

# Key Stage 1 Four Year Curriculum 2018-2022



The following document is an overview of our curriculum for the next four years. These topics are the basis for our learning journeys across the curriculum. A curriculum plan is prepared by each class teacher. Each half term, class teachers produce a half-termly topic map and newsletter which are available on our school website. Newsletters can be found on our school website. For information about our RE and Music Curriculum, please see our website.

## Four Year Curriculum Plan

Key Stage 1	Year A (2018 - 2019)	Year B (2019 - 2020)	Year A (2020 - 2021)
Autumn 1	Materials (Science)	Hot and Cold (Geography/Science)	Materials (Science)
Autumn 2	Picasso (Art/History)	Calder and Mondrian (Art/DT)	Picasso (Art/History)
Spring 1	Amelia Earheart (History/Geography)	Healthy Me (Science)	Amelia Earheart (History/Geography)
Spring 2	Animals (Science)	Mary Anning (History/Geography/Science)	Space (Science)
Summer 1	Birth of film (Art/History/Computing)	Seaside (Geography/History)	Birth of film (Art/History/Computing)
Summer 2	Hills and Mountains (Geography)	Living Things and Their Habitats (Science)	Hills and Mountains (Geography)

## Key Stage 1 Curriculum Overview Plan: 2018 – 2019 and 2020 - 2021

Term and Topic	Subject Content (NC)	Curriculum Link
<p><b>Autumn 1</b> Materials</p>	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p>Science</p>
<p><b>Autumn 2</b> Artists (Picasso)</p>	<ul style="list-style-type: none"> <li>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</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know 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.</li> </ul>	<p>History/Art</p>
<p><b>Spring 1</b> Amelia Earheart</p>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>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 k</li> <li>name and locate the world's 7 continents and 5 oceans</li> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p>History/Geography</p>

**Spring 2**  
Animals

- 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
- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Science/DT

**Summer 1**  
Birth of Film

- events beyond living memory that are significant nationally or globally
- 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
- 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.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

History/Art/Computing

**Summer 2**  
Hills and mountains

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- use 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
- 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
- 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

Geography

## Key Stage 1 Curriculum Overview Plan: 2018 – 2019 and 2020 - 2021

Term and Topic	Subject Content (NC)	Curriculum Link
<p><b>Autumn 1</b> Marvellous Me!</p>	<ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	Science
<p><b>Autumn 2</b> Artists (Joan Miro)</p>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• to know 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.</li> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• select from and use a range of tools and equipment to perform practical tasks</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	Art/DT
<p><b>Spring 1</b> What a Wonderful World</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>• 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 k</li> <li>• name and locate the world's 7 continents and 5 oceans</li> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	Geography/Science

	<ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>	
<p><b>Spring 2</b> Mary Anning</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• identify and name a variety of common animals, including fish, amphibians, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>	History/Science
<p><b>Summer 1</b> Great Fire of London</p>	<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• use basic geographical vocabulary to refer to: key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shop)</li> <li>• use simple compass directions (North, South, East and West) and locational language (e.g. near, far, left and right) to describe location of features and routes on a map</li> </ul>	Geography/History
<p><b>Summer 2</b> Living things</p>	<ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>	Science

- identify and describe the basic structure of a variety of common flowering plants, including trees.
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and suitable temperature to grow and stay healthy
- 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.



