

Key Stage 1

Four Year Curriculum Plan

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 each half term. For more detailed planning, an annual curriculum plan is prepared by each class teacher. Each half term, class teachers produce a half-termly topic map and newsletter which explains what will be covered in each subject. Previous newsletters can be found on our school website. For information about our RE and Music Curriculum, please see our separate curriculum documents.

Four Year Curriculum Plan



Key Stage 1	Year A (2018 - 2019)	Year B (2019 - 2020)	Year A (2020 - 2021)	Year B (2021 – 2022)
Autumn 1	Materials (Science)	Hot and Cold (Geography/Science)	Materials (Science)	Marvellous Me (Geography/Science)
Autumn 2	Picasso (Art/History)	Calder and Mondrian (Art/DT)	Picasso (Art/History)	Joan Miro (Art/DT)
Spring 1	Amelia Earheart (History/Geography)	Healthy Me (Science)	Amelia Earheart (History/Geography)	What a wonderful World (Science/Geography)
Spring 2	Animals (Science)	Mary Anning (History/Geography/Science)	Space (Science)	Mary Anning (History/Geography/Science)
Summer 1	Birth of film (Art/History/Computing)	Seaside (Geography/History)	Great Fire of London (History)	Birth of film (Art/History/Computing)
Summer 2	Hills and Mountains (Geography)	Living Things and Their Habitats (Science)	Hills and Mountains (Geography)	Living Things and Their Habitats (Science)

Key Stage 1 Curriculum Overview Plan: 2021 - 2022

Term and Topic	Subject Content (NC)	Curriculum Links	Science Link
<p>Autumn 1 Marvellous Me!</p>	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 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. 	Science	Y2 Unit 1 Healthy Me
<p>Autumn 2 Artists (Joan Miro)</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 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. 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 	Art/DT	Y2 Unit 2 Monster Materials
<p>Spring 1 What a Wonderful World</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 to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a k name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	Geography/Science	Y1 Unit 3 Polar Adventures

	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 		
Spring 2 Mary Anning	<ul style="list-style-type: none"> • 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 • events beyond living memory that are significant nationally or globally • identify and name a variety of common animals, including fish, amphibians, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores. • explore and compare the differences between things that are living, dead, and things that have never been alive 	History/Science	Y1 Unit 5 On Safari
Summer 1 Birth of Film	<ul style="list-style-type: none"> • 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	Y1 Unit 2 Celebrations
Summer 2 Living things	<ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive 	Science	Y1 Unit 4 Treasure Island Y2 Unit 6 Little Masterchefs

- 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
- 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.

-