KEY STAGE 1 CYCLE B (2018-19, 2020-2021) AND CYCLE A (2019-20, 2021-2022)

SUBJECT	FOOD AND FESTIVALS YEAR 1	LIFE ON THE OCEAN WAVES YEAR 1	ANIMALS YEAR 1	ON THE MOVE YEAR 2	TOYS AND GAMES YEAR 2	FIRE AND ICE YEAR 2
GEOGRAPHY	**Locational Knowledge**: - identify and locate the UK countries and capitals. - Name and locate ame the world's 7 continents and 5 oceans. **Geographical skills and fieldwork:** - Use simple compass directions (NSEW). **Human and physical Geography**: - use basic geographical knowledge to refer to forest, field, vegetation, season, weather	**Human and physical geography:** - Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Human and physical** Geography: - use basic geographical knowledge to refer to beach, cliff, coast, sea, ocean	**Place knowledge:** - understand the geographical similarities and differences through studying a small part of the UK and a contrasting non-European country. **Human and physical Geography:** - use basic geographical knowledge to refer to forest, field, vegetation, season, weather	**Geographical skills and fieldwork:** - identify the seasonal & daily weather patterns in the UK. - use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied. - devise a simple map and use and construct basic symbols in a key. - use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. - Revise simple compass directions (NSEW) **Locational knowledge**: -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	**Human & Physical geography:** - Revise and continue to identify the seasonal and daily weather patterns in the UK. **Human and physical Geography:** - use basic geographical knowledge to refer to coast, ocean, mountain, forest, river (linked to different animal habitats)	**Geographical skills and fieldwork:** - Revise and continue to identify the seasonal and daily weather patterns in the UK. - Revise the countries, continents and oceans. - Revise and extend knowledge of hot and cold areas of the world in relation to the Equator and the North and South Poles.

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<tr><td>HISTORY</td><td colspan="6">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.

Historical skills:
Ask and begin to answer questions about events. E.g. When? What was it like…? Why? Who was involved?
Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.
Communicate understanding of the past in a variety of ways.
Interview or ‘hot seat’ historical figures.
Discuss change and continuity in an aspect of life e.g. toys, shopping, transport
Recognise why people did things.
Recognise why some events happened
Recognise what happened as a result of people’s actions or events.
Identify similarities and differences between ways of life in different periods, including their own lives.</td></tr>
<tr><td></td><td>FOOD AND FESTIVALS
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YEAR 2</td><td>FIRE AND ICE
YEAR 2</td></tr>
<tr><td></td><td>Learn about events beyond living memory that are significant nationally or globally (events commemorated through festivals or anniversaries e.g. Remembrance Day) Learn about changes in living memory. Where appropriate, these should reveal aspects of change in national life. [Changes in food, shopping, food</td><td>Learn about 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 [famous sea explorers or sailors] Learn about significant historical events, people and places in their own locality (historic dockyard, Mary Rose).</td><td></td><td>Learn about 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 [Christopher Columbus and Neil Armstrong] Focused enquiry: How has transport changed over time? Who were Christopher Columbus and Neil Armstrong? What did they achieve? How has transport changed over time? Chronology: Show</td><td>Learn about changes in living memory. Where appropriate, these should reveal aspects of change in national life. Focussed enquiry: Do I play with the same kinds of toys and games as my parents and grandparents? What was my grandad’s teddy like? Chronology: Show where places,</td><td>Learn about events beyond living memory that are significant nationally or globally (The Great Fire of London). Learn about significant historical events, people and places in their own locality (Fire at Cowdray Castle). Focused enquiry: What was the Great Fire of</td></tr>
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	packaging etc.]			where places, people and events fit into a broad chronological framework. Begin to use dates.	people and events fit into a broad chronological framework. Begin to use dates.	London? How did it affect people's lives? Who was Samuel Pepys? How did Cowdray burn down? Why was the kitchen at Cowdray in a separate building?

SCIENCE	Pupils should be taught to use the following practical scientific methods, processes and skills: • 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 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 (for example, 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.					
	FOOD AND FESTIVALS YEAR 1	**LIFE ON THE OCEAN WAVES YEAR 1**	**ANIMALS YEAR 1**	**ON THE MOVE YEAR 2**	**TOYS AND GAMES YEAR 2**	**FIRE AND ICE YEAR 2**
	Seasonal changes Pupils should be taught to: Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies	**Seasonal changes** Pupils should be taught to: Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies	**Seasonal changes** Pupils should be taught to: Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how	**Uses of everyday materials** Pupils should be taught to: 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	**Plants** Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants find out and	**Animals, including humans** Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults

	Plants Pupils should be taught to: 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	**Everyday materials** Pupils should be taught to: 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	day length varies **Animals, including humans** Pupils should be taught to: 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)	solid objects made from some materials can be changed by squashing, bending, twisting and stretching	describe how plants need water, light and a suitable temperature to grow and stay healthy	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 **Living things and their habitats** Pupils should be taught to: 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 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

ART	Pupils should be taught: 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					
	FOOD AND FESTIVALS YEAR 1	**LIFE ON THE OCEAN WAVES YEAR 1**	**ANIMALS YEAR 1**	**ON THE MOVE YEAR 2**	**TOYS AND GAMES YEAR 2**	**FIRE AND ICE YEAR 2**
	Colour wheel Mixing Tint and Shade Chalk pastels/charcoal linked to Handa's Surprise. Kente Cloth – design own material. Printing with cut fruit. **Diwali:** Clay pots, adding embellishments. Mendhi hand patterns Rangoli patterns	Art at the beach – art at the beach/sculpture. Mixed media pictures linked to the sea/Mary Rose.	Animal sculptures with clay. Animals pictures and paintings Linked to trip to Marwell?	Clay tile Colour wheel Mixing Tint and Shade Bus design/painting **Diwali:** Clay pots, adding embellishments. Mendhi hand patterns Rangoli patterns	Press printing with polystyrene tile linked to Andy Warhol. Sketching teddies and robots	Fire of London and Antarctica pictures – choice of mixed media (try out different effects and choose preferred one)

D.T.	**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 communica 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 **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.					
	FOOD AND FESTIVALS YEAR 1	**LIFE ON THE OCEAN WAVES YEAR 1**	**ANIMALS YEAR 1**	**ON THE MOVE YEAR 2**	**TOYS AND GAMES YEAR 2**	**FIRE AND ICE YEAR 2**
	Food Technology: Design and make food from different cultures.	Explore mechanisms – sliders and levers.	Build structures and explore them.	Build structures and explore mechanisms through making vehicles.	Explore, design, make and evaluate marble mazes.	Food technology: Design and make healthy food.

P.E.	FOOD AND FESTIVALS YEAR 1	LIFE ON THE OCEAN WAVES YEAR 1	ANIMALS YEAR 1	ON THE MOVE YEAR 2	TOYS AND GAMES YEAR 2	FIRE AND ICE YEAR 2
	Gymnastics Dance	Games	Games Athletics	Gymnastics Dance	Games	Games Athletics

COMPUTING	FOOD AND FESTIVALS YEAR 1	LIFE ON THE OCEAN WAVES YEAR 1	ANIMALS YEAR 1	ON THE MOVE YEAR 2	TOYS AND GAMES YEAR 2	FIRE AND ICE YEAR 2
	iSafe Internet Safety **iData** Introduction to data representation	**iAlgorithm** Algorithms: Computing unplugged **iWrite** Creating and manipulating digital text	**iProgram** Algorithms and programming **iModel** An introduction to computer modelling	**iSafe** Internet Safety **iAnimate** An introduction to animation	**iProgram** Creating simple animations **iSearch** Finding things out online	**iPub** Creating interactive ebooks

R.E.	FOOD AND FESTIVALS YEAR 1	LIFE ON THE OCEAN WAVES YEAR 1	ANIMALS YEAR 1	ON THE MOVE YEAR 2	TOYS AND GAMES YEAR 2	FIRE AND ICE YEAR 2
	Hinduism: How and why do Hindus worship at home? **People of God** **UC 1.3** Why do Christians perform Nativity plays at Christmas?	**Gospel** **UC 1.4** What is the is the good news that Jesus brings? **Salvation** **UC 1.5** Why does Easter matter to Christians?	**God** **UC 1.1** What do Christians believe God is like? **Creation** **UC 1.2** Who made the world?	**Hinduism:** How and why do Hindus celebrate Diwali? **People of God** **UC 1.3** Why do Christians perform Nativity plays at Christmas?	**Gospel** **UC 1.4** What is the is the good news that Jesus brings? **Salvation** **UC 1.5** Why does Easter matter to Christians?	**God** **UC 1.1** What do Christians believe God is like? **Creation** **UC 1.2** Who made the world?

FRENCH	FOOD AND FESTIVALS YEAR 1	LIFE ON THE OCEAN WAVES YEAR 1	ANIMALS YEAR 1	ON THE MOVE YEAR 2	TOYS AND GAMES YEAR 2	FIRE AND ICE YEAR 2
	Croissants and Hot Chocolate Greetings What's your name? Where do you live? Numbers to 20 French breakfast How are you? Food Do you like? French culture	**Trains, Games and Planes** Greetings How are you? Play shop Numbers to 20 Toys **School's Essentials** Days of the week School stationery French culture	**Under the roof** What's your name? Where do you live? My house Numbers to 30 Songs and games **Bugs, Shrubs and Grub** How are you? Where do you live? In the garden Colours	**Uniform or Fashion?** Greetings What's your name? Where do you live? How old are you? Numbers to 30 Colours Clothes French culture Stories/songs/games	**Story of my Life** Greetings What's your name? Where do you live? My family Numbers to 30 **Once upon a time** French culture Goldilocks and the Three Bears Songs and games	**Ready, Steady, Go!** Greetings What's your name? Where do you live? How old are you? Sports Numbers to 30 Follow instructions Weather