

Science

Plants - 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.

Living things and their habitats – Describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds and mammals including pets)
Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.
Explore and compare the differences between things that are living, dead and things that have never been alive.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
Identify and name a variety of plants and animals in their habitats, including micro habitats.
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans

Identify and name, describe and compare a variety of common animals including fish, amphibians, reptiles, birds and mammals.
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
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.
Identify basic parts of the human body associated with each sense.

CREST STAR AWARDS (STEM)

Geography

Locational knowledge

Name and locate the world's seven continents and five oceans.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Human and physical geography – 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.
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Use simple observational skills to study key human and physical features.
Use world maps, atlases and globes to identify the United Kingdom and its countries.
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.
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.
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.

MFL

French

Listen attentively to spoken language and show understanding by joining in and responding.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
Appreciate stories, songs, poems and rhymes in the language
Broaden their vocabulary and develop their ability to understand new words that are introduced.
Describe people, places, things and actions orally.



Learning Together, Learning for Life

Physical Education

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.

Swim competently, confidently and proficiently over a distance of at least 10 metres
Use arms and legs simultaneously.
Know safety rules of the pool.

Art

Use a range of materials creatively to design and make products.
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space.
Learn 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.

History

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.
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Significant historical events, people and places in their own locality.

Know where the events and people studied fit within a chronological framework.

Religious Education

Christianity and Judaism

The wonder of nature, thankfulness for nature -Harvest, Sukkot
Light - Advent, Christingle, Hannukah
Moral stories
Searching for signs and symbols in everyday life of the faith.
Special Places – where and how can reflections and prayers be made?
Belonging and welcoming - Christening (Christianity), Naming ceremonies (Judaism)
Who is God? Why am I here?
Stories of care and concern – Old Testament, New Testament
Right and wrong

Enrichment

Pantomime
Visits from faith groups
Author visit
Charity work
Forest school
Dance workshops
Whole school productions
Sports Partnership with local schools
Bike skills
British Science Association CREST
Visit from Olympic athlete
Visiting therapy dog
Visits to inspire our values e.g. Bart Gee
<https://www.breakinglimits.co.uk/>

Opportunities

Computing

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.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs.
Recognise common uses of information technology beyond school.

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Design Technology

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.
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.
Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria
Mechanism - Wheels and axles
Food - use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.
Freestanding structures

PSHE and SRE

Jigsaw

Autumn 1: Being Me in My World
Autumn 2: Celebrating Difference (including anti-bullying)
Spring 1: Dreams and Goals
Spring 2: Healthy Me
Summer 1: Relationships
Summer 2: Changing Me (including Sex Education)

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Play tuned and untuned instruments musically
Listen with concentration and understanding to a range of high-quality live and recorded music
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS1: Year A Curriculum Overview