

## Science

**Everyday Materials** – Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Uses of everyday materials** - Identify and compare the suitability 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

Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.

CREST STAR AWARDS (STEM)

## 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.

## 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.

## History

Events beyond living memory that are significant nationally or globally.

Significant historical events, people and places in their own locality.

Lives of significant individuals in the past who have contributed to national and international achievements.

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

## Design Technology

Design purposeful, functional, themselves and other users appealing products for 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

**Mechanical** - Levers and linkages

**Food** - use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

**Textiles** – joining materials

## 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

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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Geographical skills and fieldwork

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 observational skills to study key human and physical features.

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

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.

**Place Knowledge** – Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom, and a small area in a contrasting non-European country.

## 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.

## 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.

## Religious Education

Christianity and Islam

### Education

**Giving something up** Lent (Christianity), Ramadan (Islam)  
**Giving and Receiving** Christmas (Christianity) Eid Al Fitr (Islam)  
**Stories from a prophet**  
**Searching for signs and symbols in everyday life of the faith.**  
**Special Places – where and how can reflections and prayers be made?**  
**How do we show we belong?**  
**What is good?**  
**Stories of care and concern**  
**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

## 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.



Learning Together, Learning for Life

# KS1: Year B Curriculum Overview