

Curriculum Plan 2017 - 2018

Key Stage 1

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our School- St Charles/ Local History	Festivals and Celebrations	Toy Story	Famous People	Rainforests	Seaside
History Pupils should be taught:		Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant historical events, people and places in their own locality.		
Geography Pupils should be taught:	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (North,				Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm,

	<p>South, East and West) and locational and directional language [for example, near and far; left and right], To describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>					<p>house, office, port, harbour and shop</p>
<p>DT Pupils should be taught to:</p>		<p>Food</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>	<p>(Science Week) use the basic principles of a healthy and varied diet to prepare dishes</p>		

			joining and finishing] Evaluate Explore and evaluate a range of existing products Technical knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
Art Pupils should be taught:	Sculpture- Clay Painting	Drawing To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Collage		
Music Pupils should be taught to:	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically			Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
PE Pupils should be taught to:						

<p>Science Pupils should be taught:</p> <p>Year 1: Seasonal changes Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	<p>Year 1: Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Year 2: Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 		<p>Year 1: Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Year 2: Uses of everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 		<p>Year 2: Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Year 1: Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Year 2: Plants Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	<ul style="list-style-type: none">• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		<ul style="list-style-type: none">• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			
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