

## Sandhill Primary School KS1 Long Term Curriculum Map – Cycle One



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of source months are particularly and are particula	practical scientific		700					v are suited		
authorized received part of contractive department of the contract			of common wild and garden fish, amphibians, reptile		lety of common animals including	the four seasons	& describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  seeds and mature plants out plants needs of different kinds of mature plants needs of different kinds of mature plants needs on each other		seeds and bulbs grow into which grow into adults	
spendermake under the control resource of a service of a	in different ways		2.identify and describe the carnivores, herbivores and			the seasons and how day			plants need water, light a	and a survival (water, food and air)
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Health Save files to the plant should be set plant detection produced with all portions with a component of the service of the			D.F.	History		Aut 9 Design			Caarmanhu	
Explicit broad have the expoputantly to exposure injury contents stills. Become increasingly opportunity to expense and celebrate their disregations are contented as a content of the passing of time. They should share the spense of the passing of time. They should share the spense of the passing of time. They should share the spense of the passing of time. They should share the spense of the passing of time. They should share the spense of the passing of time. They should share the possing and most spense of the passing of time. They should share the spense of the passing of time. They should share the behaviour of similer programs to digital devices and that it is a finished to the passing of time. They should share the behaviour of similer programs to the control of the passing of time. They should share the behaviour of similer programs to the control of the behaviour of similer programs to the control of the behaviour of similer programs the behaviour of similer programs the behaviour of similer programs to the control of the behaviour of similer programs to the control of the behaviour of similer programs	PSHE	Computing	PE	,		Art & Design		IVIUSIC	Geography	
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3 to recopies and celebrate three strengths. So addington and not operation of the strengths of the strength	Pupils should have the	1.understand what algorithms are;	movement skills, become inc	reasingly past, using co	mmon words and phrases		should be taught the knowledge, understanding and skills	taught to:	United King	dom and their locality. They should
their strengths. Gabout good and not sto good feelings and how to manage them of the good and manage good and goo	opportunity to learn:	how they are implemented as			e passing of time. They should	creatively to design and	needed to engage in an iterative process of designing and	1.use their v	voices understand	basic subject-specific vocabulary relating to
For the and two to good and not good and good and not good and good	3.to recognise and celebrate	programs on digital devices; and that	at broad range of opportunities	to extend know where t	the people and events they	make products	making. They should work in a range of relevant contexts	expressively	y and human and	physical geography and begin to use
Zerate and debug simple programs study as for keeping side.  2. rules and ways for keeping side.  3. rules and ways for keeping side.  4. rules and ways for keeping side.  5. rules and ways for ke	their strengths.	programs execute by following			in a chronological framework	2.to use drawing, painting	[for example, the home and school, gardens and	creatively by	y singing geographica	al skills, including first-hand observation, to
use logical reasoning to predict the Beatlemships safe. Relationships safe. Septiations are consistent to the Relationships safe. Relationships sa	6.about good and not so good	precise and unambiguous instructio	ons individually and with others.	They and identify si	imilarities and differences	and sculpture to develop and	playgrounds, the local community, industry and the wider	songs and s	peaking enhance the	eir locational awareness.
7. rules and ways for keeping side.  8. Behaviour of simple programs  9. Behaviour of simple progra	feelings and how to manage	2.create and debug simple program	should be able to engage in	between way	s of life in different periods.	share their ideas,	environment].	chants and i	rhymes Pupils shoul	ld be taught to:
7. rules and ways for keeping side.  8. Behaviour of simple programs  9. Behaviour of simple progra	these.	use logical reasoning to predict the	competitive (both against sel-	If and They should u	ise a wide vocabulary of	experiences and imagination	When designing and making, pupils should be taught to:	2.play tuned	d and Locational k	knowledge
safe, Baltationships Relationships Relationships Pupils should have the opportunity to learn: 1.10 recognise how their behaviour can affect others. 2. to identify and respect displace to the supportunity to learn: 2. to identify and respect tully, leaves proportunity to learn: 3. to office constructive and supportunity to learn: 4. to recognise what is fair and learning and additional in the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 1. In the Wider World Pupils should have the opportunity to learn: 2. In the Wider World Pupils should have the opportunity to learn: 2. In the Wider World Pupils should have the opportunity to learn: 2. In the Wider World Pupils should have the opportunity to learn: 2. In the Wider World Pupils should have the opportunity to learn: 2. In the Wider World Pupils should have the opportunity to learn: 2. In the Wider World Pupils should have the opportunity to learn: 2. In the Wider World Pupils should have the or other o	7. rules and ways for keeping		_			3.to develop a wide range of	Design	untuned ins	struments 2.name, loca	ate and identify characteristics of the four
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Pupils should have the opportunity to lear: 1.0 recognise how their behaviour can affect orders. 2.10 identify and respect the difference should have the opportunity to learn: 3.10 of the constructive and unifor & fixed and unkinding truing in the Wilder World? Pupils should have the opportunity to learn: 4. to recognise own where an advanced in the phase of the constructive and unifor & fixed and unkinding in the world in the phase of the classroom. 2. what improves and harms the environment. 2. what improves.  **Polis should have the opportunity to learn: 2. to identify and respect the deferrable of the constructive and unifor & fixed and unkinding in the phase of the classroom. 2. to identify and co-ordination, and begin to apply these in a range of fixed stand unkinding information private; identify where to a range of fixed stand unkinding information private; identify where to a range of fixed stand unkinding information private; identify where to a range of fixed stand unkinding information private; identify where to a range of fixed stand unkinding information the thrology beyond strike the plant the	Relationships							-	n surrounding	g seas
opportunity to learn: 1. In master basic movements including running, jumping, throwing and designers, describing the disgress, describing the dis	Pupils should have the	_			w and understand key features	texture, line, shape, form		concentration	on and Place knowl	ledge
1.0 recognise how their behaviour can affect others. 2. to identify and respect the differences between people. 3. to offer constructive and support where the august of the first and unfail & kind and unkind. United Kingdom. 2. what improves and harms the environment. 3. the beautify to learn: 1. how to contribute to the lift 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 and purposes.  1. how to contribute to the lift of the classroom. 3. The purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the first offerent purposes.  1. how to contribute to the lift of the classroom.  2. what improves and harms the environment.  2. what improves and harms the environment.  3. that they belong to various and can be used for the deliferent purposes.  1. how to contribute to the lift of the classroom.  2. what improves and harms the environment of the classroom.  3. that they belong to various and the lift of the classroom.  4. to know that money comes from the lift of the classroom.  4. to know that money comes from the lift of the classroom.  4. to know that money comes from the lift of the classroom.  4. to know that money comes fro	opportunity to learn:	recognise common uses of	1.master basic movements in	ncluding of events. The	ey should understand some of	and space	through talking, drawing, templates, mock-ups and, where	understandi	ing to a 3.understan	nd geographical similarities and differences
4. use technology safely and respect the differences between people. 3. to offer constructive and supportive feedback to others. 4. to recognise what is fair and use a range of foot hand support when they have concerns about content or contact on the internet or other online technologies.  4. use technology safely and respect the differences and similarities of propriate, these should be used for reveal and using the fireness and similarities. A to recognise what is fair and unfair 8. kind and unkind. Unifying in the Winder World Pupils should have the opportunity to learn: 1. how to contribute to the life of the classroom. 2. what improves and harms the environment. 3. the three belong to various groups and communities. 4. to know that noney comes from different pupils should have the opportunity to deferent pupils should have the environment. 3. the three belong to winder with the products. 4. use technology safely and co-ordination, and early memory. Where appropriate, these should be used for reveal and disciplines, and making links to their own work. 2. participate in team games, applied and disciplines, and making links to their own work. 3. to effect constructive and support when they have concerns about content or contact on the internet or other online technologies.  4. unified the fireness and similarities between different practices and disciplines, and making links to their own work. 3. to effect whether they have concerned to the internet or other online technologies.  4. unified whether they have concerned to the internet or other online technologies.  4. unified whether on the training disciplined in the tother of the dissipance of the analysis and disciplines, and making links to their own work.  5. expoire and evaluate a range of tools and equipment to proportions, training construction materials, textiles and ingredients, according to their characteristics. 5. explores and evaluate a range of the valuate a range of the valuate and	1.to recognise how their	information technology beyond	running, jumping, throwing a	and the ways in w	hich we find out about the past	4.about the work of a range		range of hig		
4. use technology safely and respect the differences between people. 3. to offer constructive and supportive feedback to others. 4. to recognise what is fair and use a range of foot hand support when they have concerns about content or contact on the internet or other online technologies.  4. use technology safely and respect the differences and similarities of propriate, these should be used for reveal and using the fireness and similarities. A to recognise what is fair and unfair 8. kind and unkind. Unifying in the Winder World Pupils should have the opportunity to learn: 1. how to contribute to the life of the classroom. 2. what improves and harms the environment. 3. the three belong to various groups and communities. 4. to know that noney comes from different pupils should have the opportunity to deferent pupils should have the environment. 3. the three belong to winder with the products. 4. use technology safely and co-ordination, and early memory. Where appropriate, these should be used for reveal and disciplines, and making links to their own work. 2. participate in team games, applied and disciplines, and making links to their own work. 3. to effect constructive and support when they have concerns about content or contact on the internet or other online technologies.  4. unified the fireness and similarities between different practices and disciplines, and making links to their own work. 3. to effect whether they have concerned to the internet or other online technologies.  4. unified whether they have concerned to the internet or other online technologies.  4. unified whether on the training disciplined in the tother of the dissipance of the analysis and disciplines, and making links to their own work.  5. expoire and evaluate a range of tools and equipment to proportions, training construction materials, textiles and ingredients, according to their characteristics. 5. explores and evaluate a range of the valuate a range of the valuate and	behaviour can affect others.					of artists, craft makers and				
a to fifer contractive and support where the people. 3. to offer contractive and support we feedback to others. 4. to recognise what is fair and unfair 8. kind and unkind. Living in the Wider World Pupils should have the opportunity to learn: 1. how to contribute to the life of the classroom. 2. what improves and harms the environment. 3. that the yellong to various environment. 4. to know that money comes from different purposes.  **Pupils should be taught about: 1. changes within living memory. Where as support when they have concerns about content or contact on the intermet or other or contact on the intermet or other of the classroom. 2. what improves and harms the environment. 3. that they belong to various from different purposes.  **Pupils should be taught about: 1. changes within living memory. Where as beet hould be taught about: 1. changes within living memory. Where as perportate, these should be used to reveal and disciplines, and making links to their own work.  **Initial Miles of the classroom. 2. what improves and harms the environment. 3. the total products against design criteria Technical knowledge  7. build structure, exploring how they can be made stronger, stiffer and more stable and intermediate their ideas and products against design criteria Technical knowledge  7. build structures, exploring how they can be made stronger, stiffer and more stable and places in their own locality.  **A to know that money comes from different sources and can be used for the different purposes.  **Deform marker also the taught about: 1. changes within living memory. Where a change in aboutal life 4. significant historical revents, people and places in their own work.  **Initiative the whole the taught about: 1. changes in the wind components, including construction materials, textles and ingredients, according to their characteristics.  **Explore and evaluate a range of existing products.**  **Initiative the products of the prod	2. to identify and respect the	4.use technology safely and				designers, describing the	3.select from and use a range of tools and equipment to	music	Human and	physical geography
3. to offer constructive and supportive feedback to others.  4. to recognise what is fair and unfair & kind and unkind.  Living in the Wijder World  Pupils should have the opportunity to learn:  2. what improves and harms the environment.  3. to affer constructive and supportive feedback to others.  4. to recognise what is fair and unfair & kind and unkind.  Living in the Wijder World  Pupils should have the opportunity to learn:  2. what improves and harms the environment.  3. to affer constructive and support when they have concerns about content or contact on the internet or other online technologies.  4. select from and use a wide range of materials and combine sounds using the inter-related dimensions of music.  5. Evaluate to their own work.  5. Evaluate the finding man diffinishing in the Wijder World was the online technologies.  5. Evaluate the finding construction materials, textiles and ingredients, according to their characteristics.  5. Evaluate the finding construction materials and combine sounds using the inter-related dimensions of music.  6. Evaluate the finding construction materials, textiles and ingredients, according to their characteristics.  8. Evaluate to their own locality.  8. Evaluate the finding and finishing in the wijer on the inter-related dimensions of music.  8. Evaluate the finding construction materials, textiles and ingredients, according to their characteristics.  8. Evaluate the finding construction materials, textiles and ingredients, according to their characteristics.  8. Evaluate the finding construction materials and combines sounds using the inter-related dimensions of music.  8. Evaluate the finding construction materials, textiles and ingredients, according to their characteristics.  8. Evaluate the finding construction materials, textiles and ingredients, according to their characteristics.  8. Evaluate the finding construction materials and combines sounds using the inter-related dimensions of music.  8. Evaluate the finding construction materials and combines un	•									
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4. to recognise what is fair and unkind. unfair & kind and unkind. unf				· · · · · · · · · · · · · · · · · · ·			, ,	-		
unfair & kind and unkind. Living in the Wider World Pupils should have the opportunity to learn: 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.  4. to know that money comes from different sources and purposes.  4. which is the wider world was an and befending 3. perform dances using simple movement patterns.  5. explore and evaluate a range of existing products 6. evaluate their ideas and products against design criteria Technical knowledge 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.  6. evaluate their ideas and products against design criteria Technical knowledge 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.  6. evaluate their ideas and products against design criteria Technical knowledge 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.  6. evaluate their ideas and products against design criteria Technical knowledge 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.  6. evaluate their ideas and products against design criteria Technical knowledge 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.  6. evaluate their ideas of the internet of the internet in their products.  6. evaluate their ideas and products against design criteria Technical th						links to their own work.			_	= = :
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## R.E. Christianity & Judaism

## 1.Learning About Religion

Pupils should be taught to:

- 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.

## 2.Learning from Religion

Pupils should be taught to:

- 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.
- 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.

