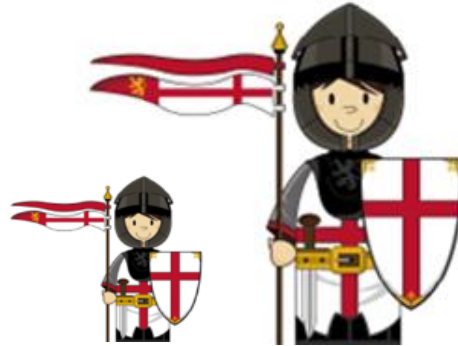


Knights Templar Community Church School



Work at it with all your heart

KS1 Curriculum Overview Year A

Completed: 17/9/2023

Updated: 02/03/2024

Contents:

Overview

Computing

DT

Geography

History

Music

PE

PSHE

RE

Science

Learning Themes:	Space: What is out there?			What makes us unique?			How did the beanstalk reach the sky?	What floats a boat?	
	A1		A2	Sp1		Sp2	Sm1		Sm2
English	Fiction	Nonfiction	Poetry	Fiction	Nonfiction	Poetry	Fiction	Nonfiction	Poetry
YR 1/2 Year A *Suggested texts	Narrative – Fantasy <i>The Paper Bag Princess</i> – Robert Munsch	Instructions <i>Instructions</i> – Neil Gaiman	Classic Poetry <i>The Owl and the Pussy Cat</i> – Edward Lear	Narrative Traditional Tales <i>Tales from the Caribbean</i> Trish Cooke	Non- chronological report <i>Animalium</i> – Jenny Broom	Poetry from Other Cultures <i>A Nest full of stars</i> – James Berry	Narrative – Quest Stories <i>The Way Back Home</i> – Oliver Jeffers	Recounts <i>The Velveteen Rabbit</i> – Margery Williams	Monster / Alien Poetry Various Monster/ Alien poems
Maths	Number: addition and subtraction (1) Number: Place Value (within 10) (1) Number: Place Value (2) Number: Addition and subtraction (2)		Geometry: shape (1) Number: Place value within 20 (1) Measurement: Money (2) Number: Multiplication and division (2)	Number: Addition and subtraction within 20 (1) Number: Place value within 50 (1) Number: Multiplication and division (2) Statistics	Measurement: Length and height (1) Measurement: Weight and volume (1) Geometry: properties of shape (2)	Number: Multiplication and division (1) Number: Fractions (1) Geometry: Position and direction (1/2)	Number: Place value within 100 (1) Measurement: Money (1) Measurement: Time (1) Measurement: Mass, capacity and Temperature (2)		

				<i>Number: Fractions (2)</i>	<i>Problem solving: Efficient methods (2)</i> <i>Measurement: Time (2)</i>	<i>Investigations (2)</i>
<i>Science</i>	<i>Everyday materials How are different materials used?</i>	<i>Seasonal Changes What is wonderful about our weather?</i>	<i>Animals Inc. Humans Who has a pet?</i>	<i>Animals Inc. Humans What make us unique?</i>	<i>Plants What's growing in our garden?</i>	<i>Everyday Materials What can we build?</i>
<i>Observe seasonal changes throughout the year</i>						
<i>Art and Design</i>		<i>Colour Chaos: Rothko Can I mix primary colours to make secondary colours?</i>	<i>Pattern: Carribbean Themed Can I print a pattern?</i>		<i>Weaving Can I make a basket to hold a plant?</i>	<i>Observational Drawing Can I make an observational drawing of Watchet's Harbour?</i>
<i>Computing</i>	<i>E-safety: Am I kind and responsible online? Programming: Can I create a Code-a-pillar adventure?</i>		<i>E-safety: Am I safe? Multimedia Can I create an animation? Handling Data: Can I sort data using a branching database?</i>		<i>E-safety: Am I healthy? Programming: Can I use programming to make objects move?</i>	

	<i>Data Handling: Can I add information to a pictograph?</i>		<i>Technology in our lives: Can I recognise how technology is used in my community?</i>		<i>TIOL: Can I identify the benefits of using technology?</i>	
					<i>TIOL: Can I trust internet searches?</i>	
<i>Design and Technology</i>	<i>Building for a purpose: Rocket Can I build a rocket?</i>			<i>Designing and Building a Caribbean pot Can I build a Caribbean pot?</i>		<i>Levers, Axels and Wheels Can I build a boat with a rudder?</i>
<i>Geography</i>	<i>Watchet</i>		<i>Cardiff</i>		<i>New York – a much larger city than Cardiff (also links with Titanic history)</i>	
<i>History</i>	<i>Changes within living memory: Space Travel Who was the first woman in Space? Valentina Tereshkova</i>		<i>Significant Individuals: Queen Victoria</i>		<i>Events beyond living memory Why did the Titanic sink?</i>	
<i>Music</i> <i>*suggested songs</i>	<i>Perform Songs in different Styles (1) Sing a melody confidently(2) *Menu song(1)</i>	<i>Make voices louder and quieter to enhance the meaning of the lyrics</i>	<i>Sing a song recognising changes of speed Perform rhythmically as a group</i>	<i>Make up new lyrics and moves Compose accompanying music</i>	<i>Sing a traditional song Compose minibeast sound effects</i>	<i>Perform a dance to accompany a song Sing a rock style song</i>

		<i>*Colonel Hathi's March</i> <i>*Magical musical aquarium</i>	<i>*Grandma rap (2)</i>	<i>* Who stole my chickens and my hens? (1)</i>	<i>*Dancing and Drawing to Nautilus</i> <i>*Cat and Mouse</i>	<i>* Come dance with me</i>
PE	Multi-ability Cog Focus: Personal and Social Fundamental Movement Skill Focus: Coordination(Footwork) Static Balance: One Leg Unit 1	Multi-ability Cog Focus: Personal and Social Fundamental Movement Skill Focus: Dynamic Balance to Agility (Jumping and landing) Static Balance: Seated Unit 2	Multi ability Cog focus: Cognitive Movement Skill Focus: Dynamic balance on a line Static Balance: Stance Unit 3	Multi ability cog focus: Creative Coordination: ball skills Counter balance with a partner Unit 4	Multi ability cog focus: physical Coordination: sending and receiving Agility: reaction/response Unit 5	Multi ability cog focus: health and fitness Agility: ball chasing Static balance: floor work Unit 6
RE	AMV Unit 1/ Understanding Christianity Unit 1.1: What do Christians believe God is like?	Understanding Christianity Unit 1.3: Why does Christmas matter to Christians? Incarnation	AMV Unit 2: What do Christians believe about Jesus?	Methodist Unit: Belonging Together Myself: What am I like? How do we belong to other people?	AMV Unit 6: What do Jewish people believe about the Torah?	AMV KS1 Unit: What is Humanism?

<i>PSHE/SRE</i>	<i>What is the same and different about us?</i>	<i>Who is special to us?</i>	<i>What helps us stay healthy?</i>	<i>What can we do with money?</i>	<i>Who helps to keep us safe?</i>	<i>How can we look after each other and the world?</i>
<i>British Values</i>	<p><i>Understanding rights & responsibilities for being a member of our class.</i> <i>Rule of Law Democracy (1)</i></p> <p><i>Hopes and fears</i> <i>My rights & responsibilities</i> <i>Rule of Law Democracy (2)</i></p>	<p><i>Bullying</i> <i>Similarities and differences</i> <i>Tolerance</i> <i>Individual Liberty (1)</i></p> <p><i>Stereotypes</i> <i>Bullying Friendship</i> <i>Tolerance</i> <i>Individual Liberty (2)</i></p>	<p><i>Perseverance</i> <i>Overcoming obstacles</i> <i>Individual Liberty (1)</i></p> <p><i>Working co-operatively</i> <i>Identifying success and achievements</i> <i>Individual Liberty</i> <i>Mutual Respect (2)</i></p>	<p><i>Being clean and healthy</i> <i>Medicine safety</i> <i>Road safety</i> <i>Individual Liberty (1)</i></p> <p><i>Healthy eating</i> <i>Strong and weak feelings</i> <i>Medicine safety</i> <i>Individual Liberty (2)</i></p>	<p><i>Families</i> <i>Showing respect in how we treat others</i> <i>Mutual Respect (1)</i></p> <p><i>Secrets Friends and conflict</i> <i>Keeping safe</i> <i>Mutual Respect (2)</i></p>	<p><i>Identifying body parts</i> <i>Respecting my body</i> <i>Mutual Respect</i> <i>Individual Liberty (1)</i> <i>Growing from young to old</i> <i>Physical differences between boys and girls</i> <i>Assertiveness</i> <i>Mutual Respect</i> <i>Individual Liberty (2)</i></p>
<i>Trips/Visits</i>						<i>Watchet Boat Museum</i>
<i>Special Events</i>	<i>Harvest</i>	<i>Christmas</i>		<i>Easter</i>		

Computing

<p>Knowledge statements = National Curriculum Skills statements = ELiM plans</p>	<p><i>Online Safety – Am I kind and responsible online?</i></p> <p><u>Knowledge</u> To know how to use technology safely and respectfully; To know where to go for help and support when they have concerns about material on the internet or other online technologies</p> <p><u>Skills</u> To tell a trusted adult what I want to use a device for To use links to websites to find information To show a trusted adult when something worrying or unexpected happens when I am using a device To be careful about the icons I click or tap when I use technology devices</p> <p><i>Programming – Code-a-pillar adventure?</i></p> <p><u>Knowledge</u></p>	<p><i>Online Safety – Am I safe?</i></p> <p><u>Knowledge</u> To know how to keep personal information private; To know that something I put online can be seen by others</p> <p><u>Skills</u> To use different technologies, with a trusted adult, to communicate responsibility with others To check the icons I click or tap when I use technology devices</p> <p><i>Multimedia – Upload Pictures</i></p> <p><u>Knowledge</u> To know how to use technology to create and present information</p> <p><u>Skills</u></p>	<p><i>Online Safety – Am I healthy?</i></p> <p><u>Knowledge</u> To know how to keep personal information private; To know that something I put online can be seen by others</p> <p><u>Skills</u> To select from a list of apps, games and websites that a trusted adult gives me To use links to websites to find information To check the icons I click or tap when I use technology devices</p> <p><i>Technology in our lives – Retrieve information from a website</i></p> <p><u>Knowledge</u> To know how to use technology to retrieve information</p>
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	<p>To know how to create and debug a program</p> <p><u>Skills</u></p> <p>To give instructions to my friend and follow their instructions to move around;</p> <p>To describe what happens when I press buttons on a robot;</p> <p>To describe what actions I need to do to make something happen;</p> <p>To predict what will happen for a short sequence of instructions;</p> <p>To use the word debug when I correct mistakes when I program.</p> <p>Data Handling – 2Count to record data</p> <p><u>Knowledge</u></p> <p>To know how to use technology to organise information</p> <p><u>Skills</u></p> <p>To talk to you about the different ways in which information can be shown;</p> <p>To add information to a pictograph and talk to you about what I have found out;</p>	<p>To use technology to create and present my ideas;</p> <p>To be creative with different technology tools</p> <p>Technology in our lives – Technology at home and school</p> <p><u>Knowledge</u></p> <p>To recognise common uses of information technology beyond school.</p> <p><u>Skills</u></p> <p>To recognise ways that technology is used in my home and community;</p> <p>To begin to identify some of the benefits of using technology</p> <p>Data Handling – Pictograph</p> <p><u>Knowledge</u></p> <p>To know how to use technology to organise information</p> <p><u>Skills</u></p>	<p><u>Skills</u></p> <p>To recognise ways that technology is used in my home and community;</p> <p>To begin to identify some of the benefits of using technology..</p> <p>Programming- Can I use programming to make objects move?</p> <p><u>Knowledge</u></p> <p>To know that an algorithm needs to be used to make something happen</p> <p><u>Skills</u></p> <p>To program software to do a particular task;</p> <p>To click on the buttons to draw a particular shape;</p> <p>To explain the sequence that is needed</p>
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	<p><i>To sort different kinds of information and present it to others;</i></p> <p><i>To use technology to collect information, including photos, video and sound</i></p>	<p><i>To add information to a pictogram and talk to you about what I have found out;</i></p> <p><i>To sort different kinds of information and present it to others;</i></p> <p><i>To use technology to collect information, including photos, video and sound</i></p>	
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KS1 Year A DT	EYFS	KS1	End of KS1 expectations
Design	<ul style="list-style-type: none"> * Knows how to select appropriate resources * Knows how to use gestures, talking and arrangements of materials and components to show design * Knows language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<p>Year A</p> <ul style="list-style-type: none"> * knows what they want to do * knows what a product is for, and how it will work * knows how to use pictures and words to plan, begin to use models * knows how to design a product for themselves following design criteria * knows how to research similar existing products * knows own ideas and how to plan what to do next 	<ul style="list-style-type: none"> * Knows how to design purposeful, functional, appealing products for themselves and other users based on design criteria * Knows how to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make	<ul style="list-style-type: none"> * Knows how to construct with a purpose, using a variety of resources * Knows how to simple tools and techniques * Knows how to build/ construct with a wide range of objects * Knows how to select tools & techniques to shape, assemble and join * Knows how to replicate structures with materials / components 	<p>Year A</p> <ul style="list-style-type: none"> * Knows what they are making and why * Knows what they need to do next * Knows which tools/ equipment to use to cut, shape, join, finish and explain choices * Knows how to measure, mark out, cut and shape, with support * Knows how to use suitable materials and explain choices 	<ul style="list-style-type: none"> * Knows how to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Knows how to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

	<ul style="list-style-type: none"> <i>*Knows and can discuss how to make an activity safe and hygienic</i> <i>* Knows how to record experiences by drawing, writing, voice recording</i> <i>* Knows different media can be combined for a purpose</i> 	<ul style="list-style-type: none"> <i>*Knows how to use finishing techniques to make product look good</i> <i>*Knows how to work in a safe and hygienic manner</i> 	
Evaluate	<ul style="list-style-type: none"> <i>*Knows to adapt work if necessary</i> <i>*Knows how to dismantle, examine, talk about existing objects/structures *Knows and manages some risks</i> <i>*Knows and practises some appropriate safety measures independently *Knows how to talk about how things work</i> <i>*Knows similarities and differences between existing objects / materials / tools</i> <i>*Knows about technological toys</i> <i>*Knows how to describe textures</i> 	<p>Year A</p> <ul style="list-style-type: none"> <i>*Knows how to talk about their work, linking it to what I was asked to do</i> <i>*Knows about existing products considering: use, materials, how they work, audience, where they might be used</i> <i>*Knows about existing products, and say what is and isn't good</i> <i>* Knows how to talk about things that other people have made</i> <i>*Knows what could make product better</i> 	<ul style="list-style-type: none"> <i>*Knows and evaluates a range of existing products</i> <i>*Knows how to evaluate their ideas and products against design criteria</i>

KS 1 Year A Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Geography</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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 		<p>Watchet</p> <p><i>Recap/learn continents</i></p> <p>Lesson 1 – Where do we live? KN – know that we live in Watchet KN – Know that a county is made of different towns and cities and we live in Somerset KN – Know that England is a country that we live in KN – Know that England/UK is in Europe</p> <p>Lesson 2 – What makes Watchet special? KN – Know that Watchet has a harbour KN – Know the difference between a harbour and marina (a marina is specially designed for leisure boats and yachts, harbours are for all types of boats including cargo, freight and passenger ships).</p>		<p>Cardiff</p> <p><i>Recap/learn about UK counties</i></p> <p>Lesson 1 – Where is Cardiff? KN – Know that Cardiff is in Wales KN – Know that Wales is a different country to England but still in the UK KN – Know that Cardiff is the capital city of Wales (recap capital cities) KN – Know where Wales and Cardiff are on a map</p> <p>Lesson 2 – What are the key human features of Cardiff? KN – Know the term landmark KN – Know the term human geography KN – Know what the key human features are in Cardiff – Cardiff Castle, Millennium Centre, Principality Stadium, Bute Park.</p>	<p>New York – a much larger city than Cardiff (also links with Titanic history)</p> <p><i>Recap/learn 5 oceans</i></p> <p>Lesson 1 – Where is New York? KN – Know that New York is in America KN – Know where America is on a map and be able to locate it KN – Know that America has states and that New York is a state. KN – Know that New York is in North America (continent)</p> <p>Lesson 2 What are the key human features of New York? KN – Know that while New York is a state, it is known for its city. KN – Know what a city is. KN – know that New York has lots of tall buildings KN – Know that there is a large park called Central Park (note this is man-made) KN – Know what the key buildings are called – Statue of Liberty, Times Square, Empire State Building</p>	

<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • 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 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 	<p><i>KN – Know the human geography of Watchet – marina, shops, roads, school, memorial part etc.</i></p> <p>Lesson 3 – What is Watchet’s river?</p> <p>KN – Know the river in Watchet is called the Washford River.</p> <p>KN – Know that rivers start in the mountains and end in the sea.</p> <p><i>KN – Know that the Washford River starts in the Brendon Hills, past Cleeve Abbey, through Washford and into the sea at Watchet.</i></p> <p>KN – Know that it is joined by smaller rivers further up the river.</p> <p>Lesson 4 – What is the mineral line?</p> <p>KN – Know that Watchet has a mineral line.</p> <p>KN – Know that the mineral line was used to transport iron ore from the Brendon Hills to</p>	<p>Lesson 3 – What are the key physical features of Cardiff?</p> <p>KN – Know that Cardiff is relatively flat</p> <p>KN – Know that Cardiff is also bounded by hills</p> <p><i>KN – Know how to spot the hills using the lines on a topology map.</i></p> <p>KN – Know Cardiff’s river is called the River Taff</p> <p>KN – Know that the River Taff flows through the city of Cardiff.</p> <p><i>KN – Know where the River Taff is on a map.</i></p> <p>Lesson 4 – How does Cardiff compare to another capital city? (London)</p> <p><i>KN – Know that capital cities are built around a river (make sure children can name the Taff and Thames)</i></p> <p>KN – Know that capital cities have a cathedral</p> <p>KN – Know the term ‘population’</p>	<p>Lesson 3 – What are the key physical features of New York?</p> <p>Use https://study.com/academy/lesson/what-is-the-physical-geography-of-new-york.html</p> <p>To show the physical geography.</p> <p>KN – Know what physical geography means</p> <p><i>KN – Know that New York has a river running through it called the Hudson.</i></p> <p><i>KN – Know that New York is surrounded by lakes, mountain ranges and National Parks.</i></p> <p>Lesson 4 – How do the human features of New York and Bristol compare?</p> <p>KN – Know that Bristol is not far from us and it is a city</p> <p><i>KN – Know that they are both cities</i></p> <p>KN – Know that Bristol has a few smaller parks and New York has one large one (Central Park)</p> <p><i>KN – Know that they both have lots of buildings including cathedrals and churches.</i></p> <p>KN – Know that New York has lots of famous buildings but Bristol does not.</p>
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<p><u>Geographical skills and fieldwork</u></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 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use 	<p>Watchet to be transported on ships to South Wales KN – Know that it was a railway track <i>KN – Know the mineral line goes from the Brendon Hills, through Washford and to Watchet.</i></p> <p><i>Lesson 5 – Where are our special features of Watchet?</i></p> <p>TRIP to spot the human features we have learnt about – marina, mineral line, shops and physical geography by seeing the river.</p> <p>KN – Know that the mineral line between Washford and Watchet has now been reclaimed by nature. Try and find evidence of it. KN – Know where you can see Washford River KN – Know and spot what makes the marina human geography.</p>	<p>KN – Know that the population of capital cities is often higher than other cities in the same country.</p> <p><i>Lesson 5 – How does Cardiff compare to Watchet?</i> KN – Know that Cardiff has docks (a dock is a closed area in a port of loading and unloading) and Watchet has a marina KN – Know that Cardiff is a city and Watchet a town. KN – Know that Cardiff is bigger than Watchet in terms of area and population. KN – Know that they are both coastal towns but Cardiff doesn't have a beach.</p> <p><i>Lesson 6 – What have I learned?</i> Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><u>Skills</u></p>	<p><i>Lesson 5 – How do the physical features of New York and Bristol compare?</i> <i>KN – Know that they both have rivers running through the city</i> KN – Know that Bristol has a few smaller parks and New York has one large one (Central Park) KN – Know that New York is MUCH bigger than Bristol – NY population = 8.3 million, Bristol = 483.000 <i>KN – Know that New York is surrounded by lakes and mountains but Bristol is surrounded by countryside.</i></p> <p><i>Lesson 6 – What have I learned?</i> Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><u>Skills</u></p> <p>SK Locational and place: Name and locate world's seven continents and five oceans.</p>	
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<p>and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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. 		<p>Lesson 6 – What have I learned?</p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic.</p> <p><u>Skills</u></p> <p>Locational and place: Name and locate world's seven continents and five oceans.</p> <p>SK: Use key vocabulary: United Kingdom, England, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p> <p>SK: Locational and place: Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>SK: Locational and place: Use world maps, atlases and globes to identify the town, city, village, mountain</p>	<p>SK Locational and place: Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>SK Locational and place: Use world maps, atlases and globes to identify the town, city, village, mountain, London, Cardiff, capital city 1/2</p> <p>SK: Place Knowledge understand geographical similarities and differences through the study of human geography of a region of the UK</p> <p>SK Locational and place: Identify the 4 countries of the UK and their capital cities</p> <p>SK – Physical geography: identify daily weather patterns</p> <p>SK – Physical vocab: river and human: city and name landmarks</p>	<p>SK Locational and place: Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>SK: Human and Physical: Compare UK with a contrasting country in the world</p> <p>SK Locational and human/physical: Compare local town/city with a contrasting town/ city in a different country</p> <p>SK Human and physical: Use world maps, atlases and globes to identify the town, city, village, mountain, country – UK and North America</p> <p>SK Geographical and fieldwork: Use world maps and atlases to find UK and North America.</p> <p>SK Geographical and fieldwork: use simple compass directions to describe where North America is in relation to UK.</p>	
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		SK Human and physical: use basic vocab to refer to physical features (beach, coast, sea etc)		SK – Geographical skills and fieldwork: Use world maps to identify the UK and its countries.		
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By the end of Year A, learners are able to name the oceans and continents of the world and recognise their home town within the UK. They will know how to use an age-appropriate atlas and maps of different styles to locate places. Learners will be able to identify the four different countries which make up the United Kingdom and name and locate their capital cities. They will be able to make comparisons about the place they live and a contrasting locality using a variety of sources of information.

KS1 Year A History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Changes within living memory:</i> Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</i></p> <p><i>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 [for example, Elizabeth I</i></p>	<p><i>Significant Individual</i> <i>Valentina Tereshkova</i></p> <p><u>Knowledge</u> 1/2 KN: Know who Valentina Tereshkova was and why she became famous</p> <p>1/2 KN: Know where on a historical timeline to place her birth date and the date when she first went into space</p> <p>1/2 KN: Know and be able to talk about the facts which make her significant</p> <p>1/2 KN: Know how to use maps to identify where she is from</p> <p>1/2 KN: Know the key influences in her life that contributed to her becoming an astronaut.</p>		<p><i>Significant individual</i> <i>Queen Victoria</i></p> <p><u>Knowledge</u> 1/2 KN: Know that Queen Victoria was the Queen of England.</p> <p>1/2 KN: Know where on a historical timeline to place Queen Victoria's dates of birth and death.</p> <p>1/2 KN: Know the reasons and facts which make the reign of Queen Victoria so significant</p> <p>1/2 KN: Know what life was like for poor children in the Victorian period</p>			<p><i>Events beyond living</i> <i>Titanic</i></p> <p><u>Knowledge</u> 1/2 KN: Know where the story of the Titanic sits on a historical timeline</p> <p>1/2 KN: Know the story sequence of the journey of Titanic (built in Belfast, from Southampton to New York)</p> <p>1/2 KN: Know what the Titanic was and what made her special at the time she was built (steam ship)</p> <p>1/2KN : Know and be able to explain why the Titanic is famous (unsinkable,</p>

<p>and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality.</p>	<p>1/2 KN: Know other key astronauts through time (Buzz Aldrin, Neil Armstrong, Helen Sharman, Tim Peake, Helen Sharman)</p> <p>1/2 KN: Know the key ways in which travel has changed over time. (rockets, trains, planes, cars and when they were invented.)</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to compare two versions of a past event</p> <p>1/2 SK His Inter: Observe and use pictures, photographs to find out about the past</p> <p>1/2 SK His Inv: Observe or handle evidence to</p>		<p>1/2 KN: Know what life was like for rich people</p> <p>1/2 KN: Know the main differences to be able to compare the lives of rich and poor people in the Victorian period</p> <p>1/2 KN: Know key differences between life in the Victorian times compared to modern day</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to compare two versions of a past event</p> <p>1/2 SK His Inv: Observe or handle evidence to ask simple questions to</p>			<p>largest, luxurious ship)</p> <p>1/2 KN: Know why the Titanic sunk</p> <p>1/2 KN: Know how the travelling experience was different for each class of passenger aboard the ship and for the crew.</p> <p>1/2 KN: Know how to use different sources of evidence to form our own ideas. (photos, newspapers (online), first hand recount)</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to use stories or accounts to</p>
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	<p>find answers to simple questions about the past on the basis of simple observations</p> <p>1/2 SK Chron Und: Sequence events that are close together in time</p> <p>1/2 SK Chron Und: Order dates from earliest to latest on simple timelines</p> <p>1/2 SK Chron Und: Sequence pictures from different periods.</p> <p>1/2 SK Pres, org+comm: Show an understanding of simple historical terms, such as</p>		<p>ask simple questions about the past</p> <p>1/2 SK Chron Und: Use words and phrases such as: old, past, present, century,</p> <p>1/2 SK Chron Und: Sequence pictures from different periods</p> <p>1/2 SK Present, org+comm: Show understanding of historical terms, such as monarch, parliament,</p> <p>1/2 SK Present, org+comm: Talk, write and draw about things from the past</p>			<p>distinguish between fact and fiction</p> <p>1/2 SK His Inter: Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>1/2 SK His Inv: Choose and select evidence and say how it can be used to find out about the past</p> <p>1/2 SK Chron Und: Use words and phrases such as modern, old/oldest</p> <p>1/2 SK Present, org+comm: Use drama/role play to communicate their</p>
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			<p><i>1/2 SK His Inter: Observe and use pictures, photographs and artefacts to find out about the past</i></p>			<p><i>knowledge about the past</i></p>
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By the end of Year A:

Learners are able to explain who Valentina Tereshkova was and identify on a timeline when she went into space. They will know Queen Victoria was significant and know when she reigned. They will know how life in Victorian times differed for rich and poor. They will understand why the Titanic is so famous and know its journey. They will be able to name a range of sources of information and use subject specific vocabulary. They will know where topics studied are within a timeline.

KS1 Year A Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Knows how to use their voices to speak/sing/chant • Knows how to join in with singing • Knows and can clap short rhythmic patterns • Knows how to use instruments to perform a simple piece • Knows and can respond to musical indications about when to play or sing • Knows how to respond musically with increasing accuracy to a call (high/ low, loud/soft, fast/slow) and keep a steady pulse • Knows and can respond to different moods of music, in different ways. 	<ul style="list-style-type: none"> • Knows how to make a range of sounds with their voice • Knows how to make a range of sounds with instruments • Knows and identifies changes in sounds • Knows the difference between long and short sounds • Knows how to represent sounds pictorially • Knows how to make a sequence of sounds for a purpose? 	<ul style="list-style-type: none"> • Knows their opinions and can express how they feel about a piece of music • Knows how to recognise repeated patterns • Knows the difference between a fast and slow tempo, loud and quiet, and high and low sounds • Knows the pulse in a piece of music • Knows the difference between loud and quiet sounds • Knows how to respond to different moods in music and say how a piece of music makes them feel
KS1 Year A- Greater Depth		
<ul style="list-style-type: none"> • Knows how to perform a rhythm to a steady pulse 	<ul style="list-style-type: none"> • Knows how to repeat (short rhythmic and melodic) patterns • Knows a reason for choosing an instrument 	<ul style="list-style-type: none"> • Knows what different sounds could represent and give a reason why • Knows about texture – listening for whether there is more than one sound at the same time • Knows and identifies musical structures in a piece of music (verse, chorus etc)?

KS1 Year A PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>♣ participate in team games, developing simple tactics for attacking and defending.</p> <p>♣ perform dances using simple movement patterns.</p>	<p>Unit 1 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to develop coordination through footwork.</p> <p><u>Skills</u> EYFS: Side step in both directions EYFS: Gallop, leading with either foot. EYFS: Hop on either foot EYFS: Skip 1SK: Combine side steps with 180° front pivots.</p>	<p>Unit 2 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to perform a dynamic balance by jumping and landing.</p> <p><u>Skills:</u> EYFS: Jump from 2 feet to 2 feet forwards, backwards and side-ways. EYFS: Jump from 2 feet to 2 feet with a quarter turn in both directions.</p>	<p>Unit 3 Multi ability cog focus: Cognitive</p> <p><u>Knowledge</u> I know how to perform a dynamic balance on a line.</p> <p><u>Skills</u> EYFS: Walk forwards on the line with fluidity and minimum wobble. EYFS: Walk backwards on the line with fluidity and minimum wobble.</p>	<p>Unit 4 Multi ability cog focus Creative</p> <p><u>Knowledge</u> I know how to perform a counter balance with a partner.</p> <p><u>Skills</u> EYFS: Sit holding both hands with toes touching, lean together then apart. EYFS: Repeat holding one hand. EYFS: Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p>	<p>Unit 5 Multi ability cog focus: Physical</p> <p><u>Knowledge</u> I know how to develop coordination by sending and receiving.</p> <p><u>Skills</u> EYFS: Roll a ball and collect the rebound. EYFS: Throw a large ball and collect the rebound with 2 hands. 1SK: Throw a small ball, catch rebound with</p>	<p>Unit 6 Multi ability cog focus: Health and Fitness</p> <p><u>Knowledge</u> I know how to develop agility through sending and retrieval.</p> <p><u>Skills</u> EYFS: Roll a ball, chase and collect it in a balanced position facing the opposite direction. EYFS: Chase a ball which is rolled by a partner and collect it in a balanced position facing the opposite direction.</p>

<p>1SK: Combine side steps with 180° reverse pivots. 1SK: Skip with knee and elbow at 90°. 1SK: Hopscotch forwards and backwards.</p> <p>2SK: Hopscotch forwards and backwards, alternating hopping leg each time 2SK: Move in a 3-step zigzag pattern forwards 2SK: Move in a 3-step zigzag pattern backwards</p> <p><u>Knowledge</u></p>	<p>1SK: Jump 2 feet to 1 foot and freeze on landing. 2SK: Jump from 2 feet to 2 feet with 180° turn in either direction. 2SK: Complete a tucked jump. 2SK: Complete a tucked jump with 180° turn in either direction.</p> <p><u>Knowledge</u> I know how to perform a static balance while seated.</p> <p><u>Skills</u></p>	<p>1SK: Walk fluidly, lifting knees to 90°. 1SK: Walk fluidly, lifting heels to your bottom. 2SK: Pick up a cone from one side and place it on the other side with same hand. 2SK: Return it to the opposite side using the other hand. 2SK: Sit in a dish shape and hold it for 5 seconds.</p> <p><u>Knowledge</u> I know how to perform a static</p>	<p>1SK: While standing, hold hands with a long base. Lean back and hold the balance then move back together. 1SK: Repeat with only holding one hand. 2SK: Hold on and, with a short base, lean back, hold balance and then move back together. 2SK: Hold on with 1 hand and, with a short base, lean back, hold balance and then move</p>	<p>same hand after 1 bounce. 1SK: Repeat without a bounce. 1SK: Throw a small ball, catch rebound with other hand after 1 bounce. 1SK: Repeat without a bounce. 1SK: Strike a large, soft ball along the ground with hands 5 times in a rally. 2SK: Strike a ball with alternate hands in a rally with... 2SK: Kick a ball with the same foot with...</p>	<p>1SK: Start seated/ lying position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. 1SK: Repeat with the ball being fed by a partner. 2SK: Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2SK: Chase a large bouncing ball, let it roll through legs</p>
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	<p>I know how to perform a static balance on one leg.</p> <p>Skills</p> <p>EYFS: Stand still for 10 seconds on one leg and repeat on the other leg.</p> <p>1SK: Stand still for 30 seconds on one leg.</p> <p>1SK: Perform 5 mini squats on one leg.</p> <p>1SK: Repeat on the other leg.</p> <p>2SK: Stand still for 30 seconds with eyes closed.</p> <p>2SK: Complete 5 squats with control.</p>	<p>EYFS: Balance using 5 points of contact. (Both hands, feet and bottom)</p> <p>EYFS: Balance using 4 points. (combination of above)</p> <p>EYFS: Balance using 3 points.</p> <p>EYFS: Balance using 2 points.</p> <p>EYFS: Balance on 1 point (just bottom).</p> <p>1SK: In a seated balance, pick up a cone from one side, swap hands and place it on the other.</p>	<p>balance in a stance.</p> <p>Skills</p> <p>EYFS: Stand on a line in a good stance for 10 seconds.</p> <p>1SK: Stand on a low beam in a good stance for 10 seconds.</p> <p>1SK: Receive a small force from various angles.</p> <p>2SK: Raise alternate feet 5 times.</p> <p>2SK: Raise alternate knees 5 times.</p> <p>2SK: Catch ball at chest height and throw it back.</p>	<p>back together.</p> <p>3. Perform above challenges with eyes closed.</p> <p>Knowledge</p> <p>I know how to develop coordination through ball skills.</p> <p>Skills</p> <p>EYFS: While seated, roll a ball along the floor around your body using 2 hands.</p> <p>EYFS: Repeat using 1 hand.</p> <p>EYFS: While seated, roll a ball down legs and around upper body using 2 hands.</p>	<p>2SK: Kick a ball with alternate feet.</p> <p>2SK: Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p>Knowledge</p> <p>I know how to develop agility through reaction and response.</p> <p>Skills</p> <p>EYFS: Standing 1 metre away, react and catch a large ball dropped from shoulder height after 2 bounces.</p> <p>EYFS: Repeat allowing only 1 bounce.</p>	<p>and then collect it in balanced position facing the opposite direction.</p> <p>2SK: Complete above challenges with tennis ball.</p> <p>Knowledge</p> <p>I know how to perform a static balance during floor work.</p> <p>Skills</p> <p>EYFS: Hold a mini- front support position.</p> <p>EYFS: Reach round and point to ceiling with either hand in</p>
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	<p>2SK: Complete 5 ankle extensions with smooth, controlled movements.</p>	<p>2SK: Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.</p>		<p>EYFS: Stand and roll a ball up and down legs and around upper body using 2 hands. 1SK: While seated, roll a ball down legs and around upper body using 1hand. 1SK: Stand and roll a ball up and down legs and around upper body using 2 hands. 2SK: Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).</p>	<p>EYFS: Repeat starting from 2 then 3 metres away. 1SK: Standing 1 metre away, react and catch a small ball dropped from shoulder height after 1 bounce. 1SK: Repeat starting from 2 then 3 metres away. 2SK: From 1, 2 and 3 metres react and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p>	<p>mini-front support. 1SK: Place cone on back and take it off with other hand while in a mini-front support. 1SK: Hold mini-back support position. 1SK: Place a cone on tummy and take it off with other hand in mini-back support. 2SK: Hold full front support position. 2SK: Lift 1 arm and point to the ceiling with either hand in front support.</p>
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				<p>2SK: Move a ball round waist 17 times.</p> <p>2SK: Stand with legs apart and move a ball around alternate legs 16 times.</p>		<p>2SK: Transfer cone on and off back in front support.</p>
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KS1 Year A PSHE

Half term / Key question:	Topic	In this unit of work, pupils will know...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’ Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’ NSPCC – The underwear rule resources (PANTS) FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (E)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 1, ‘My special people’ Metro Charity, KS1, ‘Love and respectful relationships’ FPA – Growing up with Yasmine and Tom (5-7), Different families (E)
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	1 decision (5-8) -Keeping/staying healthy (E) Islington Healthy Schools Team – DrugWise (E) FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (E) PSHE Association - Dental Health *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

		<ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	1 decision (5-8) – Money matters £ Experian - Values, Money and Me (KS1)
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	1 decision (5-8) – Keeping/staying safe £ FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8) - Being responsible £ Alzheimer's Society –Creating a dementia-friendly generation (KS1) Experian - Values, Money and Me (KS1)

KS1 Year A RE	Autumn	Spring	Summer
Year A	<p><u>What do Christians believe about God?</u></p> <ul style="list-style-type: none"> • Know what a Holy Book is • Know that Christians and Jews believe that God created our world • Understand that Christians believe God expects humans to care for His world • Know that Christians find out what God is like and how he wants people to live from the Bible • Know why Christians believe it is important to show thanks to God • Know why Christians pray 	<p><u>What do Christians believe about Jesus?</u></p> <ul style="list-style-type: none"> • Know that Christians find out about what Jesus is like and how he wants them to live from the Bible • Know that stories from the Bible can tell us about Jesus • Know the meaning of the words important, inspire, special • Know what the words Jesus and Immanuel mean • Know what Christians mean when they talk about Jesus being a King • Know the Father, the Son and the Holy Spirit are collectively called the Trinity 	<p><u>What do Jewish people believe about the Torah?</u></p> <ul style="list-style-type: none"> • Know that the Torah means 'teaching' and is the most important part of Jewish scriptures • Know that it contains the first 5 books of the Hebrew Bible and it teaches Jews what God is like and how they should live their lives • Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah • Know how Jews observe the Sabbath

	<p><u>What does Christmas matter to Christians?</u></p> <ul style="list-style-type: none"> • Recall and order Bible stories associated with Jesus birth. • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Know that stories of Jesus' life come from the Gospels. • Know and explain ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. 	<p><u>Methodist Unit – Belonging Together</u></p> <p><i>What am I like? How do we belong to other people?</i></p> <ul style="list-style-type: none"> • Know about what choices I can make • Identify some ways I am special or different to other people • Know that Christians believe each person belongs to God, who cares for people like a good shepherd • Know ways I belong in relation to family, friends and school • Know the name of a sign of religious 'belonging' 	<p><u>Humanism Unit</u></p> <ul style="list-style-type: none"> • Be familiar with the terms 'Humanist' and 'atheist' • Know that of utmost importance for a Humanist is what human beings have achieved • Know that many Humanists are 'atheists'; they do not believe in a deity or deities • Recognise the 'happy human' logo • Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.
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KS1 Year A Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To think scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions recognising that they can be answered in different ways • Observe closely using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help answer questions 	<p>Every Day Materials <i>How are different materials used?</i></p> <p>Knowledge Know the difference between an object and the material from which it is made</p> <p>Know a variety of everyday materials including wood plastic, glass, metal, water and rock, brick, rock, paper</p> <p>Know and describe the simple physical properties of a variety of everyday materials</p> <p>Know and compare materials and their properties</p> <p>Know how to compare and group together a variety of everyday materials.</p>	<p>Seasonal Changes <i>What is wonderful about our weather?</i></p> <p>Knowledge Know when each of the four seasons occurs.</p> <p>Know what the features of each season are.</p> <p>Know what happens to trees during Autumn and Spring.</p> <p>Know that days are longer in summer (sunshine hours) than in winter.</p> <p>Know and can describe weather in each different season over a year.</p> <p>Know and describe the features of different seasons and how they</p>	<p>Animals Including Humans <i>Who has a pet?</i></p> <p>Knowledge Know a variety of common animals including fish, amphibians, reptiles, birds and mammals e.g. cat, robin, adder, frog, salmon.</p> <p>Know a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Skills Make first hand close observations of animals from each of the groups (city farm)</p> <p>Compare the structure of two animals from the same or different group</p>	<p>Animals including Humans <i>What makes us unique?</i></p> <p>Knowledge Know that exercise is important to humans and can explain why.</p> <p>Know the different food groups and the benefits of each as part of a healthy, balanced diet</p> <p>Know and can draw and label the basic parts of the human body</p> <p>Know which part of the body is associated with each sense</p>	<p>Plants <i>What's growing in our gardens?</i></p> <p>Knowledge Know a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Know and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Skills Can sort and group parts of plants using similarities and differences e.g. the shape of leaves, the colour of the flower/blossom.</p>	<p>Everyday Materials <i>What can we build?</i></p> <p>Knowledge Know how the shapes of solid objects are made from some materials and can be changed by squashing, bending, twisting and stretching.</p> <p>Know the difference between materials that are transparent, translucent and opaque.</p> <p>Know and can explain why some materials including wood, metal, plastic, glass, brick, rock, paper and cardboard are</p>

	<p><u>Skills</u> Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Classify objects made of one material in different ways e.g. a group of objects made of metal.</p> <p>Classify one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>Chosen an appropriate method for testing an object for a particular property.</p> <p>Use their test evidence to answer the questions about properties e.g.</p>	<p>change through the year.</p> <p><u>Skills</u> Gather and record data about weather conditions in autumn, drawing on observation and using simple equipment (such as a container to measure rainfall) Use data to create a pictogram and use this to describe changes in day length over the seasons. Use their evidence to describe some other features of the weather, surroundings,</p>	<p>e.g. wings, feathers, vertebrates/invertebrates.</p> <p>Classify animals using a range of features e.g. lay eggs/give birth to live young. herbivore, omnivore (these terms do not have to be explicitly taught).</p> <p>Identify animals by matching statements to named images.</p>	<p>Know which food groups common foods belong to.</p> <p><u>Skills</u> Take measurements of parts of the body and present results in a table to interpret. Conduct simple sense experiments. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?</p>	<p>Can use simple charts and Venn diagrams etc. to identify and classify plants.</p> <p>Use photographs and their own observations to talk about how plants change over time (e.g. seed to sapling to tree) and over the year (deciduous and fruit bearing trees).</p> <p>Plant seeds and observe how they grow and change by making simple observations.</p> <p>Point to and name the parts of a plant, recognising that they are not always the same e.g. leaves</p>	<p>suited to specific purposes.</p> <p><u>Skills</u> Knows and can explain why some materials including wood, metal, plastic, glass, brick, rock, paper and cardboard are suited to specific purposes.</p>
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	<p>Which cloth is the most absorbent?</p> <p>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.</p>	<p>themselves, animals, and plants found in autumn.</p> <p>Demonstrate their knowledge in different ways e.g. creating seasonal artwork, creating a pictogram (and use this to ask and answer related questions)</p>		<p>Investigate the effect of exercise on their bodies</p> <p>Classify food in a range of ways, including using the Eatwell guide</p>	<p>and stems may not be green, the leaves are different shapes.</p>	
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By the end of Year A:

Learners are able to identify similarities and differences in relation to places, objects, materials and living things. They are able to discuss the features of their own environment and how environments might vary from one another, linked to seasonal changes. They can make observations of animals and plants and explain why some things occur, and talk about changes. Children are able to name, label and sort animals, plants and body parts into groups. They are able to perform simple tests, gather data and discuss what they find out.