

Key Stage 1

Curriculum Overview 2015 -2016

Subjects	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
	Me, Myself and I Science, PSHE, DT	Festivals / Celebrations RE / History / Geography	Toy Story History	Our Local Environment / Contrasting Locality Geography	Seaside Geography / History
English The following are statutory at KS1: <ul style="list-style-type: none"> personal experiences real events poetry different purposes. 	Write stories set in places pupils have been Write labels Write lists. Write instructions Write glossaries	Stories linking to other cultures – Rama and Sita Write narrative diaries. Present information	Write stories with imaginary settings Write stories that mimic significant authors Write poems that use pattern, rhyme and description	Write recounts Write non-chronological reports	Write stories and plays that use the language of fairy tales and traditional tales Write nonsense and humorous poems and limericks
Maths	Data collection Measuring	Shape / patterns Measuring	Money Problem solving		
Science	Year 1: Animals, including humans <ul style="list-style-type: none"> 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, 		Year 1: Everyday materials Pupils should be taught to: <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, 	Year 2: Living things and their habitats Pupils should be taught to: <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 	Year 1: Seasonal changes Pupils should be taught to: <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>amphibians, reptiles, birds and mammals, including pets)</p> <ul style="list-style-type: none"> • 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 • 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. 		<p>metal, water, and rock</p> <ul style="list-style-type: none"> • 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 • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> • 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. 	
ICT	<p>To collect</p> <p>Use simple databases to record information in areas across the curriculum</p> <p>Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have</p>	<p>To code (using Scratch)</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p>	<p>To connect</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>To communicate</p>	<p>To communicate</p> <p>Use a range of applications and devices in order to communicate ideas, work and messages</p> <p>Safety Use technology safely and respectfully, keeping personal information private; identify where to</p>

	concerns about content or contact on the internet or other online technologies	Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies			go for help and support when they have concerns about content or contact on the internet or other online technologies
PE Pupils should be taught to:	Games Participate in team games, developing simple tactics for attacking and defending Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities	Dance Perform dances using simple movement patterns	Gymnastics Master basic movements including developing balance agility and co-ordination, and begin to apply these in a range of activities	Athletics Master basic movements including running, jumping, throwing, and begin to apply these in a range of activities	Dance Perform dances using simple movement patterns
History		To build an overview of world history 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]	To investigate and interpret the past To understand chronology Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	To build an overview of world history Significant historical events, people and places in their own local	To investigate and interpret the past To communicate historically Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life

<p>Geography</p>		<p>Locational knowledge</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>		<p>Human and physical geography</p> <p>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</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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>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</p>	<p>Locational knowledge</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p>
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<p>DT</p>	<p>Food Design Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, Make Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products evaluate their ideas and products against design</p>		<p>Materials Design Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles according to their characteristics Evaluate Explore and evaluate a range of existing products evaluate their ideas and products against design</p>		<p>Electronics and electronics (Lighthouse?)</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles according to their characteristics</p>
<p>Art</p>	<p>Painting</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Sculpture</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting</p>	<p>Drawing</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>		<p>To take inspiration from the greats</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and</p>

	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	and sculpture to develop and share their ideas, experiences and imagination			similarities between different practices and disciplines, making links to their own work
Music	<p>To perform</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>To describe music</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Play tuned and untuned percussion</p>	<p>To perform</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>To perform</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Perform and Compose</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>