

2020/21	Autumn Term		Spring Term		Summer Term	
	KS 1 / EYFS Ourselves	KS 2 How are you?	KS 1 / EYFS Traditional Stories	KS 2 Animals	KS 1 / EYFS Places to Visit	KS 2 Places to Visit
Science	<p>Every day materials</p> <ul style="list-style-type: none"> 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>Use of every day materials</p> <ul style="list-style-type: none"> 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>Forces and magnets</p> <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <ul style="list-style-type: none"> identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity <ul style="list-style-type: none"> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <ul style="list-style-type: none"> recognise some common conductors and insulators, and associate metals with being good conductors. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components 	<p>Animals including humans</p> <ul style="list-style-type: none"> 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 	<p>Animals including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. describe the simple functions of the basic parts of the digestive system in humans <ul style="list-style-type: none"> identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. <ul style="list-style-type: none"> describe the changes as humans develop to old age. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Plants</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants <ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Living things and their habitats</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

		<p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> ▪ use recognised symbols when representing a simple circuit in a diagram. 				
Art & Design	<ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists in history. 	<ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, and designers in history. 	<ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint,] <ul style="list-style-type: none"> ▪ about great artists, architects and designers in history.
Computing (All areas taught throughout the year with particular emphasis on ATs in the boxes)	<ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable 	<ul style="list-style-type: none"> ▪ 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. ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

		behaviour; identify a range of ways to report concerns about content and contact.				
Design & Technology	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Design, Make and Evaluate a product that will:</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [levers], in their products. 	<p>Design, Make and Evaluate a product that will:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Design, Make and Evaluate a product that will:</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [wheels and axles], in their products. 	<p>Design, Make and Evaluate a product that will:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
Geography	x	x	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<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 	Aspects of all areas of the geography curriculum with an emphasis on place knowledge and comparison.
History	the lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale Mary Seacole)	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	x	x	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Holidays) 	Ancient Egypt
Languages (Only compulsory for KS2)	x	x	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; ask and answer questions; speak in sentences, using familiar vocabulary, phrases 	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; ask and answer questions; express opinions and respond to those of others; seek 	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; ask and answer questions; speak in sentences, using familiar vocabulary, phrases 	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions;

			and basic language structures	clarification and help* <ul style="list-style-type: none"> ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases* ▪ appreciate, songs, poems and rhymes in the language ▪ describe people, places, things and actions orally 	and basic language structures	express opinions and respond to those of others; seek clarification and help* <ul style="list-style-type: none"> ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing
Music	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> ▪ develop an understanding of the history of music. ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using 	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music

	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>the inter-related dimensions of music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Physical Education	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending swim competently, confidently and proficiently over a distance use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. master basic movements including, jumping, developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p> <p>develop flexibility, strength, technique, control and balance</p>	<ul style="list-style-type: none"> perform dances using simple movement patterns swim competently, confidently and proficiently over a distance use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. master basic movements including, jumping, developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> perform dances using simple movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> master basic movements including running, ,throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team
Religious Education	See separate document					