



English Curriculum

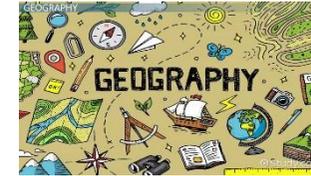
	KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Focus on Quality Literature	All About Me Here We Are by Oliver Jeffers A Walk in London by Salvatore Rubbino 	Letters and Poetry The Day the Crayons Quit by Drew Daywalt The Colour Monster by Anna Lenas 	Earth and Space The Smeds and the Smoos by Julia Donaldson Hello, World! Solar System by Jill McDonald 	Traditional Tales Little Red by Lynn Roberts Beware of the Story Book Wolves by Lauren Child 	How Does your Garden Grow? Sunflower Shoots and Muddy Boots by Katherine Halligan Jim and the Beanstalk by Raymond Briggs 	Earth Explorers Cave Baby by Julia Donaldson and Emily Gravett The Dinosaur Department Store by Richard Merritt and Lily Murray
	Writing Focus	Labels, lists and captions Instructions Recount Non-chronological report	Labels, lists and captions Letters Poetry	Labels, lists and captions Stories Non-chronological report Cause and effect sentences	Labels, lists and captions Story maps Stories	Labels, lists and captions Story maps Stories Instructions	Labels, lists and captions Recount Non-chronological report Cause and effect sentences
Year B	KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Focus on Quality Literature	Letters and Poetry Paddington Post by Michael Bond If All the World Were... by Joseph Coelho 	Amazing Animals Wolves by Emily Gravett How to Hide a Lion by Helen Stephens 	Fantasy Where the Wild Things Are by Maurice Sendak Lost and Found by Oliver Jeffers 	Traditional Tales The Deep Dark Wood by Algy Craig Hall The Gruffalo by Juila Donaldson 	How Does your Garden Grow? Supertato by Sue Hendra Oliver's Vegetables by Vivian French and Alison Bartlett 	Earth Explorers The Pirates Next Door by Jonny Duddle Beach Explorer by Heather Buttivant
Writing Focus	Labels, lists and captions Letters Poetry	Labels, lists and captions Instructions Recount Non-chronological report	Labels, lists and captions Stories Non-chronological report Cause and effect sentences	Labels, lists and captions Story maps Stories	Labels, lists and captions Story maps Stories Instructions	Labels, lists and captions Recount Non-chronological report Cause and effect sentences	

Science Curriculum

	KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Knowledge Progression	Animals Including Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Materials 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. 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.	Seasonal Changes/ Weather Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	Living Things and Their Habitats Identify and name a variety of plants and animals in their habitats, including microhabitats 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. 	Plants and Trees 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. Observe and describe 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.	Materials 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.
	Topic	My Body Children think about how we grow and change. They explore our senses and how we use them. They think about healthy diet and exercise and how to make healthy choices. 	Brilliant Builders Explore and compare different materials and sort them into groups before writing songs based on their properties! Consider what it would be like if the tables were made of jelly or the chairs were chocolate! Then recreate the story of the three little pigs and predict what will happen to their houses.	Wild Weather In this block, think about the weather, learn how to present data and make your own weather forecast to present to the class. Play shadow tag and create bar charts to record shadow length over time. Set up rain gauges to observe rainfall and bring all the learning together in a recorded weather forecast for the school website!	Food Chains Talk about food chains and role play the interdependence between creatures in a chain, considering what part each plays in its survival. Explore the school grounds, looking for examples of food chains. Learn about water-based food chains and reconstruct them in tanks of water. Interpret the transfer of energy in a food chain through a dance, using masks and torches.	Growing Things Explore outside and prepare tubs for planting potatoes. Record the growth of a bean and look at how it develops. Can you recreate the plant with craft materials? Can you label the parts of the plant? Look really closely at little cress plants and draw what you see. Then pop them into egg sandwiches for an egg and cress snack!	Scientists and Inventors Children will learn about the inventions of Lego and ear muffs, and will explore the materials used to make them. They will investigate other materials that keep us warm, carrying out simple tests. Children will find out about the work of animal scientists, such as vets and zoo keepers.



	KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	<p>Knowledge Progression</p>	<p>Animals Including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Materials</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>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> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Seasonal Changes/ Weather</p> <p>Observe changes across the four seasons</p> <p>Observe and describe the weather associated with the seasons and how day length varies.</p>	<p>Living Things and Their Habitats</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>Plants and Trees</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Materials</p> <p>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> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
	<p>Topic</p>	<p>Everyday Materials</p> <p>We learn about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes.</p> 	<p>Amazing Animals</p> <p>The children explore a variety of animals, naming and classifying them, using scientific vocabulary to group them then how they have adapted to survive in the wild.</p> 	<p>Weather Art</p> <p>Talk about the four seasons and make a seasons collage together. Go outside to experience the wind and make a windsock, windmill and bottle wind spinner in the classroom. Talk about the importance of the sun, design sun catchers to hang in the classroom and a sundial for the playground. Then explore shadows using torches and make shadow theatre characters to use with DIY light boxes and OHPs.</p> 	<p>Habitats and Homes</p> <p>Make a playground allotment complete with edible plants and bird scaring sculptures. Weed and tend the allotment; visit a farm; and explore farming with small world play. In groups, design a bug hotel and build it.</p> 	<p>Art and Nature</p> <p>Investigate and sort materials according to where they came from. Learn all about those materials that come from plants. Create a large pollen sculptures out of clay, find flowers outside in the playground and sketch them and then make a large model of the inside of a flower using junk modelling materials!</p>	<p>Scientists and Inventors</p> <p>Children will learn about the invention of the waterproof coat, and will explore other waterproof materials by carrying out simple tests. Children will find out about the work of doctors, and will learn about Elizabeth Garrett Anderson, the first woman doctor in Britain</p>



Geography

	KS1	Autumn	Spring	Summer
	Knowledge Progression	<p>The UK and a Contrasting Locality</p> <p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.</p> <p>Place Knowledge 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</p>	<p>Where in the World?</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify countries around the world use simple compass directions describe the location of features and routes on a map use aerial photographs to recognise landmarks and physical features. use simple fieldwork and observational skills 	<p>Earth Explorers – Naming and Knowing Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK Identify hot and cold weather patterns in different countries Name key physical features and key human features
Year A	Topic	<p>Where Do I Live?</p> <p><i>We find out more about the town, country and continent we live in. We will find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about our local area.</i></p> 	<p>Around the World</p> <p><i>A whistle-stop tour around the world and it's seven continents. We join Buddy the Bee as he visits a country on each of the seven continents and explores their features, people and landmarks. We will learn where the seven continents are on a map and undertake a variety of fun activities to help them learn more about each one.</i></p> 	<p>The Four Seasons</p> <p><i>We learn about the weather patterns of the seasons. We will find out which months of the year belong to which season, as well as what the weather is like in spring, summer, autumn and winter, and what this means for animals, people and the landscape.</i></p> 
	KS1	Autumn	Spring	Summer
Year B	Topic	<p>Let's Explore London</p> <p><i>We take a trip to one of the most famous cities in the world as we find out more about London, including its location, geographical features and famous landmarks. Through photographs, information, questioning and fun activities, we will soon be as familiar with London as any Londoner!</i></p> 	<p>Animals Around the World</p> <p><i>Explore the coastal habitats of different animals and identify the seven continents by placing animals on their native continent. Begin to identify a location's temperature based on its distance from the equator and place animals in their preferred climates. Use the included lesson slides and printable resources to discover how animals' appearance and behaviour change with the seasonal changes and investigate the national animals of the UK and around the world</i></p>	<p>Seas and Coasts</p> <p><i>Visit oceans, seas, continents and countries in this Seas and Coasts. We will find out about different human and physical features of our seas and coasts. They will also learn about jobs and resources that are linked to the sea.</i></p> 

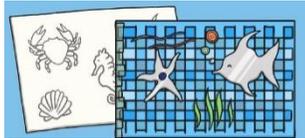


History

	KS1	Autumn	Spring	Summer
	Knowledge Progression	<p>The Shaping of Britain</p> <p>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 Significant historical events, people and places in their own locality.</p>	<p>Significant Events and People</p> <p>Events beyond living memory that are significant nationally or globally 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</p>	<p>Changes Within Living Memory</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
Year A	Topic	<p>Florence Nightingale and Mary Seacole</p> <p><i>We will learn all about the roles played by both Florence Nightingale and Mary Seacole, and how they cared for patients during the Crimean War.</i></p> 	<p>Famous Queens</p> <p><i>We go on a royal journey and explore the lives of queens in the past and present. We will learn what it's like to be a queen and to live in a palace. Explore famous palaces in the United Kingdom and how they were used by queens in the past and present.</i></p> 	<p>Intrepid Explorers</p> <p><i>We meet Christopher Columbus and Neil Armstrong, investigating why they are remembered today, what they achieved and how they are similar to or different from each other.</i></p> 
	KS1	Autumn	Spring	Summer 1
Year B	Topic	<p>War and Remembrance</p> <p><i>We learn about what Remembrance Day is, why people wear poppies and who we are remembering on Remembrance Day. We will have a brief overview of World War 1, the armistice and the first Remembrance Day, as well as exploring ways we remember and commemorate fallen soldiers today.</i></p> 	<p>The Great Fire of London</p> <p><i>Children will learn about the events leading up to the Great Fire of London, the causes and the effect it had on the city of London. They will learn about the roles of significant individuals linked to the topic and how it has shaped life in Britain today.</i></p> 	<p>Toys Past and Present</p> <p><i>We jump feet first into the fun-filled world of toys! Explore, think about and discuss our favourite toys and then go on to look at what toys were like in the past and how they are different to toys today.</i></p> 



Art

	KS1	Autumn	Spring	Summer
	Knowledge Progression	<p>Portraits</p> <p>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</p>	<p>Sculpture</p> <p>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</p>	<p>Landscapes and Nature</p> <p>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</p>
Year A	Topic	<p>Giuseppe Arcimboldo</p> <p><i>Children will explore a variety of Arcimboldo's paintings and find out what different natural materials he used to create his portraits. Your class will have a go at creating portraits to represent different things, including a portrait made up of their interests.</i></p> 	<p>Super Sculptures</p> <p><i>We learn about the work of a range of well-known sculptors. Describe and respond to images of sculptures included in all five colourful sets of slides! Use a range of materials to create sculptures inspired by famous works of art.</i></p> 	<p>Henri Rousseau</p> <p><i>We focus on the life and works of Henri Rousseau. Your class will find out about his life as an artist and the different places and artists which influenced his artwork as well as the different techniques and skills they can use to mimic his work themselves.</i></p> 
	KS1	Autumn	Spring	Summer 1
Year B	Topic	<p>Portraits</p> <p><i>We will learn about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.</i></p> 	<p>Nature Sculptures</p> <p><i>The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists.</i></p> 	<p>Fabricate</p> <p><i>Children will weave paper and other materials to create under the sea placemats, inspired by craftmakers around the world and the textiles artist Gunta St olzl. Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats.</i></p> 



Design Technology

	KS1	Autumn	Spring	Summer
	Knowledge Progression	<p>Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate explore and evaluate a range of existing products</p>	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</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 and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>
Year A	Topic	<p>Fabric Bunting <i>We start with children evaluating a range of existing bunting with a theme around counting. Children are then set a design criteria. They will learn how to use a graphics program to create a design and template for their bunting.</i></p> 	<p>Stable Structures <i>We will have the opportunity to create our own structure as we follow plans, adapt plans and think about the purpose of our product.</i></p> 	<p>Sensational Salads <i>We will be peeling, zesting, cutting safely and applying these skills when preparing healthy dishes.</i></p> 
	KS1	Autumn	Spring	Summer 1
Year B	Topic	<p>Puppets <i>We find out how to work with fabric to create our own puppets. Starting off by looking at simple finger puppets, we will then develop and refine our sewing skills before designing, creating and evaluating our own glove puppets.</i></p> 	<p>Making Fire Engines <i>We will explore modern fire engines and their features, before exploring, designing, creating and evaluating their own model fire engine using wheels, axles and chassis. There's the option to look at 17th century fire engines too as part of a 'Great Fire of London' topic.</i></p> 	<p>Seaside Snacks <i>We will be tasting, exploring and thinking about a range of foods. For the final lesson we will have the opportunity to design our own seaside picnic, while thinking carefully about what makes a balanced meal.</i></p> 



PHSE

KS1		Core theme 1 – Health and wellbeing		Core theme 2 – Relationships		Core theme 3 – Living in the wider world (economic wellbeing and being a responsible citizen)	
Knowledge Progression		Pupils should have the opportunity to learn: H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H6. the importance of, and how to, maintain personal hygiene H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls H11. that household products, including medicines, can be harmful if not used properly H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy		Pupils should have the opportunity to learn: R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7. to offer constructive support and feedback to others R8. to identify and respect the differences and similarities between people R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help		L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Topic	It's My Body – Health and Wellbeing <i>Healthy eating, sleep and exercise</i>	Be Yourself – Relationships <i>Recognise different emotions and explore different strategies to manage them</i>	Britain – Living in the Wider World <i>Identify groups and communities they belong to Explore what makes you proud to be British</i>	Aiming High – Health and Wellbeing <i>Identify how having a positive learning attitude can help them tackle and achieve new learning challenges</i>	Team– Relationships <i>Enable the children to develop successful collaborative working skills</i>	Money Matters – Living in the Wider World <i>Understand why it is important to keep belongings, including money, safe.</i>
Year B	Topic	Growing Up – Health and Wellbeing <i>Learn about their own and others' bodies, looking at similarities and differences</i>	Safety First – Relationships <i>Learn about everyday dangers, in the home and outside and how they can keep themselves safe</i>	One World – Living in the Wider World <i>Children to explore their own family life and how they are different for other children around the world</i>	VIPs – Health and Wellbeing <i>Enables them to identify what makes someone a special person in their life and who these are</i>	Think Positive – Relationships <i>Recognise, talk about and accept their feelings</i>	Respecting Rights – Living in the Wider World <i>To enable the children to explore the concepts of difference and fairness</i>



RE

	KS1	Autumn		Spring	Summer
	Knowledge Progression				
Year A	Topic	Creation <i>Links to other religions</i> <ul style="list-style-type: none"> • Judaism • Hinduism 	Incarnation <i>Links to other religions</i> <ul style="list-style-type: none"> • Judaism • Hinduism 	Salvation <i>Links to other religions</i> <ul style="list-style-type: none"> • Islam 	People of God <i>Links to other religions</i> <ul style="list-style-type: none"> • Judaism • Islam
Year B	Topic	Understanding Christianity – God <i>Links to other religions</i> <ul style="list-style-type: none"> • Judaism (Hanukah) • Hinduism 		Gospel <i>Links to other religions</i> <ul style="list-style-type: none"> • Islam 	Kingdom of God