



CURRICULUM PLAN – KEY STAGE 1

	Term 1	Term 2	Term 3
Year 1/2 Year A	<p><i>Is the past important?</i></p> <ul style="list-style-type: none"> • H – changes in living memory; events beyond living memory that are important globally; changes in technology • G – identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold countries in relation to the Equator • S – Materials (Y1) - distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; 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 (Y2) - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; find out how the shapes of solid objects 	<p><i>Do you know where you live?</i></p> <ul style="list-style-type: none"> • H – significant historical events, people and places in their own locality. • G – name, locate and identify characteristics of the four countries and capital cities of the United Kingdom; use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop; 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 • S – Plants (Y1) - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants, including trees (Y2) - observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p><i>Who does the world belong to?</i></p> <ul style="list-style-type: none"> • H – events beyond living memory that are significant nationally or globally; the Queen’s jubilee • G – 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 • S – Animals, including humans (Y1) - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify and name a variety of common animals that are carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,

	<p>made from some materials can be changed by squashing, bending, twisting and stretching</p> <ul style="list-style-type: none"> • S – (Y1 – throughout the year) observe changes across the 4 seasons; observe and describe weather associated with the seasons and how day length varies 		<p>birds and mammals including pets); identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>(Y2) 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</p>
<p>Year 1/ 2 Year B</p>	<p><i>How do we build bridges?</i></p> <ul style="list-style-type: none"> • H – the lives of significant individuals in the past who have contributed to national and international achievements; Brunel • G – 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; the key human and physical features of the surrounding environment; comparing different bridges • S – Materials 	<p><i>Are we all animals?</i></p> <ul style="list-style-type: none"> • G – 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 • S – Animals, including humans (Y1) - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify and name a variety of common animals that are carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets); identify, name, 	<p><i>Where would we be without water?</i></p> <ul style="list-style-type: none"> • H – 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 • G – • S – Plants (Y1) - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a

	<p>(Y1) - distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; 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</p> <p>(Y2) - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <ul style="list-style-type: none"> • S – (Y1 – throughout the year) observe changes across the 4 seasons; observe and describe weather associated with the seasons and how day length varies 	<p>draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>(Y2) 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</p>	<p>variety of common flowering plants, including trees</p> <p>(Y2) - observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <ul style="list-style-type: none"> • S – (Y2) explore and compare the differences between things that are living, dead, and things that have never been alive; 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; 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
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