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| KS1 Programme A | | | | | | | | | | | | | | | | | | |
| Cross-curricular links |  | | | | |  | |  | | | |  | | |  | |  | |
| Science  Our curriculum for science aims to ensure that all pupils:   * develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics * develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them * are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Science | **Animals Including Humans 1**   * identify and name 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 * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | | |  | | **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. | | | |  | | | **Living Things and their habitats 1**   * 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   **Seasonal changes**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. | | **Plants 1**   * 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. | |
| History  Our curriculum for history aims to ensure that all pupils:   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Programme of Study | Significant historical events, people and places in their own locality | | | | |  | |  | | | | * 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 [for example, 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/or Florence Nightingale and Edith Cavell] | | |  | | * events beyond living memory that are significant nationally or globally [for example, the Great Fire of London / Great fire of Newcastle] | |
| Geography Our curriculum for geography aims to ensure that all pupils:   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Programme of Study | 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.  Human and physical geography  * use basic geographical vocabulary to refer to:   key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | |  | | 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  Geographical skills and fieldwork  * 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 | | | |  | | | 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 | |  | |
| Design Technology  Our curriculum for design and technology aims to ensure that all pupils:   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. | | | | | | | | | | | | | | | | | | |
| 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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].  When designing and making, pupils should be taught to: **Design**  * 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  **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  **Evaluate**  * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria | | | | | | | | | | | | | | | | | | |
| Programme of study | | | **Cooking and nutrition**   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from. |  | | | * build structures, exploring how they can be made stronger, stiffer and more stable | | | * explore and use mechanisms [for example, levers, sliders,], in their products. | | |  | | | * explore and use mechanisms [for example, wheels and axles], in their products. | | |
| Art  Our curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | | | | | | | | | | | | | | | |
| Programme of Study | * to use a range of materials creatively to design and make products | | | | | * to use **drawing,** 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 | | | | * to use **painting** to develop and share their ideas, experiences and imagination | | | * to use **sculpture** to develop and share their ideas, experiences and imagination | | * 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  Our curriculum for computing aims to ensure that all pupils:   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * 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. | | | * 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 | | | * use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | | * recognise common uses of information technology beyond school |
| PE  Our curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Programme of Study | * 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 | | | | | * perform dances using simple movement patterns. | | * participate in team games, developing simple tactics for attacking and defending | | | | * perform dances using simple movement patterns. | | | * participate in team games, developing simple tactics for attacking and defending | | * 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 | |
| Music  Our curriculum for music aims to ensure that all pupils:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | | | | | | | | | | | | | | | | | | |
| Programme of Study | * play tuned and untuned instruments musically | | | | | * 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. | | * use their voices expressively and creatively by singing songs and speaking chants and rhymes | |
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| KS1 Programme B | | | | | | | | | | | | | | | | | | |
| Cross-curricular links | |  | | | |  | | |  | | |  | | |  | |  | |
| Science  Our curriculum for science aims to ensure that all pupils:   * develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics * develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them * are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Science | | **Animals Including Humans 2**   * 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. | | | |  | | | **Use of everyday 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. | | |  | | | **Plants 2**   * 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 2**   * 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.   **Seasonal changes**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. | |
| History  Our curriculum for history aims to ensure that all pupils:   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | Changes within living memoryWhere appropriate, these should be used to reveal aspects of change in national life | | | |  | | | * 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 [for example, 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/or Florence Nightingale and Edith Cavell] | | |  | | |  | | * events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight or events commemorated through festivals or anniversaries] | |
| Geography Our curriculum for geography aims to ensure that all pupils:   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Programme of Study | |  | | | | 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 | | |  | | | 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 | | |  | | 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 | |
| Design Technology  Our curriculum for design and technology aims to ensure that all pupils:   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. | | | | | | | | | | | | | | | | | | |
| 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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].  When designing and making, pupils should be taught to: **Design**  * 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  **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  **Evaluate**  * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria | | | | | | | | | | | | | | | | | | |
| Programme of study | | | **Cooking and nutrition**   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from. | |  | | | * build structures, exploring how they can be made stronger, stiffer and more stable | | | * explore and use mechanisms [for example, levers, sliders,], in their products. | | |  | | * explore and use mechanisms [for example, wheels and axles], in their products. | | |
| Art  Our curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * to use a range of materials creatively to design and make products | | | | * to use **drawing,** 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 | | | * to use **painting** to develop and share their ideas, experiences and imagination | | | * to use **sculpture** to develop and share their ideas, experiences and imagination | | * 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  Our curriculum for computing aims to ensure that all pupils:   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology. | | | | | | | | | | | | | | | | | | |
| Programme of Study | * 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. | | | * 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 | | | * use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | | | * recognise common uses of information technology beyond school |
| PE  Our curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * 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 | | | | * perform dances using simple movement patterns. | | | * participate in team games, developing simple tactics for attacking and defending | | | * perform dances using simple movement patterns. | | | * participate in team games, developing simple tactics for attacking and defending | | * 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 | |
| Music  Our curriculum for music aims to ensure that all pupils:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | | | | | | | | | | | | | | | | | | |
| Programme of Study | | * play tuned and untuned instruments musically | | | | * 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. | | * use their voices expressively and creatively by singing songs and speaking chants and rhymes | |
| RE | |  | | | |  | | |  | | |  | | |  | |  | |
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