

# KS1 Curriculum Map

Year A (2023-24)	Autumn Homes under the Hammer	Spring From Field to Fork	Summer Seaside Rescue	Autumn Toy stories	Spring Wings, Waves and Wheels	Summer Turrets and Tiaras	Year B (2022-23)
English incl Phonics	We will improve our skills in Reading, Writing, Speaking and Listening by sharing and enjoying appropriate books in full. We will create our own texts about our own personal experiences and those of others. We will think about the purpose of our writing when we plan and try to include new vocabulary that we have learned.			We will improve our skills in Reading, Writing, Speaking and Listening by sharing and enjoying appropriate books in full. We will create our own texts about our own personal experiences and those of others. We will think about the purpose of our writing when we plan and try to include new vocabulary that we have learned.			English incl Phonics
Mathematics	We will use the school calculation policy to cover the statutory areas of: <b>Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions, Measurement, Geometry – properties of shapes and position and direction and Statistics (statutory at Y2)</b>			We will use the school calculation policy to cover the statutory areas of: <b>Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions, Measurement, Geometry – properties of shapes and position and direction) and Statistics (statutory at Y2)</b>			Mathematics
Science	We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Plants, Animals including Humans, (Uses of) Everyday Materials, Seasonal Changes, Living things and their habitats.			We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Plants, Animals including Humans, (Uses of) Everyday Materials, Seasonal Changes, Living things and their habitats.			Science
	<b>Year 1 Everyday materials Seasonal change</b> - Identify and name everyday materials including wood, plastic, glass, metal, water and rock. - Distinguish between an object and the material from which it is made. - Describe simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their physical properties. - Observe changes across the four seasons. Describe weather associated with seasons. <b>Year 2 Uses of Everyday Materials,</b> - 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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Year 1 Plants, animals and Seasonal changes</b> - Identify and name wild and garden plants, including deciduous and evergreen trees. Describe the basic structure. Name common animals that are carnivores, herbivores and omnivores. Observe changes across the four seasons. Describe weather associated with seasons. <b>Year 2 Living Things and Their Habitats, plants and animals</b> - Observe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Notice how animals, including humans, have offspring which grow into adults. - 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. - Find out about basic needs of animals including animals for survival.	<b>Year 1 Animals, including Humans and seasonal change.</b> Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare structures of a variety of animals (including fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label parts of the human body and which part is associated with each sense. Observe changes across the four seasons. Describe weather associated with seasons. <b>Year 2 Animals, including humans and living things and their habitats.</b> Identify 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 microhabitats. Explore and compare the differences between living, dead and things that have never been alive. Find out about and describe the basic needs of animals including humans for survival (water, food and air). Describe the importance for human exercise, eating the right amount of different types of food, and hygiene.	<b>Year 1 Everyday materials Seasonal change</b> Identify and name everyday materials, including wood, plastic, glass, metal, water and rock. Distinguish between an object and the material from which it is made. Describe simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. Observe changes across the four seasons. Describe weather associated with seasons. <b>Year 2 Uses of Everyday Materials,</b> 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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Both year groups will particularly on materials in the home.	<b>Year 1 Animals, including Humans and seasonal change.</b> Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare structures of a variety of animals (including fish, amphibians, reptiles, birds and mammals, including pets). Name common animals that are carnivores, herbivores and omnivores. Observe changes across the four seasons. Describe weather associated with seasons. <b>Year 2 Animals, including humans and living things and their habitats.</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants, and how they depend on each other. 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. Explore and compare the differences between living, dead and things that have never been alive.	<b>Year 1 Plants, animals and Seasonal changes</b> Identify and name wild and garden plants, including deciduous and evergreen trees. Describe the basic structure. Observe changes across the four seasons. Describe weather associated with seasons. <b>Year 2 Animals, including humans and plants.</b> Notice how 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 human exercise, eating the right amount of different types of food, and hygiene. Observe how seeds and bulbs grow. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	

Art & Design	<b>All units of work to include:</b> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			<b>All units of work to include:</b> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			Art & Design
	<b>Drawing</b> Investigating line, form and shape. We will explore using different grades of pencil and begin to use other materials such as chalk and pastels.	<b>Painting</b> Investigating colour and space. We will begin to look at colour mixing and making colours lighter and darker using paints.	<b>Sculpture</b> Investigating texture. We will be exploring a range of materials as we create 3D art.	<b>Printing</b> Investigating pattern. We will be exploring a range of techniques such as overlapping, pressing, rolling, rubbing and stamping.	<b>Collage</b> Investigating texture, pattern and shape. We will use a range of materials as we practise our cutting, sticking a gluing techniques.	<b>Textiles</b> Investigating colour and pattern. We will create patterns as we weave and plait.	
Computing and ICT	<b>All units of work will have teaching on:</b> the 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.			<b>All units of work will have teaching on:</b> the 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.			Computing and ICT
	<b>We are treasure hunters (yr1) using Bee bots</b> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - create and debug simple programs. - use logical reasoning to predict the behaviour of simple programs.  <b>We are storytellers (yr1) creating and recording stories</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are photographers (yr2) taking pictures and writing captions for them</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are researchers (yr2) using the internet to research information to display</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.	<b>We are painters (yr1) drawing pictures</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are TV Chefs (yr1) recording instructions</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are astronauts (yr2) using computers to control devices</b> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - create and debug simple programs. - use logical reasoning to predict the behaviour of simple programs.  <b>We are zoologists (yr2) using the internet to find out about animals</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.	<b>We are collectors (yr1) using the internet to find pictures to use in our work.</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are celebrating (yr1) creating cards using technology</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are detectives (yr2) writing and sending emails</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are games testers (yr2) using scratch to test games</b> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - create and debug simple programs. - use logical reasoning to predict the behaviour of simple programs.	<b>We are treasure hunters (yr1) using Bee bots</b> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - create and debug simple programs. - use logical reasoning to predict the behaviour of simple programs.  <b>We are storytellers (yr1) creating and recording stories</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are photographers (yr2) taking pictures and writing captions for them</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are researchers (yr2) using the internet to research information to display</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.	<b>We are painters (yr1) drawing pictures</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are TV Chefs (yr1) recording instructions</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital content. - recognise common uses of information technology beyond school.  <b>We are astronauts (yr2) using computers to control devices</b> - understand what algorithms are; 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how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - create and debug simple programs. - use logical reasoning to predict the behaviour of simple programs.	

Design and Technology	<p><b>All units of work will include: Design:</b> *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 <b>Make:</b> *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 and ingredients, according to their characteristics <b>Evaluate:</b> *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria.</p> <p><b>Year 1:</b> <b>Skill focus: Structures</b> - build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Year 2:</b> <b>Skill focus: Mechanisms</b> - explore and use mechanisms [wheels and axles], in their products.</p> <p><b>Year 1:</b> <b>Skill focus: Cooking and Nutrition</b> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.</p> <p><b>Year 2:</b> <b>Skill focus: Cooking and Nutrition</b> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.</p> <p><b>Year 1:</b> <b>Skill focus: Mechanisms</b> - explore and use mechanisms [levers and sliders], in their products.</p> <p><b>Year 2:</b> <b>Skill focus: Textiles</b> - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>All units of work will include: Design:</b> *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 <b>Make:</b> *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 and ingredients, according to their characteristics <b>Evaluate:</b> *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria.</p> <p><b>Year 1:</b> <b>Skill focus: Structures</b> - build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Year 2:</b> <b>Skill focus: Textiles</b> - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Year 1:</b> <b>Skill focus: Mechanisms</b> - explore and use mechanisms [levers and sliders], in their products.</p> <p><b>Year 2:</b> <b>Skill focus: Mechanisms</b> - explore and use mechanisms [wheels and axles], in their products.</p> <p><b>Year 1:</b> <b>Skill focus: Cooking and Nutrition</b> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.</p> <p><b>Year 2:</b> <b>Skill focus: Cooking and Nutrition</b> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.</p>	Design and Technology
Geography	<p>Children will be learning basic geographical vocabulary to refer to <b>key physical features</b> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Focusing on different houses in the local area, different types of settlements and map skills. Comparing Hemel to Rio (Yr2)</b> <b>Locational Knowledge:</b> - name and locate the world's seven continents and five oceans [yr2].</p> <p><b>Place Knowledge:</b> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country [yr2]</p> <p><b>Human and Physical Knowledge:</b> - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to key physical and human features.</p> <p><b>Geographical skills and fieldwork:</b> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents - use simple compass directions (North, 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 [yr2].</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><b>Possible Fieldwork</b> survey of local area</p> <p><b>Focusing on features of the countryside. Features of the local area fieldwork (yr1). Maps and directions. Food from around the World (yr2)</b> <b>Locational Knowledge:</b> - name and locate the world's seven continents and five oceans [yr2].</p> <p>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge:</b> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p><b>Human and Physical Knowledge:</b> - 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 [yr2].</p> <p>- use basic geographical vocabulary to refer to key physical and human features.</p> <p><b>Geographical skills and fieldwork:</b> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage [yr2].</p> <p>- use simple compass directions (North, 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 [yr2].</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><b>Possible Fieldwork</b> A beach</p> <p><b>Focusing on features of the Seaside and characteristics of the UK (Yr1).</b> <b>Locational Knowledge:</b> - name and locate the world's seven continents and five oceans [yr2].</p> <p>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge:</b> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p><b>Human and Physical Knowledge:</b> - 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 [yr2].</p> <p>- use basic geographical vocabulary to refer to key physical and human features.</p> <p><b>Geographical skills and fieldwork:</b> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage [yr2].</p> <p>- use simple compass directions (North, 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 [yr2].</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><b>Possible Fieldwork</b> A beach</p> <p><b>Focusing on using maps to find local transport links Yr 1</b> <b>Contrasting UK to another area in the world- Safari to Kenya Yr2</b> <b>Locational Knowledge:</b> - name and locate the world's seven continents and five oceans [yr2].</p> <p>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge:</b> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country [yr2]</p> <p><b>Human and Physical Knowledge:</b> - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork:</b> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage [yr2].</p> <p>- use simple compass directions (North, 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 [yr 2].</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><b>Possible Fieldwork</b> Visit train station/car survey</p>	<p>Children will be learning basic geographical vocabulary to refer to <b>key physical features</b> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Focusing on different toys from around the world and journeys of famous toys e.g. Paddington and maps e.g. 100 Acre Wood. Look at comparing Hemel to Peru (yr2)</b> <b>Locational Knowledge:</b> - name and locate the world's seven continents and five oceans [yr2].</p> <p><b>Place Knowledge:</b> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country [yr2]</p> <p><b>Human and Physical Knowledge:</b> - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork:</b> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage [yr2].</p> <p>- use simple compass directions (North, 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 [yr 2].</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><b>Possible Fieldwork</b> Visit train station/car survey</p> <p><b>Focusing on using maps to find local transport links Yr 1</b> <b>Contrasting UK to another area in the world- Safari to Kenya Yr2</b> <b>Locational Knowledge:</b> - name and locate the world's seven continents and five oceans [yr2].</p> <p>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge:</b> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country [yr2]</p> <p><b>Human and Physical knowledge:</b> - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles [yr2].</p> <p>- use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork:</b> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage [yr2].</p> <p>- use simple compass directions (North, 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 [yr 2].</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><b>Possible Fieldwork</b> Visit train station/car survey</p>	Geography

History	Children will be learning common words and phrases relating to the passing of time. They should be able to understand the different ways we learn about the past and identify different ways in which it is represented. <b>Year 1 will focus on old and new. Year 2 will understand chronology and changes over time.</b>			Children will be learning common words and phrases relating to the passing of time. They should be able to understand the different ways we learn about the past and identify different ways in which it is represented. <b>Year 1 will focus on old and new. Year 2 will understand chronology and changes over time.</b>			History
	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>How houses and homes have changed. How our street has changed.</b> - events beyond living memory that are significant nationally or globally <b>The Great Fire of London (Yr2)</b>	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>How farming, what we eat and how we get our food has changed.</b> - including jobs, machinery, milking and ploughing. Identify where food came from in the past and how it was seasonal.	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>How have seaside holidays changed over time?</b> Year 1 to look at changes since 1945- personal history with families. A specific focus on Victorian seaside in Year 2.  - the lives of significant individuals in the past who have contributed to national and international achievements. <b>Mary Anning (Yr1)</b> <b>Grace Darling (Yr2).</b>	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>How have toys changed over time? How has childhood changed looking at Victorian more specifically. How is childhood different from my grandparents/parents (Yr1)</b>	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>How have cars/trains/planes changed?</b> - events beyond living memory that are significant nationally and globally. <b>The first aeroplane flight (Yr1 Focus)</b>  - the lives of significant individuals in the past who have contributed to national and international achievements. <b>George Stephenson (Yr1)</b> <b>Compare Neil Armstrong and Tim Peake (Yr 2).</b>	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>How have castles changed over time?</b>  - the lives of significant individuals in the past who have contributed to national and international achievements. <b>Queen Elizabeth II Year 2 to compare Queen Elizabeth II with Queen Victoria</b>  - events beyond living memory that are significant nationally and globally. <b>1953 Coronation (Jubilees- focus on how celebrated locally)</b>	
Music	In every term children will be given opportunities to <b>use their voices expressively in song, rhyme and chant. Enjoy playing and experimenting with a variety of tuned and untuned instruments.</b> They will <b>listen with increasing concentration to a range of high-quality live and recorded music.</b>			In every term children will be given opportunities to <b>use their voices expressively in song, rhyme and chant. Enjoy playing and experimenting with a variety of tuned and untuned instruments.</b> They will <b>listen with increasing concentration to a range of high-quality live and recorded music.</b>			Music
	<b>Genre Focus:</b> Rock and Roll	<b>Genre Focus:</b> Country	<b>Genre Focus:</b> Reggae	<b>Genre Focus:</b> Pop	<b>Genre Focus:</b> Classical	<b>Genre Focus:</b> Fanfare	
PE	In every term children will be given opportunities : *to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns			In every term children will be given opportunities : *to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns			PE
	Developing Age Appropriate Skills: <b>Year 1</b> <b>Games</b> (fundamental movement and changing direction) <b>Gymnastics</b> (balance) <b>Dance</b> (basic movement patterns) <b>Year 2</b> <b>Games</b> (fundamental movement and throwing) <b>Gymnastics</b> (travelling at different heights) <b>Dance</b> (linking movement patterns)	Developing Age Appropriate Skills: <b>Year 1</b> <b>Games</b> (throwing and rolling, catching) <b>Gymnastics</b> (experiencing weight on different body parts) <b>Dance</b> (patterns and pathways) <b>Year 2</b> <b>Games</b> (catching, travelling with a ball) <b>Gymnastics</b> (travelling at different heights) <b>Dance</b> (expressing mood)	Developing Age Appropriate Skills: <b>Year 1</b> <b>Games</b> (travelling with the ball) <b>Athletics</b> (running, jumping and throwing) <b>Gymnastics</b> (transferring body weight) <b>Dance</b> (using a story in dance) <b>Year 2</b> <b>Games</b> (receiving the ball) <b>Athletics</b> (running, jumping and throwing) <b>Gymnastics</b> (jumping and landing) <b>Dance</b> (dancing from different cultures)	Developing Age Appropriate Skills: <b>Year 1</b> <b>Games</b> (fundamental movement and changing direction) <b>Gymnastics</b> (balance) <b>Dance</b> (basic movement patterns) <b>Year 2</b> <b>Games</b> (fundamental movement and throwing) <b>Gymnastics</b> (travelling at different heights) <b>Dance</b> (linking movement patterns)	Developing Age Appropriate Skills: <b>Year 1</b> <b>Games</b> (throwing and rolling, catching) <b>Gymnastics</b> (experiencing weight on different body parts) <b>Dance</b> (patterns and pathways) <b>Year 2</b> <b>Games</b> (catching, travelling with a ball) <b>Gymnastics</b> (travelling at different heights) <b>Dance</b> (expressing mood)	Developing Age Appropriate Skills: <b>Year 1</b> <b>Games</b> (travelling with the ball) <b>Athletics</b> (running, jumping and throwing) <b>Gymnastics</b> (transferring body weight) <b>Dance</b> (using a story in dance) <b>Year 2</b> <b>Games</b> (receiving the ball) <b>Athletics</b> (running, jumping and throwing) <b>Gymnastics</b> (jumping and landing) <b>Dance</b> (dancing from different cultures)	
PSHE + C	<b>Year 1</b> <b>Me and My Relationships</b> Feelings Getting help Classroom rules Special people Being a good friend <b>Valuing Differences</b> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	<b>Year 1</b> <b>Rights and Responsibilities</b> Taking care of things: Myself My money My environment <b>Keeping Myself Safe</b> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	<b>Year 1</b> <b>Being my Best</b> Growth Mindset Healthy eating Hygiene and health Cooperation <b>Growing and Changing</b> Getting help Becoming independent My body parts Taking care of self and others	<b>Year 1</b> <b>Me and My Relationships</b> Feelings Getting help Classroom rules Special people Being a good friend <b>Valuing Differences</b> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	<b>Year 1</b> <b>Rights and Responsibilities</b> Taking care of things: Myself My money My environment <b>Keeping Myself Safe</b> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	<b>Year 1</b> <b>Being my Best</b> Growth Mindset Healthy eating Hygiene and health Cooperation <b>Growing and Changing</b> Getting help Becoming independent My body parts Taking care of self and others	PHSE + C
	<b>Year 2</b> <b>Me and My Relationships</b> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation <b>Valuing Differences</b> Being kind and helping others Celebrating difference People who help us Listening Skills	<b>Year 2</b> <b>Rights and Responsibilities</b> Cooperation Self-regulation Online safety Looking after money – saving and spending <b>Keeping Myself Safe</b> Safe and unsafe secrets Appropriate touch (PANTS) Medicine safety	<b>Year 2</b> <b>Being my Best</b> Growth Mindset Looking after my body Hygiene and health Exercise and sleep <b>Growing and Changing</b> Life cycles Dealing with loss Being supportive Growing and changing Privacy	<b>Year 2</b> <b>Me and My Relationships</b> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation <b>Valuing Differences</b> Being kind and helping others Celebrating difference People who help us Listening Skills	<b>Year 2</b> <b>Rights and Responsibilities</b> Cooperation Self-regulation Online safety Looking after money – saving and spending <b>Keeping Myself Safe</b> Safe and unsafe secrets Appropriate touch (PANTS) Medicine safety	<b>Year 2</b> <b>Being my Best</b> Growth Mindset Looking after my body Hygiene and health Exercise and sleep <b>Growing and Changing</b> Life cycles Dealing with loss Being supportive Growing and changing Privacy	

RE Christianity Islam	<p><b>Year 1</b> <b>Sources of Wisdom</b> –retell and suggest meanings to some religious and moral stories; think, talk, and ask questions about some sacred writings and sources of wisdom and traditions from which they come. <b>Beliefs and Practices</b>– give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them <b>Year 2</b> <b>Ultimate questions</b> –ask and answer a range of ‘how’ and ‘why questions about belonging, meaning and truth expressing their own ideas and opinions <b>Human responsibilities and Values</b> –tell stories and share real life examples of how people show care and concern for humanity and the world; think talk and ask questions about why people do this</p>	<p><b>Year 1</b> <b>Identity and Belonging</b>– talk with others about how groups express who they are and how individuals belong to communities including faith groups – describe what a leader does and why <b>Year 2</b> <b>Justice and Fairness</b> –explain the influence of rules – explore moral stories and consider what is right and wrong, just and fair</p>	<p><b>Year 1</b> <b>Prayer, Worship and Reflection</b> – explore how and where worshippers connect to prayer and worship – participate in periods of stillness and reflection <b>Year 2</b> <b>Symbols and Actions</b> – give at least 3 examples of symbols and actions explaining how and why they express religious meaning; notice similarities between communities</p>	<p><b>Year 1</b> <b>Sources of Wisdom</b>–retell and suggest meanings to some religious and moral stories; think, talk, and ask questions about some sacred writings and sources of wisdom and traditions from which they come. <b>Beliefs and Practices</b>– give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them <b>Year 2</b> <b>Ultimate questions</b> –ask and answer a range of ‘how’ and ‘why questions about belonging, meaning and truth expressing their own ideas and opinions <b>Human responsibilities and Values</b> –tell stories and share real life examples of how people show care and concern for humanity and the world; think talk and ask questions about why people do this</p>	<p><b>Year 1</b> <b>Identity and Belonging</b>– talk with others about how groups express who they are and how individuals belong to communities including faith groups – describe what a leader does and why <b>Year 2</b> <b>Justice and Fairness</b> –explain the influence of rules – explore moral stories and consider what is right and wrong, just and fair</p>	<p><b>Year 1</b> <b>Prayer, Worship and Reflection</b> – explore how and where worshippers connect to prayer and worship – participate in periods of stillness and reflection <b>Year 2</b> <b>Symbols and Actions</b> – give at least 3 examples of symbols and actions explaining how and why they express religious meaning; notice similarities between communities</p>	RE
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