increased biological understanding (classification, food chains). Cambridge Stages 3–4 teach classification and use of identification keys; Rygaards Years 3–4 include these topics.</p>
Water, Air & Weather (Vand, luft og vejr) — (2. kl.)	<p>Rygaards Geography covers seasonal and daily weather patterns, seaside topics and early climate awareness; Cambridge Earth/space content addresses basic weather and seasons. This aligns with the Danish goal to illustrate weather and seasons.</p>
Water, Air & Weather (Vand, luft og vejr) — (4. kl.)	<p>EMU asks for understanding of water cycle, climate zones and human impact on climate. Rygaards Geography topics include climate zones and physical geography; Cambridge materials include water cycle and broader Earth concepts.</p>
Digital design & design processes (Digital design / Designprocesser) — (1.–3. kl. / 2. kl. focus)	<p>Rygaards includes analog design activities (e.g., “Design your own country”, simple invention projects), but the uploaded curriculum PDFs do not show explicit digital design tasks (use of digital tools) for 1st–3rd grade. Danish goals require early digital design experience.</p> <p>Year 2 and 3 addresses this goal through coding in ICT classes.</p>



	Year 4 plans, produces and trials full electric circuits to create operational boardgames. Year 4 uses Scratch to create their own mazes and operational games.
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Religion

Competence Area (fællesmål — key point) After Danish 3 rd Grade	How Rygaards Primary Religion Curriculum Meets the Goal (specific content / pages)
Content of Religion	Introduces students to various religious traditions with a focus on Christianity. Includes stories, symbols, and rituals such as Christmas and Easter.
Christianity - Basic Understanding	Provides basic Christian teachings, including God, Jesus Christ, the Ten Commandments, and the Lord's Prayer.
History of Christianity	Covers key events in the life of Jesus but English Curriculum lacks in-depth historical context about the evolution of the Church. The Acts/Bible, beginning of the Church, disciples is covered in joint church assemblies. The persecution of the early church by the Romans is covered in the story of Santa Lucia.
Religious Practices	Describes Christian practices such as baptism, communion, prayer, and holidays like Christmas and Easter.
Children and Religious Communities	Introduces children to religious communities and activities like Sunday school and youth groups. (First Communion classes, Confirmation classes, Wednesday + Sunday Masses, Retreats, Assumption education, Values)
Interpretation of Biblical Texts	Uses simple biblical stories such as Noah's Ark, the Good Samaritan, and David and Goliath for reflection.
Ethical Considerations	Teaches ethics and morals through biblical principles such as forgiveness, love, and kindness.
Cultural Knowledge and Reflection	Focuses on how Christianity influences Danish culture, including art, literature, and holidays. (Saint Lucia/ Sankt Lucia, Fastelavn/Lent, Ascension Thursday, Advent, Christmas, Easter, Art in Religion)



Kindergarten Class

Subject	DK Børnehaveklasse (Fælles Mål) 6-7 years old	UK EYFS ELGs Reception Class 4-5 years old	UK KS1 (Y1 & Y2) National Curriculum 5-7 years old	Cambridge Primary Stages 1 & 2 5-7yrs old	Vurderinger/ Evaluations
Literacy	Sprog – Kompetencemål: Eleven er opmærksom på forskellige måder at anvende sprog på. Opmærksomhedspunkter: samtale og dialog; undersøger sproglyde; rim & remser; fortælle om oplevelser; forstå billed- og skriftsprog; eksperimentere med bogstaver og ord	Strong foundations in listening comprehension, inferencing in simple stories, expressive language in full sentences, early reading behaviours (tracking, decoding attempts), and mark making, progressing into sentence writing (CL1–2, LIT1–3).	Full KS1 English progression: secure decoding and CEWs; fluent reading with expression; predicting, questioning, summarising; structured writing with punctuation, expanded noun phrases, conjunctions (“and/but/because”), sequencing events, basic narrative structures, handwriting	Cambridge English progression: systematic phonics reinforcement; expanding reading fluency and stamina; guided reading for inference, prediction, and summarising; text-type awareness (narrative, recount, instructions); structured writing process (plan–draft–edit);	Skolen arbejder systematisk med mundtlig sprogudvikling, lydopmærksomhed, begyndende skriftsprog og kommunikative kompetencer i overensstemmelse med Fælles Mål. EYFS lægger et stærkt fundament for dialog, ordforrådsopbygning og fonologisk udvikling. I KS1 bygges der videre med struktureret læse- og skriveundervisning, herunder syntetisk



			fluency; speaking skills incl. turn taking, clear explanations, building on others' ideas — NC1.1–1.10; NC2.1–2.11; SL1–SL12.	sentence variety, cohesion, and grammar awareness; vocabulary building through semantic mapping and context; speaking and listening for explanation, retelling, and collaborative dialogue — codes 1Re1–1Re12; 1Wr1–1Wr8; 1Sp1–1Sp6; 1SL1–1SL6	fonetik, læseforståelsesstrategier og tidlige genrekendskab. Cambridge-forløbet understøtter den videre progression med fokus på tekstforståelse, mundtlig formulering, redigering af egne tekster og udvidet ordforråd. Konklusion Målet vurderes fuldt opfyldt. Dansk sprogstøtte indgår, men den primære udvikling foregår via engelsksprogede faglige rammer, hvilket er fuldt foreneligt med internationale skoler. The year groups work systemati
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					cally with phonological awareness, oral language development, early writing, storytelling, and book knowledge. EYFS forms a strong foundation, while KS1 and Cambridge provide structured reading, writing, and vocabulary development. The competence area is fully met.
Mathematics	<p>Matematisk opmærksomhed – Kompetencemål: Eleven kan anvende tal og geometrisk sprog i hverdagsituationer.</p> <p>Opmærksomhedspunkter: tælle og sammenligne; tal i hverdagen; mønstre; former; enkel måling; sortere og kategorisere</p>	<p>EYFS: mastery of stable order, subitising, composition/dec composition of numbers, comparing quantities, early number facts,</p>	<p>KS1: conceptual place value to 100, reasoning with tens/ones, developing recall of bonds to 20/100, representing addition/subtract</p>	<p>Cambridge Maths : foundational place value understanding with manipulatives; reasoning and generalising p</p>	<p>Der arbejdes alderssvarende med talforståelse, sammenligning, mønstre, geometri, måling og matematiske begreber gennem både legende</p>



		<p>shape manipulation, positional language, informal measures, spatial reasoning through block play (M1–M2).</p>	<p>ion with concrete/pictorial/abstract models, solving one step problems, identifying and describing shapes with properties, symmetry, early fractions (1/2, 1/3, 1/4), measuring length/mass/capacity accurately, and reading time to nearest 5 minutes — NC1.1–1.20; NC2.1–2.20.</p>	<p>mental strategies for +/–/×/÷; concrete–pictorial–abstract modelling; deep shape reasoning; early geometry language; systematic measurement investigations; simple statistics (sorting, tallying, pictograms, block charts); problem-solving across real-life contexts — codes 1Nn1–9; 2Nn1–12; 1Ca1–8; 2Ca1–10; 1Ge1–6; 2Ge1–7; 1Me1–8; 2Me1–9</p>	<p>aktiviteter (EYFS) og fagligt strukturerede moduler (KS1 og Cambridge). Der anvendes konkrete materialer, visuelle repræsentationer og tidlig anvendelse af problemløsning i hverdagskontekster, hvilket stemmer overens med Fælles Mål.</p> <p>Konklusion</p> <p>Kompetencemålet vurderes fuldt dækket. Niveauet er i flere tilfælde mere systematisk og eksplicit end det danske udgangspunkt, hvilket giver en tydelig progression.</p> <p>Pupils engage with mathematics through</p>
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					counting, comparing, patterning, and shape exploration. EYFS, KS1 through Cambridge and White Rose Maths Scheme, introduce structured numeracy, geometry and early problem-solving. Progression is clear and meets expected DK goals and often exceeds standard requirements.
Science	Naturfaglige fænomener – Kompetencemål: Eleven kan ud fra viden og erfaring færdes iagttagende i naturen. Opmærksomhedspunkter: årstidernes skiften; vejrfænomener; planter & dyr; sansning og undersøgelser; materialer og deres egenskaber; naturens kredsløb	EYFS: observations of nature - trees, life cycles (sunflower, frog), forces in play contexts (push/pull), material	KS1: structured enquiry — observing, classifying, recording with drawings/tables; plants (growth needs, Body and Senses, animal h	Cambridge Science: structured observation with drawing/labeling; classifying living things using simple criteria; life-cycle models;	Skolen giver eleverne rigelige muligheder for at undersøge naturen, arbejde med sanseoplevelser, lære om årstider, vejrfænomener, planter, dyr og materialer. EYFS



		<p>changes - cooking, care for environment, early scientific explanations (“because...”) — UW3.</p>	<p>abitats (dependence, adaptations), animals (diet, classification), materials (types, properties, suitability, flexibility, changing shape), Forces, seasonal patterns across a year — SC1.1–1.4; P1.1–1.4; P2.1–2.4; A1.1–1.4; M1.1–1.4; M2.1–2.4; WS1.1–1.5; WS2.1–2.7.</p>	<p>exploring habitats and interdependence; states of matter foundations (solid/liquid); materials investigations (absorbency, flexibility, transparency); guided enquiry (predict–observe–conclude); recording results in tables and simple charts; early variable control — codes 1Bp1–6; 2Bp1–10; 1Cc1–6; 2Cc1–6; 1Sc1–6; 2Sc1–8</p>	<p>introducerer naturforståelse på et hverdagsnært niveau, mens KS1 formaliserer arbejdet med naturfaglige undersøgelser, simple dataindsamling og klassifikation. Cambridge St.1–2 uddyber dette gennem struktureret “predict–observe–conclude”-arbejde, livscyklusmodeller og en tidlig forståelse af stoffers egenskaber.</p> <p>Konklusion Målet vurderes dækket på et højt fagligt niveau. Den internationale progression overstiger i detaljeringsgrad det obligatoriske niveau i Børnehaveklassen.</p>
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					<p>Pupils explore natural phenomena, seasons, plants, animals, weather, and materials. Learning takes place through active investigation. Cambridge further strengthens early scientific methodology through prediction–observation–conclusion cycles.</p> <p>DK goals met and exceeded.</p>
History	<p>Engagement og fællesskab – Kompetencemål: Eleven kan bidrage til fællesskabet og drage omsorg for sig selv og andre. Opmærksomhedspunkter: fælles fortællinger om fortid og nutid; klassens og skolens traditioner; samarbejde om emner.</p>	<p>EYFS: talk about past and present events; compare life then/now; simple family and community history; noticing changes over time (PCC1–2).</p>	<p>KS1: changes within living memory; events beyond living memory; significant individuals; local and national history; sequencing</p>	<p>Cambridge: developing chronological awareness; sequencing events; comparing past and present; asking and answering</p>	<p>Målet vurderes dækket.</p>



			events on timelines; using simple historical sources; vocabulary such as past, present, old, new — H1.1–1.4; H2.1–2.3.	historical enquiry questions; using pictures, objects and simple texts as sources; recognising significance of people and events — 1Hi1–1Hi4; 2Hi1–2Hi6.	
Geography	Naturfaglige fænomener – Kompetencemål: Eleven kan ud fra viden og erfaring færdes iagttagende i naturen. Opmærksomhedspunkter: årstider og vejr; nærområdet; tur i lokalområdet; enkle kort og ruter.	EYFS: exploring natural and built environments; simple maps and plans; discussing weather; using positional language; comparing places (UW3).	KS1: Naming continents and oceans; identifying countries and capitals; describing physical and human features; simple fieldwork and map skills; using compass directions and map symbols — G1.1–1.8; G2.1–2.4.	Cambridge: identifying physical and human features; comparing local and distant places; developing map skills (symbols, keys, simple grid references); conducting simple fieldwork; describing weather and climate patterns; early ideas about caring for the environment —	Målet vurderes dækket.



				1Ge1–1Ge6; 2Ge1–2Ge8.	
Computing	Sprog – Kompetencemål: Eleven er opmærksom på forskellige måder at anvende sprog på. Opmærksomhedspunkter: symboler og tegn; digitale udtryksformer; enkel kommunikation via billeder og lyd.	EYFS: using tablets/cameras and interactive boards; cause-and-effect digital play; talking about what technology is used for; simple online-safety rules (CL1, UW3).	KS1: Understanding algorithms as sets of instructions; creating and debugging simple programs (e.g. Bee-Bots); using technology to create, store and retrieve content; recognising common uses of IT; keeping personal information safe – Co1.1–1.3.	Cambridge: early algorithmic thinking and sequencing; creating and editing simple programs; producing digital content (text, images, audio); basic file management; understanding how to stay safe and kind online; working collaboratively using digital tools – 1Co1–1Co6; 2Co1–2Co8.	Målet vurderes dækket.
Art & Design	Kreative og musiske udtryksformer – Kompetencemål: Eleven kan udtrykke sig i billeder, musik og drama. Opmærksomhedspunkter: eksperimentere med farver og materialer; skabe billeder og figurer; arbejde med fantasi og fortælling i billeder.	EYFS: exploring a range of materials and tools; colour mix	KS1: using drawing, painting, sculpture and collage;	Cambridge: developing control of line, colour,	Eleverne arbejder alsidigt med billedkunst, musik, farver, materialer,



		<p>ing; creating simple representations of people, places and objects; expressing ideas and feelings through art (EAD1–2).</p>	<p>developing techniques in colour, pattern, texture, line, shape and form; learning about artists and craftspeople; describing and evaluating creative work — A1.1–1.4.</p>	<p>texture and shape; experimenting with a variety of media; exploring art from different times and cultures; expressing ideas visually; talking about and evaluating artwork; following a simple design process from idea to finished piece — 1Ar1–1Ar6; 2Ar1–2Ar8.</p>	<p>rytme, bevægelse og kreativ skaben. EYFS' brede tilgang til kunstnerisk udtryk modsvares i KS1 af fagopdelte aktiviteter i kunst og musik samt kendskab til teknikker, udtryk og kunstnere. Cambridge-forløbet understøtter en progression fra eksperimenterende arbejde i småklasserne til begyndende designproces, evaluering af egne produkter og musikalsk strukturforståelse.</p> <p>Konklusion</p> <p>Kompetenceområdet vurderes fuldt opfyldt. Drama er til stede gennem</p>
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					<p>rolleleg, engelskundervisning og temaaktiviteter.</p> <p>Pupils explore colours, materials, artistic techniques, rhythm, and song. EYFS, KS1 through ELGs and Cambridge Curriculum expand technical skills, cultural understanding and creativity.</p> <p>Drama is present in thematic work and play. Assembly (Y2) and Christmas Cosy (Rec. & Y1).</p>
Music	<p>Kreative og musiske udtryksformer – Kompetencemål: Eleven kan udtrykke sig i billeder, musik og drama. Opmærksomhedspunkter: rytme og bevægelse; lytte og reagere på musik; synge enkle sange; bruge simple instrumenter; musikalsk improvisation.</p>	<p>EYFS: singing familiar songs; exploring rhythm and pulse; moving in different</p>	<p>KS1: using the voice expressively; singing songs and chants; playing tuned</p>	<p>Cambridge: keeping a steady pulse; exploring and copying rhythmic and melodic patterns;</p>	<p>Eleverne arbejder alsidigt med billedkunst, musik, farver, materialer, rytme, bevægelse og kreativ skaben. EYFS'</p>



		<p>ways to music; playing simple instruments; responding to changes in music (EAD2).</p>	<p>and untuned instruments; listening with concentration; recognising and creating simple patterns in pitch, rhythm and dynamics; performing to others — Mu1.1–1.5.</p>	<p>singing tunefully in a group; playing and creating short musical sequences; responding physically and verbally to music; evaluating own and others' performances — 1Mu1–1Mu6; 2Mu1–2Mu7.</p>	<p>brede tilgang til kunstnerisk udtryk modsvares i KS1 af fagopdelte aktiviteter i kunst og musik samt kendskab til teknikker, udtryk og kunstnere. Cambridge-forløbet understøtter en progression fra eksperimenterende arbejde i småklasserne til begyndende designproces, evaluering af egne produkter og musikalsk strukturforståelse.</p> <p>Konklusion</p> <p>Kompetenceområdet vurderes fuldt opfyldt. Drama er til stede gennem rolleleg,</p>
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Physical Education (PE)	<p>Krop og bevægelse – Kompetencemål: Eleven kan foretage valg, der styrker og udvikler kroppen. Opmærksomhedspunkter: kropsbevidsthed; balance og koordination; grov- og finmotorik; lege og bevægelsesbaner; forståelse af sundhed og trivsel.</p>	<p>EYFS: developing gross and fine motor skills; moving confidently in different</p>	<p>KS1: mastering basic movements (running, jumping, throwing, catching); partici</p>	<p>Cambridge: building locomotor skills (run, jump, hop, skip); improving balance and</p>	<p>Skolen arbejder målrettet med motorisk udvikling, kropskontrol, koordination og sundhed gennem</p>



		<p>ways; using space safely; handling tools and small equipment; understanding the importance of physical activity (GMS/FMS).</p>	<p>participating in simple team games; developing balance, agility and coordination; performing dances using simple movement patterns — PE1.1–1.6.</p>	<p>coordination; practicing ball skills (rolling, throwing, catching, kicking); taking part in cooperative games; moving safely with awareness of others; creating and performing simple movement or dance sequences — 1Pe1–1Pe6; 2Pe3–2Pe6.</p>	<p>fysisk aktivitet, bevægelseslege og strukturerede idrætsforløb. EYFS lægger vægt på grundlæggende motorik, mens KS1 introducerer bevægelsesmønstre, idrætslige færdigheder, simple spil og dans. Cambridge PE-framingen fortsætter progressionen gennem ball skills, kooperative lege og enkle rutiner.</p> <p>Konklusion</p> <p>Målet vurderes fuldt dækket. Sundhedsdimensionen styrkes gennem tværfagligt arbejde med PSHE og naturfag.</p>
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					<p>Motor skills, coordination, balance, movement play and structured PE support healthy physical development. The curriculum ensures clear progression from exploratory movement to defined PE skills.</p> <p>DK Goals met.</p>
Religious Education (RE)	<p>Engagement og fællesskab – Kompetencemål: Eleven kan bidrage til fællesskabet og drage omsorg for sig selv og andre.</p> <p>Opmærksomhedspunkter: fælles fortællinger og værdier; højtider og traditioner; respekt for andre; oplevelser i fællesskaber.</p>	<p>EYFS: experiencing and talking about celebrations, special places and times; hearing simple stories from different religions; noticing similarities and differences in how people live</p>	<p>KS1: learning about key beliefs, stories, symbols and practices in major religions; understanding festivals and celebrations; exploring belonging and identity; talking about values</p>	<p>Cambridge: exploring celebrations, rituals and values across cultures; comparing simple beliefs and practices; discussing big questions at an age-appropriate level; recognising and respecting</p>	<p>Der arbejdes ud fra en tydelig værdimæssig ramme, hvor fællesskab, empati, konflikthåndtering, ansvar og kulturel forståelse indgår som centrale elementer. EYFS PSED (Personal, Social and Emotional Development) giver et stærkt fundament for social</p>



		and celebrate (PCC2).	such as kindness and respect — locally agreed RE syllabus.	different worldviews; understanding how beliefs can influence actions — GP1–GP2 plus local RE curriculum.	udvikling, mens KS1 PSHE og RE fremmer forståelsen for relationer, følelser, forskellighed og fællesskab. Cambridge Global Perspectives og Wellbeing-modulerne styrker refleksion, samarbejde, omsorg og globalt udsyn. Konklusion Kompetenceområdet vurderes fuldt dækket. Skolen viser et højt niveau af dokumenteret praksis i klassens fællesskab og tværfaglige aktiviteter.
PSHE / Trivsel	Engagement og fællesskab – Kompetencemål: Eleven kan bidrage til fællesskabet og drage omsorg for sig selv og andre. Opmærksomhedspunkter: samarbejde; empati; konflikthåndtering; klassens fællesskab; ansvarlighed; trivsel.	EYFS: building relationships; recognising and naming feelings;	KS1: learning about friendships and families; recognising	Cambridge: foundations of wellbeing; identifying and talking	Der arbejdes ud fra en tydelig værdimæssig ramme, hvor fællesskab, empati,



		<p>taking turns and sharing; developing self-regulation; beginning to solve conflicts with support (PSED1–3).</p>	<p>ing and managing different feelings; keeping safe (including online); healthy lifestyles; resolving conflicts; developing resilience and self-esteem — PSHE KS1 core themes.</p>	<p>about emotions; showing empathy and respect; cooperating in groups; understanding basic safety and health routines; building confidence and positive self-image — WB1–WB6.</p>	<p>konflikthåndtering, ansvar og kulturel forståelse indgår som centrale elementer. EYFS PSED (Personal, Social and Emotional Development) giver et stærkt fundament for social udvikling, mens KS1 PSHE (Second Step) og RE fremmer forståelsen for relationer, følelser, forskellighed og fællesskab. Cambridge Global Perspectives og Wellbeing-modulerne styrker refleksion, samarbejde, omsorg og globalt udsyn.</p> <p>Konklusion</p> <p>Kompetenceområdet vurderes fuldt dækket. Skolen viser et højt niveau af</p>
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					<p>dokumenteret praksis i klassens fællesskab og tværfaglige aktiviteter.</p> <p>The school promotes empathy, responsibility, conflict resolution, and collaboration. EYFS PSED, KS1 PSHE and Cambridge Wellbeing - SEL with Second Step and Common-Sense Media- collectively provide a strong foundation for social development so that pupils develop confidence, are included and socially competent.</p>
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