



Sandhill Primary School

KS1 Long Term Curriculum Map – Cycle One



Academic Year:		Year Group:		Teacher:			
		Autumn Term		Spring Term	Summer Term		
Text Driver							
English Links							
Maths Links							
Other Main Subject Links							
Science		Year One			Year Two		
Working Scientifically-KS1	Plants	Animals, including humans	Seasonal Changes	Living things & their habitats		Plants	Animals, including humans
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ol style="list-style-type: none"> 1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2. identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2. identify and name a variety of common animals that are carnivores, herbivores and omnivores 3. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. observe changes across the four seasons 2. observe and describe weather associated with the seasons and how day length varies. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 2. identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals and how they depend on each other 3. identify and name a variety of plants and animals in their habitats, including micro habitats 4. describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. observe and describe how seeds and bulbs grow into mature plants 2. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. notice that animals have offspring which grow into adults 2. find out about and describe the basic needs of animals for survival (water, food and air) 	
PSHE	Computing	PE	History	Art & Design	Design Technology	Music	Geography
<p>Health & Well Being Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 3. to recognise and celebrate their strengths. 6. about good and not so good feelings and how to manage these. 7. rules and ways for keeping safe. <p>Relationships Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to recognise how their behaviour can affect others. 2. to identify and respect the differences between people. 3. to offer constructive and supportive feedback to others. 4. to recognise what is fair and unfair & kind and unkind. <p>Living in the Wider World Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. how to contribute to the life of the classroom. 2. what improves and harms the environment. 3. that they belong to various groups and communities. 4. to know that money comes from different sources and can be used for the different purposes. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. create and debug simple programs use logical reasoning to predict the behaviour of simple programs 3. use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 4. 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. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. 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 2. participate in team games, developing simple tactics for attacking and defending 3. perform dances using simple movement patterns. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ol style="list-style-type: none"> 1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 4. significant historical events, people and places in their own locality. 	<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to use a range of materials creatively to design and make products 2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. 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. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. design purposeful, functional, appealing products for themselves and other users based on design criteria 2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 3. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 4. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ol style="list-style-type: none"> 5. explore and evaluate a range of existing products 6. evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ol style="list-style-type: none"> 7. build structures, exploring how they can be made stronger, stiffer and more stable 8. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <ol style="list-style-type: none"> 9. use the basic principles of a healthy and varied diet to prepare dishes 10. understand where food comes from. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. play tuned and untuned instruments musically 3. listen with concentration and understanding to a range of high-quality live and recorded music 4. experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ol style="list-style-type: none"> 2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge 3. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, Human and physical geography 4. identify seasonal and daily weather patterns in the United Kingdom 5. 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 6. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> 7. use world maps, atlases and globes to identify the United Kingdom and its countries 8. 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 10. 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.
R.E Christianity & Judaism							
<p>1. Learning About Religion Pupils should be taught to:</p> <ol style="list-style-type: none"> a. Explore a range of religious stories and sacred writings, and talk about their meanings. They will find out about 'special words' from holy books. b. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. They will find out about special times, places of worship and some religious artefacts. c. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. d. Take note of some of the stories of faith leaders. They will find out how leaders can inspire us or teach us. e. Explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses. They will find out about how people express their faith or beliefs. f. Identify and suggest meanings for religious symbols and begin to use a range of religious words. They will find out about why there are places of worship and how people express their faith with symbols. 				<p>2. Learning from Religion Pupils should be taught to:</p> <ol style="list-style-type: none"> a. Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness. They will find out about how different people see the world. b. Ask and respond imaginatively to puzzling questions, communicating their ideas. They will find out about big questions and feelings and thoughts that go with them. c. Identify what matters to them and others, including those with religious commitments and communicate their responses. They will find out about how beliefs make a difference, and about faith in the local area. d. Reflect upon how spiritual and moral values relate to their own values and behavior, recognizing that religious teachings and ideas make a difference to individuals, families and the local community. They will find out about their own responses to questions about life. 			

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LEARNING TO FLY HIGH