



KS1 Long Term Planning 2016-2017: Topic Overview

Term	Topic	Possible Ideas for Events/ Notes
Autumn 1 7 weeks	Village Detectives	Battle of Stamford Bridge Ask community for memories of the past Howsham Mill trip
Autumn 2 7 weeks	On A Starry Night	Space Dome Christmas
Spring 1 6 ½ weeks	Big Wide World	Easter Feast
Spring 2 6 weeks		
Summer 1 5 weeks	Stomp and Roar	Hatch dinosaur eggs. Fossil dig.
Summer 2 7 weeks	Wriggle and Crawl	Minibeasts safari to come in

English		Ideas for books/ stimuli/ writing tasks
Autumn 1 7 weeks	Village Detectives	Peepo Goldilocks, Red Riding Hood Retelling Battle of Stamford Bridge
Autumn 2 7 weeks	On a Starry Night	Planet facts Alien stories Nocturnal animals – bats, badgers, owls Q Pootle Owl who was afraid of the dark
Spring 1 6 ½ weeks	Big Wide World	Poems and stories from or about different countries Recipes Dear Penguin/ polar bear
Spring 2 6 weeks		
Summer 1 5 weeks	Stomp and Roar	Tyrannosaurus Drip Gigantosaurus Dinosaur facts Dinosaur Rumpus
Summer 2 7 weeks	Wriggle and Crawl	James and the Giant Peach What the Ladybird heard Minibeast facts Bad-tempered ladybird

Art and Design		Objectives	Activity ideas
Autumn 1 7 weeks	Village Detectives	<u>Drawing</u> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	Local area sketching e.g. viaduct, monument, houses, bridge (from life or photos!) Drawing Battle of SB cartoon strips
Autumn 2 7 weeks	On a Starry Night	DT focus	Space-themed and Christmas artwork – could include collage and/ or painting as these are not being focused on this year.
Spring 1 6 ½ weeks	Big Wide World	<u>Printing</u> <ul style="list-style-type: none"> • Explore ideas and collect visual information. • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints 	Ethnic prints e.g. African (depending on country studied!) Printing with exotic fruit/ veg
Spring 2 6 weeks	Big Wide World	<u>Inspiration from the greats</u> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	Artists from the different countries that are being studied
Summer 1 5 weeks	Stomp and Roar	<u>Sculpture</u> <ul style="list-style-type: none"> • Explore different methods and materials as ideas develop. • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	Dinosaur themed sculptures (dinosaurs, eggs, footprint, bones, fossils?) E.g. Clay, modroc or other materials
Summer 2 7 weeks	Wriggle and Crawl	DT Focus	

Design and Technology		Objectives	Activity ideas
Autumn 1	Village Detectives	History focus	
Autumn 2 7 weeks	On a Starry Night	<u>Materials</u> <ul style="list-style-type: none"> • Explore how products have been created. • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	Moving picture e.g .rocket in a space scene or owl flying, or pop-up card
Spring 1 6 ½ weeks	Big Wide World	<u>Food</u> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. 	Cooking from around the world Easter Feast
Spring 2 6 weeks	Big Wide World	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from. • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	
Summer 1	Stomp and Roar	Art focus (sculpture)	
Summer 2 7 weeks	Wriggle and Crawl	<u>Construction and Materials</u> <ul style="list-style-type: none"> •Explore objects and designs to identify likes and dislikes of the designs. •Suggest improvements to existing designs. •Design products that have a clear purpose and an intended user. •Make products, refining the design as work progresses. •Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. •Cut materials safely using tools provided. • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	Go to Minibeast area in village to look at existing ideas –design things to improve our school grounds and minibeast area. Drilling logs etc Making dens

Computing ALL UNITS TAKEN FROM THE KNOWSLEY CITY LEARNING CENTRE SCHEME OF WORK		Objectives	Activity ideas
Autumn 1 7 weeks	Village Detectives	Young Investigators	In this activity, children will learn how to search on the internet in relation to a specific topic to develop basic web skills. The children will use Thinglink to produce and publish an interactive image.
Autumn 2 7 weeks	On a Starry Night	Super Sci-Fi	This space inspired project starts by children creating a simple space invader game to then creating a game using advanced settings. The children will also learn about mnemonics and create their own interactive quiz as well as bring Neil Armstrong to life retelling his story.
Spring 1 6 ½ weeks	Big Wide World	We are all connected	The aim of this activity is to show children how the web works. The children will produce a simple eBook or presentation incorporating the key terminology they learn from this session.
Spring 2 6 weeks	Big Wide World	You've got mail!	The aim of this activity is to help children explore how they can use email to communicate with real people within their schools, families, and communities.
Summer 1 5 weeks	Stomp and Roar	Walking with Dinosaurs	By the end of this project, children will fully understand the term algorithm and will be able to use a simple app on an iPad to reinforce this learning.
Summer 2 7 weeks	Wriggle and Crawl	To code (using Scratch)	

Science		Topics – SEE SCIENCE CURRICULUM PLAN FOR DETAIL
Autumn 1 7 weeks	Village Detectives	Seasonal Changes Y1 (looking at Summer) Everyday materials Y1
Autumn 2 7 weeks	On a Starry Night	Seasonal Changes Y1 (looking at Autumn) Plants Y1
Spring 1 6 ½ weeks	Big Wide World	Seasonal Changes Y1 (looking at Winter) Animals including humans Y2 (health aspect)
Spring 2 6 weeks	Big Wide World	Seasonal Changes Y1 (looking at Spring) Living things and their habitats Y2 (focusing on habitats around the world)
Summer 1 5 weeks	Stomp and Roar	Animals including humans Y1 (focus on herbivore, carnivore, omnivore/ local animals) Seasonal Changes Y1 (looking at Summer)
Summer 2 7 weeks	Wriggle and Crawl	Living things and their habitats Y2 (other aspects) Animals including humans Y2 (offspring e.g. hatching butterflies, ladybirds)

Geography		Objectives	Activity ideas
Autumn 1	Village Detectives	History focus	
Autumn 2	On a Starry Night	History focus	
Spring 1 6 ½ weeks	Big Wide World	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). •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 •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 •Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles •use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied 	Learn about a different country and compare it to here e.g. Polar regions UK countries, continents, oceans, hot and cold regions
Spring 2 6 weeks	Big Wide World		
Summer 1	Stomp and Roar	History focus	
Summer 2 7 weeks	Wriggle and Crawl	<ul style="list-style-type: none"> •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 • 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 	Making maps of the grounds/ wildlife area Walk to the village wildlife area using maps

History		Objectives	Activity ideas
Autumn 1 7 weeks	Village Detectives	<p><i>Pupils should be taught about changes within living memory.</i></p> <p><i>Pupils should be taught about significant historical events, people and places in their own locality.</i></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Recount changes that have occurred in their own lives • Describe historical events • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p>Battle of Stamford Bridge</p> <p>Asking members of the community for their memories</p> <p>Joe's grandma has a scrapbook of SB past</p> <p>Building of the Infants school</p>
Autumn 2 7 weeks	On a Starry Night	<p><i>Pupils should be taught about events beyond living memory that are significant nationally or globally</i></p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line • Label time lines with words or phrases such as: past, present, older and newer. • Describe historical events • Use dates where appropriate • Label time lines with words or phrases such as: past, present, older and newer 	Tim Peake/ space exploration
Spring 1 6 ½ weeks	Big Wide World	Geography Focus	
Spring 2 6 weeks			
Summer 1 5 weeks	Stomp and Roar	<p>Pupils should be taught 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</p> <ul style="list-style-type: none"> • Describe significant people from the past. • Describe historical events • Recognise that there are reasons why people in the past acted as they did • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<p>Mary Anning vs modern palaeontologist</p> <p>Fossil dig</p>
Summer 2 7 weeks	Wriggle and Crawl	Geography Focus	

Music		Objectives	Activity ideas
EACH TOPIC TO INCLUDE THESE - PLUS EXTRAS BELOW		<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Use their voices expressively by singing songs and speaking chants and rhymes. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Play tuned and untuned instruments musically. 	
Autumn 1 7 weeks	Village Detectives	<ul style="list-style-type: none"> • Imitate changes in pitch. • Create a mixture of different sounds (high and low). 	Playground chants and songs from the past
Autumn 2 7 weeks	On a Starry Night	Singing focus – Christmas Play	Christmas Play
Spring 1 6 ½ weeks	Big Wide World	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Sequence sounds to create an overall effect. 	Listening to music from around the world and playing our own versions Visitors in to play instruments? Music to suit different landscapes e.g. icy or hot
Spring 2 6 weeks	Big Wide World	<ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Create a sequence of long and short sounds. • Choose sounds to create an effect. • Create short, musical patterns. 	
Summer 1 5 weeks	Stomp and Roar	<ul style="list-style-type: none"> • Clap rhythms. • Create short, rhythmic phrases. 	Dinosaur stomping and dinosaur names rhythms
Summer 2 7 weeks	Wriggle and Crawl	<ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Use symbols to represent a composition and use them to help with a performance. • Create a mixture of different sounds (long and short, loud and quiet, high and low). 	Retelling a story through music Visual scores

P.E.		Objectives – see relevant sections below.
Autumn 1 7 weeks	Village Detectives	<ul style="list-style-type: none"> • Games (skills) • Swimming
Autumn 2 7 weeks	On a Starry Night	<ul style="list-style-type: none"> • Dance • Swimming
Spring 1 6 ½ weeks	Big Wide World	<ul style="list-style-type: none"> • Gymnastics • Swimming
Spring 2 6 weeks	Big Wide World	<ul style="list-style-type: none"> • Orienteering • Swimming
Summer 1 5 weeks	Stomp and Roar	<ul style="list-style-type: none"> • Athletics • Swimming
Summer 2 7 weeks	Wriggle and Crawl	<ul style="list-style-type: none"> • Games (applying skills) • Swimming

Games (combined with Athletics in KS1)	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.
Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.

PSHCE/ SEAL		Objectives	Activity ideas
Autumn 1 7 weeks	Village Detectives	New Beginnings <ul style="list-style-type: none"> To listen to other people, and play and work cooperatively. to identify and respect the differences and similarities between people. to take part in discussions with one other person and the whole class to agree and follow rules for their group and classroom, and understand how rules help them to contribute to the life of the class and school rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe 	New class rules. Recap on whole school Rights, responsibilities and rules School council elections Circle time activities What makes a 'good' citizen – link to people who help us. Trick or treating safety Road Safety <i>Choose from SEAL: New Beginnings Blue Book pages 27 – 43.</i>
Autumn 2 7 weeks	On a Starry Night	Say No to Bullying - Getting on and Falling Out <ul style="list-style-type: none"> That there are different types of teasing and bullying, and that bullying is wrong, and how to get help to deal with bullying. to realise that people and other living things have needs, and that they have responsibilities to meet them that they belong to various groups and communities, such as family and school 	Firework safety 14-18 Nov Anti-bullying week – do posters/charters etc Celebrations of cultural diversity-Divali/Christmas. Circle time activities <i>Choose from: Getting On and Falling Out Blue Book pages 29 – 41</i>
Spring 1 6 ½ weeks	Big Wide World	Going for Goals <ul style="list-style-type: none"> what improves and harms their local, natural and built environments and about some of the ways people look after them to take part in a simple debate about topical issues how to set simple goals to share their opinions on things that matter to them and explain their view 	Circle time activities <i>Choose from: Going for Goals Blue Book pages 23 – 32</i>
Spring 2 6 weeks	Big Wide World	Good to be me <ul style="list-style-type: none"> that all household products, including medicines, can be harmful if not used properly how to make simple choices that improve their health and wellbeing. to maintain personal hygiene about the process of growing from young to old and how people's needs change how some diseases spread and can be controlled 	Keeping healthy through diet/exercise/ using medicines in the right way/keeping clean. Controlling illnesses and diseases. What makes me special? Look at how children play in different countries/cultures. Circle time activities <i>Choose from: Good To Be Me Blue Book pages 26 – 30</i>
Summer 1 5 weeks	Stomp and Roar	Relationships <ul style="list-style-type: none"> to identify and respect the differences and similarities between people. to recognise how their behaviour affects other people that family and friends should care for each other 	Circle time activities <i>Relationships Blue Book pages 25 – 34</i> Link to stories in literature.
Summer 2 7 weeks	Wriggle and Crawl	Changes <ul style="list-style-type: none"> to think about themselves, learn from their experiences and recognise what they are good at to recognise, name and deal with their feelings in a positive way to recognise what they like and dislike, what is fair and unfair, and what is right and wrong 	Sports Day Transition Arrangements Circle time activities <i>Changes Blue Book pages 13 - 18</i>

RE		Objectives	Activity ideas
Autumn 1 7 weeks	Village Detectives	<p>Looking at me, looking at you</p> <p>Identity & values explore through faith stories what religions say about the value of each individual; observe and/or participate in religious ceremonies connected with important times in life</p>	<p>Our focus faith this year is Islam, alongside Christianity. Explore what makes us special and unique, look at baptism and naming ceremonies, share faith stories from the bible and Quran</p>
Autumn 2 7 weeks	On a Starry Night		
Spring 1 6 ½ weeks	Big Wide World	<p>Caring for the world</p> <p>Meaning & purpose explore creation stories from holy books; consider the ways in which the world is a special place and how faiths say it should be cared for</p> <p>Beliefs & practices explore and discuss sacred stories</p>	<p>Look at how we can care for our world, link to Vibrant Village project Consider our own special places and create a reflection space theme for KS1</p>
Spring 2 6 weeks	Big Wide World		
Summer 1 5 weeks	Stomp and Roar	<p>Worship and festivals</p> <p>Beliefs & practices find out about different religious festivals and rituals; find out about different ways in which people worship; explore a place of worship and how the building is used</p>	<p>Visit the local church and the York mosque/Minster; consider special days of the year and plan an Eid celebration</p>
Summer 2 7 weeks	Wriggle and Crawl		

RE Milestone 1
To understand beliefs and teachings
To understand practices and lifestyles
To understand how beliefs are conveyed
To reflect
To understand values

APPENDIX

PSHCE CQ	Bronze	Silver	Gold
To try new things	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
To work hard	<ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. 	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results.
To concentrate	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
To push	<ul style="list-style-type: none"> • Express doubts and fears. 	<ul style="list-style-type: none"> • Begin to understand why some 	<ul style="list-style-type: none"> • Find ways to push past doubts, fears, or

themselves	<ul style="list-style-type: none"> • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. 	<p>activities feel uncomfortable.</p> <ul style="list-style-type: none"> • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<p>a drop in motivation even in challenging circumstances.</p> <ul style="list-style-type: none"> • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
To imagine	<ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. 	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
To improve	<ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). 	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work.
To understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view. 	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
To not give up	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most

		<p>(or a club or interest).</p> <ul style="list-style-type: none">• See oneself as lucky.	<p>challenging of circumstances.</p> <ul style="list-style-type: none">• See possibilities and opportunities even after a disappointment.• Consider oneself to be lucky and understand the need to look for luck.
--	--	---	--

National Curriculum 2014 Objectives

Subject	Objectives from the National Curriculum 2014
Art	<p>Aims</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce creative work, exploring their ideas and recording their experiences <input type="checkbox"/> become proficient in drawing, painting, sculpture and other art, craft and design techniques <input type="checkbox"/> evaluate and analyse creative works using the language of art, craft and design <input type="checkbox"/> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
Computing	<p>Aims</p> <p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation <input type="checkbox"/> can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems <input type="checkbox"/> can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems <input type="checkbox"/> are responsible, competent, confident and creative users of information and communication technology. <p>Attainment targets</p> <p>By the end of each key stage, Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <input type="checkbox"/> create and debug simple programs <input type="checkbox"/> use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> use technology purposefully to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> recognise common uses of information technology beyond school <input type="checkbox"/> 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.

<p>Design and Technology</p>	<p>Aims</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world <input type="checkbox"/> 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 <input type="checkbox"/> critique, evaluate and test their ideas and products and the work of others <input type="checkbox"/> understand and apply the principles of nutrition and learn how to cook. <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Subject content</p> <p>Key stage 1</p> <p>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].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> <input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> build structures, exploring how they can be made stronger, stiffer and more stable <input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
-------------------------------------	--

Geography**Aims**

The national 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content**Key stage 1**

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.

Pupils should be taught to:

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

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

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
- 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

	<ul style="list-style-type: none"> □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ 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 <p>Geography – key stages 1 and 2 3</p> <ul style="list-style-type: none"> □ 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.
History	<p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> □ 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 <p>History – key stages 1 and 2 2</p> <ul style="list-style-type: none"> □ 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. <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Subject content</p> <p>Key stage 1</p>

	<p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <input type="checkbox"/> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <input type="checkbox"/> 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] <input type="checkbox"/> significant historical events, people and places in their own locality.
Music	<p>Aims</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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. <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes <input type="checkbox"/> play tuned and untuned instruments musically <input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.

<p>PE</p>	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> develop competence to excel in a broad range of physical activities <input type="checkbox"/> <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> <input type="checkbox"/> lead healthy, active lives. <p>Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Key stage 1 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> 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 <input type="checkbox"/> <input type="checkbox"/> participate in team games, developing simple tactics for attacking and defending <input type="checkbox"/> <input type="checkbox"/> perform dances using simple movement patterns.
<p>PSHE (non statutory)</p>	<p>National Curriculum 2000 and 2014 Key Stage 1 Personal, Emotional, Social, Health and Economic education Introduction PSHE education is non-statutory; it is included to enable schools to plan a whole curriculum. During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic concepts and skills for keeping themselves healthy and safe and developing positive relationships. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.</p>