



		<p><b>Key Stage 1 Long Term Curriculum Planning Map 2020-21</b></p> <p><b>Breadth of Study</b></p> <p><i>There will be a large emphasis on maths and English in any foundation subjects taught so cross curricular subjects will consist of any opportunity to write, integrated tasks and science will use opportunity to further emphasise maths. This will be a focus of our curriculum in the autumn term as we work through our post COVID Recovery Curriculum</i></p>
Geography		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p>
	Y1 Y2	



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|  | <ul style="list-style-type: none"><li>▪ 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</li><li>▪ use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</li><li>▪ 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</li><li>▪ 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.</li></ul> |
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History	Y1 Y2	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>▪ events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li> <li>▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</li> <li>▪ significant historical events, people and places in their own locality.</li> </ul>
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Art & Design	Y1 Y2	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>▪ to use a range of materials creatively to design and make products</li><li>▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>▪ 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.</li></ul>
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<p><b>Design &amp; Technology</b></p>	<p><b>Y1 Y2</b></p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</li> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ explore and evaluate a range of existing products</li> <li>▪ evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>▪ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>▪ explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> <p>understand where food comes from</p>
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Music	Y1 Y2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
Science	Y1	<p><b>Plants</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>▪ identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul> <p><b>Animals, including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>▪ describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li> <li>▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Everyday materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ distinguish between an object and the material from which it is made</li> <li>▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>▪ describe the simple physical properties of a variety of everyday materials</li> <li>▪ compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>



		<ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Seasonal changes</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>
	Y2	<p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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</li> </ul> <p><b>Plants</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Animals, including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Uses of everyday materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</li> <li>compare how things move on different surfaces.</li> </ul> <p><b>Sound</b> Pupils should be taught to:</p>



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|  |  | <ul style="list-style-type: none"> <li>▪ observe and name a variety of sources of sound, noticing that we hear with our ears</li> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> |
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**AT1 Breadth of Study will be covered by Years 1-2.**

### **Working scientifically**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

### **Non Statutory**

### **Working scientifically**

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.





<b>Computing</b>	<b>Y1 Y2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</li> <li>▪ recognise common uses of information technology beyond school.</li> </ul>
<b>PE</b>		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns</li> </ul>



<b>RE</b>	<b>Y1</b>	<div>1.2 CREATION: Who Made the World? <b>Harvest</b></div> <div>What does it mean to belong to a faith community?</div> <div>1.1 GOD: What do Christians believe God is Like?</div> <div>Who is Jewish and how do they live? (PART 1)</div> <div>Who is Jewish and how do they live? (PART 2)</div> <div>How should we care for the world and for others, and why does it matter?</div>
	<b>Y2</b>	
<b>PSHE and citizenship</b> <b>Non statutory</b>	<b>Y1 Y2</b>	<p>5 During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <p>a take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]</p> <p>b feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]</p> <p>c take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where</p>



		<p>our food and raw materials for industry come from']</p> <p>d make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]</p> <p>e meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]</p> <p>f develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]</p> <p>g consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]</p> <p>h ask for help [for example, from family and friends, midday supervisors, older pupils, the police].</p>
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<b>MFL</b>  <div style="background-color: red; color: white; padding: 2px;">Non statutory</div>	Y1	<p>We aim to expose children to MfL vocabulary, such as</p> <p>Numbers: 0 – 10</p> <p>Greetings: Hello, Goodbye, Hi</p> <p>Colours: Red, White, Blue, Green, Yellow</p> <p>Fruits: Apple, Orange, Banana, Melon, Strawberry</p> <p>Instructions: Look, listen, silence</p> <p>Pets: Dog, Cat, Rabbit:</p>
	Y2	<p>We aim to expose children to MfL vocabulary, such as</p> <p>Numbers: 0 – 15</p> <p>Greetings: Hello, Goodbye, Hi, Good Night</p> <p>Colours: Red, White, Blue, Green, Yellow, Pink, Orange</p> <p>Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes</p> <p>Instructions: Look, listen, silence, stand up, sit down</p> <p>Pets: Dog, Cat, Rabbit, Fish</p> <p>Overview</p>



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