

Key Stage 1 Curriculum

Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dinosaurs	Stickman	Pirates	Handa's Surprise	Oliver's Vegetables	Castles
Science Year 1	Animals – carnivores, herbivores and omnivores Identify and name common animals – fish, amphibians reptiles, birds and mammals	Seasons – observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Materials: Distinguish between an object and the materials from which it is made Identify and name a range of materials	Animals, including humans Describe and compare the structure of a variety of common animals Identifying parts of the human body	Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Parts of flowering plants, including trees	Materials: 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 properties
Science Year 2	Living things and their habitats – living, dead, never alive. Food chains	Living things and their habitats – different habitats and how animals are suited to their habitats Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Materials: Squashing, bending, twisting and stretching materials – Creating boats out of plastacine	Animals, including humans – Offspring. Basic needs of animals. Living things – food chain	Plants: Observe and describe how seeds/bulbs grow into mature plants Find out and describe how plants need water, light and suitable temperatures to grow. Animals, including humans Exercise and eating the right amount of food and hygiene	Materials: Suitability of every day materials – wood, metal, plastic, glass for particular uses Identify and compare uses of materials
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 Identify key physical features, including forest, hill, mountain, vegetation, season and weather	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 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 Identify key physical features, including: beach, cliff, coast, sea, ocean, valley, key human features, including: town, farm, house, office, port, harbour	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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans	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 Recognise features on aerial photos and plans. Devise a map with symbols and keys – local area	
History	The lives of significant individuals in the past who have contributed to national and international achievements - Mary Anning	Bonfire Night – events commemorated through festivals			Changes in national life Florence Nightingale and Mary Seacole – Nurses and staying healthy.	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 – Battle of Hasting Features of castles – creating timeline of castles by looking at features
Art	To use sculpture to develop and share their ideas, experiences and imagination (clay sculptures) Andy Goldsworthy – using natural materials to create a dinosaur picture	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – hot and cold colours, wintery paintings, chalk pictures, pastel pictures			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 line, shape and form Sketches of plants/natural form Monet – paintings of gardens. (link to Victorian era)	
DT		Build structures, exploring how they can be made stronger, stiffer and more stable – white trees with ladders – experimenting with joining/strengthening structure. Generate, develop, model and communicate their ideas.	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping) Explore and evaluate a range of existing products. evaluate their ideas and products against design criteria – pirate flag	Small World Safari Jeep – Explore and use mechanisms (for example wheels and axles)		Explore and use mechanisms (for example, levers) – design purposeful, functional products - Catapults (link to Science)
Music	To listen with concentration and understanding to a range of high-quality live and recorded music – Fossils from Carnival of the animals. Play tuned instruments – xylophone. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use their voices expressively and creatively by singing songs – singing songs from Frozen/Christmas carols and songs	Sing songs and say rhymes - Singing pirate songs.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes African Music – Watoto Children's Choir/Lion king songs listen with concentration and understanding to a range of high-quality live and recorded music. Combine sounds musically		
RE	Visiting a Church/Celebrations – Harvest, Sukkot (Jewish Harvest), Diwali	Visiting a church/ Celebrations - Hanukah, Advent and Christmas	Visiting a church/ Celebrations – Chinese New Year	Belonging to a Jewish Community/ Celebrations - Ramadan	Belonging to a Jewish Community/ Celebrations – Buddha Day	Celebrations – Lent, Easter, Mothering Sunday, Holi
Computing	To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To 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	To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions To 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	To create and debug simple programmes To use logical reasoning to predict the behaviour of simple programs To 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	To 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	To 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	To 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
Cooking opportunities	Harvest Soup	Melting marshmallows	Pirate Biscuits	Apple Crumble	Dishes using produce grown in school Use the basic principles of a healthy and varied diet to prepare dishes.	Bread
Wow days/trips	Dinosaur Park	Forest School Day	Pirates Graduation Day	Handa's Surprise Wow day	Flower and vegetable show – Children grow flowers and vegetables compete in flower show at end of term	Castle visit

Key Stage 1 Curriculum - Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Driver)	Madagascar (Art/DT)	Space (Music)	Terrible Tudors (History)	Farms (Science)	Roots and Shoots (Science)	Commotion in the Ocean (Geography)
Science Year 1	Animals – carnivores, herbivores and omnivores Identify and name common animals – fish, amphibians reptiles, birds and mammals	Materials: Distinguish between an object and the materials from which it is made Identify and name a range of materials	Describe the simple physical properties of a variety of everyday materials Compare and group materials – Tudor Houses (wood, glass, bricks, metal)	Animals, including humans Describe and compare the structure of a variety of common animals Identifying parts of the human body	Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Parts of flowering plants, including trees.	Seasons – observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies
Science Year 2	Living things and their habitats – living, dead, never alive.	Materials: Suitability of every day materials – wood, metal, plastic, glass for particular uses Squashing, bending, twisting and stretching materials Identify and compare uses of materials	Exercise and eating the right amount of food and hygiene	Animals, including humans – Offspring. Basic needs of animals. Living things – food chain	Plants: Observe and describe how seeds/bulbs grow into mature plants Find out and describe how plants need water, light and suitable temperatures to grow. Animals, including humans Exercise and eating the right amount of food and hygiene	Living things and their habitats – different habitats and how animals are suited to their habitats
Geography	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 – forest in UK and rainforest 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 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		Human Geography – key human features, including: city, town, village, factory, farm, house, office	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	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 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 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
History	the lives of significant individuals in the past who have contributed to national and international achievement – Henry Walter Bates (amazon explorer)	Changes in living history – Space travel.	the lives of significant individuals in the past who have contributed to national and international achievement events beyond living memory that are significant nationally or globally – spanish armada significant historical people and places in their own locality – Burghley House, William Cecil			
Art	Use a range of materials Develop techniques of colour, pattern, texture, line shape, form and space – Art projects linked to Science – one for each type of animal. E.g. reptile (snake), mammal (sloth/jaguar), amphibian (frog) etc – collage, water colours		Use drawing and painting Develop techniques of colour Learn about a range of artists – Hans Holbein the Younger (Self portraits)		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. Willow and wire Sculpture – Emma Stothard	
DT	Select from and use a range of materials and tools – butterfly mobile	Rockets: Design purposeful, functional and appealing products Evaluate existing products and own ideas and products Build on and improve structures – Select from a range of tools and materials Making musical instruments out of manmade materials. Generate, develop, model and communicate their ideas.		Design purposeful, functional and appealing products Evaluate existing products and own ideas and products Build on and improve structures - Select from a range of tools and materials (textiles) Farm Animal Finger Puppets Generate, develop, model and communicate their ideas.	Understand where food comes from (link to Science and Cookery opportunity)	Select from a range of tools and materials Explore and use mechanisms – Making crabs/lobsters with pegs. Build structures, exploring how they can be made stronger, stiffer and more stable.
Music		Experiment with, create, select and combine sounds using the interrelated dimensions of music – children use man made materials to create instruments and make percussion music – link to final scene in robots film. Listen to and understand a range of live and recorded music (The Planets)	Sing songs and speak chants – Horrible Histories Listen to and understand a range of live and recorded music – Tudor music/songs	Sing songs and speak rhymes Farm based rhymes and songs What the Ladybird Heard song – Julia Donaldson	Jack and the Beanstalk in the style of peter and the wolf - listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically	Sings songs and speak rhymes Ocean/Seaside songs and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music – Aquarium from Carnival of the animals
RE	The Good Earth: Giving Thanks	The Good Earth: Giving Thanks Christmas	Stories of authority for Jews and Christians from the Bible	Stories of authority for Jews and Christians from the Bible	Celebrations for members of another world religion: Hinduism	Celebrations for members of another world religion: Islam
ICT links	To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To 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	To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions To 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	To create and debug simple programmes To use logical reasoning to predict the behaviour of simple programs To 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	To 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	To 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	To 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
Cookery opportunities	South American dips with Rainforest animal crackers	Christmas cooking	Vegetable Soup	Granola Bars	Salad – Edible Leaves Use the basic principles of a healthy and varied diet to prepare dishes.	Fish Cakes
Wow days/trips	Animal workshop	Star Gazing Evening	Burghley House (Local History link)	Farm visitor	Willow sculptures – art visitor	Seaside trip

Key Stage 1 Curriculum Cycle C

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Only One You	Kings and Queens	Fire! Fire!	Superheroes	Bee Keeping	Bears
Key Texts	Only One You Rainbow Fish Let's Make Faces Marvellous me I'm me!	The Queen's Knickers The Queen's hat	Toby and the Great Fire of London. Vlad and the Great Fire of London The Great Fire of London: 350 th anniversary The Great Fire of London Unclassified Raven Boy Charlie and the Great Fire of London Mr Fawkes, the King and the Gunpowder Plot The Gunpowder Plot Black Powder FIRE STATION ROLE PLAY!	Supertato Traction Man Elliot Midnight Superhero Super Daisy Max 5 Minute Marvel Stories Superhero Street Charlie's Superhero Underpants Amazing things for superheroes to make and do How to be a superheo Superhero ABC	The boy who lost his bumble The bee and me The Very Greedy Bee The Life and Times of the Honey Bee	Bear Spotting We're going on a bear hunt Goldilocks and the three Bears The Bear and the Piano
Science Year 1	Animals – carnivores, herbivores and omnivores Identify and name common animals – fish, amphibians reptiles, birds and mammals	Seasons – observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Materials: Distinguish between an object and the materials from which it is made Identify and name a range of materials	Identify parts of the human body	Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Parts of flowering plants, including trees	Animals – carnivores, herbivores and omnivores Identify and name common animals – fish, amphibians reptiles, birds and mammals
Science Year 2	Living things and their habitats – living, dead, never alive. Food chains Exercise and keeping healthy Hygiene	Materials: Suitability of every day materials – wood, metal, plastic, glass for particular uses Identify and compare uses of materials	Materials: Squashing, bending, twisting and stretching materials Keeping Healthy and Exercise	Keeping Healthy and Exercise	Plants: Observe and describe how seeds/bulbs grow into mature plants Find out and describe how plants need water, light and suitable temperatures to grow. Animals, including humans Exercise and eating the right amount of food and hygiene Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Living things and their habitats – living, dead, never alive. Food chains
Geography	Identify key physical features, including forest, hill, mountain, vegetation, season and weather 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 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 Identify key physical features, including: beach, cliff, coast, sea, ocean, valley, key human features, including: town, farm, house, office, port, harbour	Identify key physical features, including forest, hill, mountain, vegetation, season and weather Commonwealth tour: 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 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	Locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas – London only	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans Recognise features on aerial photos and plans. Devise a map with symbols and keys – local area	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	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 – Canada 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 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 Identify key physical features, including: beach, cliff, coast, sea, ocean, valley, key human features, including: town, farm, house, office, port, harbour
History		The lives of significant individuals in the past who have contributed to national and international achievements – Queen Victoria	Great fire of London. Local history – great fire of Spalding. Guy Fawkes and Fireworks night safety.		Local history – flowers in Spalding?	
Art	To use sculpture to develop and share their ideas, experiences and imagination (clay sculptures)	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – hot and cold colours, wintery paintings, chalk pictures, pastel pictures			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 line, shape and form Sketches of plants/natural form	
DT		Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping) Explore and evaluate a range of existing products, evaluate their ideas and products against design criteria – pirate flag	Build structures, exploring how they can be made stronger, stiffer and more stable – experimenting with joining/strengthening structure. Generate, develop, model and communicate their ideas. – home for a pet/dog kennel	Small World Safari Jeep – Explore and use mechanisms (for example wheels and axes)		Explore and use mechanisms (for example, levers) – design purposeful, functional products – Bear trap
Music	To listen with concentration and understanding to a range of high-quality live and recorded music – Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use their voices expressively and creatively by singing songs – singing songs from Christmas carols and songs	Sing songs and say rhymes -	Use their voices expressively and creatively by singing songs and speaking chants and rhymes African Music – Watoto Children's Choir/Lion king songs listen with concentration and understanding to a range of high-quality live and recorded music. Combine sounds musically		
RE						
Computing	To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal	To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. To use technology safely and respectfully, keeping personal	To create and debug simple programmes To use logical reasoning to predict the behaviour of simple programs To use technology safely and respectfully, keeping personal	To 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	To 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	To 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

	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	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	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		
Cooking opportunities					Dishes using produce grown in school Use the basic principles of a healthy and varied diet to prepare dishes.
Wow days/trips	Aquarium? Exhibition?	Trip to London?	Camp fire.		