



UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc1** 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:
- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

Everyday materials KS1

- **sc14** distinguish between an object and the material from which it is made
- **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes KS1

- **sc18** observe changes across the four seasons
- **sc19** observe and describe weather associated with the seasons and how day length varies.

Human and physical geography KS1

- **ge10** I know the names of the four seasons and the weather to expect in each one
- **ge11** I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi4** I have a wide vocabulary of common historical terms
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely

- **pe1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed
- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

PSED & RELIGIOUS EDUCATION

0 KS1

- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.
- Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness.
- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Identify what matters to them and others, including those with religious commitments, and communicate their responses.
- Caring for my body
- What goes into and onto my body
- What does healthy mean
- Looking after myself

PSED Preparing to play an active role as citizens KS1

- **pa10** Develop understanding of groups they belong to.

KS1

- **ph4** Begin to make simple choices that improve their health and well being.

PSED Developing a healthy, safer lifestyle KS1

- **ph5** Begin to maintain personal hygiene.
- **ph6** Begin to understand that certain actions spread disease.
- **ph7** Identify the main parts of the body.

RE - Learning From Religion KS1

- **rf12** Ask puzzling questions and respond accordingly.
- **rf13** Identify what matters to them and others and link this to religion.
- **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

Learning About Religion KS1

- **ra9** Name and explore a range of worship styles.
- **ra10** Identify the importance, for some people, of belonging to a religion.
- **ra11** Identify religious symbols.
- **ra12** Begin to use a range of religious words.

SCIENCE
Gather information about winter weather by measuring rainfall, wind direction and temperature.
Observe how plants and animals are different in winter compared to autumn.
Learn the names and properties of some common materials.
Learn the difference between an object and material, and name the materials some objects are made from.
Investigate the properties of different materials.

HISTORY
Study lives of Florence Nightingale and Edith Cavell.
How were their lives similar/different? How do their lives compare to ours?
Why were they important people? How have they affected our lives?
Timeline of event of their lives.

PE
Future Games Gymnastics
Imagine PE Multiskills.

PSHE
Healthy Lifestyles
British Value: Rule of Law

RE
Special places.
Learn about where is special for us, and think about why.
Begin to use the word 'scared' to explore the difference between special places and religious places.
Explore places for worship for Christians and Muslims.
Learn about some symbols and objects from in sacred places.

COMMUNICATION AND LANGUAGE
Opportunities to develop speaking and listening across the curriculum.

OUTDOOR LEARNING

Sandpit, water tray, pots, reading, construction, art easels, small world, dolls, rackets and balls, mud kitchen, chalk.

Opportunities for Literacy:
mark-making/writing in sand/chalk/art easels.

Opportunities for Communication and Language: developing social skills through play, developing turn taking, talking with peers and adults, managing conflict, building vocabulary.

Opportunities for Maths:
writing/counting/identifying numbers and objects in sand/chalk/art easels, measuring rainfall/objects, identifying shapes, making patterns with chalk/art easels, filling pots.

ART
Look at images by Andy Warhol - do we like/dislike them? Why?
Create our own collage in the style of Andy Warhol.
Sketch ideas before creating them.

DESIGN
Create a series of moving pictures based on traditional tales.
Explore existing product, and explain what we think is good about them.
Explore different mechanisms, and evaluate pros and cons of each.
Design our own products based on a design criteria, using what we have learnt so far.
Evaluate our product.

MUSIC
Music Express Age 5-6 Syllabus
Weather
Machines
Seasons

NUMERACY
Fractions
Measurement
Geometry - Shape

COMPUTING
Espresso Coding -
Understand what code is, and how it works.
Use simple instructions to code a program.

Internet Safety Day - February
Know when and where information technology can be used and who by.
Understand how to keep personal information safe and private.
Understand what to do if we are unsure of anything on the internet.

LITERACY
Fiction - Stories with Repeating Patterns/Counting Stories
Non-Fiction - Instructions
Poetry - The Senses

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
- **ad9** I can show you how ideas from famous people have helped me to create my own work

Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design
- **dt5** I have used ICT to help develop or communicate my design

Make KS1

- **dm6** I can use scissors for cutting and shaping
- **dm7** I can join materials in a variety of ways
- **dm9** I can select the appropriate materials and tools for my design
- **dm10** I can create things using a variety of materials and components, including construction materials

- **dt13** I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt15** I can talk about existing products and tell you how they might be improved for the user/consumer
- **dt16** I can talk about how closely my finished product matches my design
- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- **dt20** I have designed a product that uses a lever or slider

KS1

- **mu1** I can sing songs using my voice to show the meaning of the words and tune
- **mu2** I can repeat chants and rhymes with expression
- **mu3** I can use my voice in different ways
- **mu4** I can play an untuned instrument in a piece of music
- **mu5** I can play a tuned instrument in a piece if music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu9** I can explore sounds by changing and combining them to create the effect I want

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m1** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do

- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co6** I can predict what will happen by 'reading' a program
- **co10** I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- **co11** I know how to use equipment safely and respectfully
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet

LITERACY

Reading - word reading KS1

- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

COMMUNICATION AND LANGUAGE

KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to others

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

Amazing Historical People - Stage Coverage

| UNDERSTANDING THE WORLD | MATHEMATICS AND COMPUTING | PHYSICAL EDUCATION | EXPRESSIVE ARTS AND DESIGN | LITERACY | COMMUNICATION AND LANGUAGE | PSED & RELIGIOUS EDUCATION |
|---|---|---|--|--|---|--|
| <p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• sc1 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:• sc2 asking simple questions and recognising that they can be answered in different ways• sc3 observing closely, using simple equipment• sc4 performing simple tests• sc5 identifying and classifying• sc6 using their observations and ideas to suggest answers to questions• sc7 gathering and recording data to help in answering questions. <p>Everyday materials <i>KS1</i></p> <ul style="list-style-type: none">• sc14 distinguish between an object and the material from which it is made• sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• sc16 describe the simple physical properties of a variety of everyday materials• sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal changes <i>KS1</i></p> <ul style="list-style-type: none">• sc18 observe changes across the four seasons• sc19 observe and describe weather associated with the seasons and how day length varies. <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• ge10 identify seasonal weather patterns in the United Kingdom• ge11 identify daily weather patterns in the United Kingdom <p><i>KS1</i></p> <ul style="list-style-type: none">• hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.• hi2 They should know where the people and events they study fit within a chronological framework• hi3 They should identify similarities and differences between ways of life in different periods.• hi4 They should use a wide vocabulary of everyday historical terms.• hi5 They should ask and answer questions• hi6 They should choose and use parts of stories and other sources to show that they know and understand key features of events.• hi7 They should understand some of the ways in which we find out about the past• hi8 and identify different ways in which it is represented. | <p>Number - number and place value <i>KS1</i></p> <ul style="list-style-type: none">• m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number• m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <p><i>KS1</i></p> <ul style="list-style-type: none">• co1 understand what algorithms are• co2 understand how algorithms are implemented as programs on digital devices• co3 understand that programs execute by following precise and unambiguous instructions• co4 create simple programs• co5 debug simple programs• co6 use logical reasoning to predict the behaviour of simple programs• co10 recognise common uses of information technology beyond school.• co11 use technology safely and respectfully• co12 keep personal information private• co13 know where to go for help and support when they have concerns about material on the internet | <p><i>KS1</i></p> <ul style="list-style-type: none">• pe1 master basic movements including running• pe1.1 master basic movements including jumping• pe1.2 master basic movements including throwing and catching• pe1.3 aster basic movements developing balance co-ordination• pe1.4 master basic movements, developing agility• pe1.5 master basic movements and begin to apply these in a range of activities | <p><i>KS1</i></p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad2 to use drawing to develop and share their ideas, experiences and imagination• ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,• ad7 about the work of a range of artists, craft makers and designers.• ad8 about the differences and similarities between different practices and disciplines, and making links to their own work.• ad9 about the work of a range of artists, craft makers and designers, making links to their own work. <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt2 design for themselves and other users based on design criteria• dt3 generate and communicate their ideas through talking and drawing templates• dt4 model and communicate their ideas through mock-ups• dt5 generate, develop, model and communicate their ideas through information and communication technology <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• dt6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping• dt7 select from and use a range of tools and equipment to perform practical tasks such as joining• dt9 select from and use a range of tools and equipment to perform practical tasks• dt10 select from and use a wide range of materials and components including construction materials• dt13 select from and use a wide range of materials and components according to their characteristics <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt15 evaluate a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p>Technical knowledge <i>KS1</i></p> <ul style="list-style-type: none">• dt20 explore and use mechanisms, such as levers and sliders in their products. <p><i>KS1</i></p> <ul style="list-style-type: none">• mu1 use their voices expressively by singing songs• mu2 use their voices expressively by speaking chants and rhymes• mu3 use their voices creatively• mu4 play untuned instruments musically• mu5 play tuned and untuned instruments musically• mu8 listen with concentration and understanding to a range of music• mu9 experiment with, create, select and combine sounds | <p>Reading - word reading <i>KS1</i></p> <ul style="list-style-type: none">• e1 apply phonic knowledge and skills as the route to decode words• e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | <p><i>KS1</i></p> <ul style="list-style-type: none">• sl1 listen and respond appropriately to adults and their peers• sl2 ask relevant questions to extend their understanding and knowledge• sl3 use relevant strategies to build their vocabulary• sl4 articulate and justify answers, arguments and opinions• sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• sl8 speak audibly and fluently with an increasing command of Standard English• sl9 participate in discussions, presentations, performances, role play, improvisations and debates• sl10 gain, maintain and monitor the interest of the listener(s)• sl11 consider and evaluate different viewpoints, attending to and building on the contributions of others• sl12 select and use appropriate registers for effective communication. | <p>PSED Preparing to play an active role as citizens <i>KS1</i></p> <ul style="list-style-type: none">• pa10 Develop understanding of groups they belong to. <p><i>KS1</i></p> <ul style="list-style-type: none">• ph4 Begin to make simple choices that improve their health and well being. <p>PSED Developing a healthy, safer lifestyle <i>KS1</i></p> <ul style="list-style-type: none">• ph5 Begin to maintain personal hygiene.• ph6 Begin to understand that certain actions spread disease.• ph7 Identify the main parts of the body. <p>RE - Learning From Religion <i>KS1</i></p> <ul style="list-style-type: none">• rf12 Ask puzzling questions and respond accordingly.• rf13 Identify what matters to them and others and link this to religion.• rf15 Recognise that religious teaching and ideas make a difference to individuals and families. <p>Learning About Religion <i>KS1</i></p> <ul style="list-style-type: none">• ra9 Name and explore a range of worship styles.• ra10 Identify the importance, for some people, of belonging to a religion.• ra11 Identify religious symbols.• ra12 Begin to use a range of religious words. |

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