

KS1 Long Term Curriculum for September 2020

Year 1	Autumn	Spring	Summer
Learning Project	Toys in the Past Finding our Way around Abbey Hill	In the Greenwood with Robin Hood	Meerkat Mail - Exploring our World from the Desert to the North Pole
History	What did my parents, grandparents and teachers play with? – changes in living memory.	Robin Hood – significant people and places in their own locality.	Captain Scott, explorer of the Antarctic – events beyond living memory that are significant nationally or globally.
<p>Pupils should also: Develop an awareness of the past, using common words and phrases to do with the passing of time Use a wide vocabulary of everyday historical terms Know where the people and places they study fit within a chronological framework Identify similarities and differences between ways of life in different periods Ask and answer questions to show they know and understand key features of events Understand some of the ways in which we find out about the past</p>			
Geography	<p>My school environment – use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features of school.</p> <p>Devise a simple map of the school site, inside and outside, and use and construct basic symbols in a key.</p> <p>Name and locate the world’s seven continents and five oceans using maps, globes and atlases.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Sherwood Forest– use basic geographical vocabulary to refer to key physical features – forest, hill, river, soil, valley, vegetation, trees, season and weather.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features of Sherwood Forest</p> <p>Use atlases, globes and maps to identify the UK and its countries.</p> <p>Locate Nottinghamshire and Sherwood Forest on a map of the UK.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe changes across the 4 seasons.</p>	<p>Meerkat Mail - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Name and locate the world’s seven continents and five oceans using maps, globes and atlases.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe changes across the 4 seasons.</p>

	Observe changes across the 4 seasons.		
Pupils should also: Develop knowledge about the world, the UK and their locality Understand basic vocabulary relating to human and physical geography			
Science	Materials – identify and name everyday materials including wood, plastic, glass, metal, water and rock. Distinguish between an object and the material from which it is made. Describe the simple physical properties of everyday materials. Compare and group together everyday materials on the basis of their simple physical properties.	Animals – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals as above. Plants – 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.	The human body – identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Art	Drawing Painting	Collage Printing	Sculpture and 3D work Textiles
DT	Textiles Mechanisms	Structures Food	Mechanisms
Computing	Internet & email, communication & networks Coding & computational thinking – 2DIY & Lego Builders Databases – Pictograms 2Count	Coding & computational thinking – Maze Explorers 2Go Art & Design – 2Create a Story Coding – 2Code	Spreadsheets – Programs 2Calculate Communications & networks – Technology outside school
Music	Music is taught by a specialist provider. Wherever appropriate links are made to the relevant learning projects. Lessons focus on key concepts – pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation, and pupils perform, listen to and evaluate music across a range of historical periods, styles and traditions. They learn to sing and to create music on their own and with others.		

PE	PE is taught by a specialist provider for at least one session a week. Pupils are taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. They are taught to participate in team games, developing simple tactics for attacking and defending. They should be taught to perform dances using simple movement patterns.
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Year 2	Autumn	Spring	Summer
Learning Project	Hard at Work All Day Long A Victorian Childhood	Global Village From Kirkby in Ashfield, UK to Kumasi, Ghana	What a Good Idea! Victorian Inventors
History	Life for Victorian children - events beyond living memory that are significant nationally or globally Victorian schools (how things were taught, payment, punishment) and homes (lack of electricity, cleaning, washing, cooking), children working in mines (jobs - trapper, hurrier and thruster, hours, wages, food etc.) The lives of significant individuals in the past who have contributed to national achievements – Lord Shaftesbury, campaigner for children.		Famous Victorian Inventors - events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements - Ada Lovelace, the first computer programmer, plus Beatrix Potter, writer, Mary Kingsley, explorer, Isambard Kingdom Brunel, engineer, in brief to link to other curriculum areas and prior knowledge. Significant people and places in their own locality - Ada Lovelace, the first computer programmer.

Pupils should also:

- Develop an awareness of the past, using common words and phrases to do with the passing of time
- Use a wide vocabulary of everyday historical terms
- Know where the people and places they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods
- Ask and answer questions to show they know and understand key features of events

Understand some of the ways in which we find out about the past			
Geography	Locational knowledge of the UK and the world Devise a simple map work and use and construct basic symbols in a key Use simple compass directions and locational and directional language to describe the location of features and routes on a map	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country. Use geographical vocabulary to refer to key human and physical features. Use aerial photographs to recognise landmarks Use world maps atlases and globes to identify the UK and the countries, continents and oceans studied at this key stage Compare the Ashanti region of Ghana with Kirkby-in Ashfield	Locational knowledge of the UK and the world Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features e.g. at Newstead Abbey
Pupils should also: Develop knowledge about the world, the UK and their locality Understand basic vocabulary relating to human and physical geography			
Science	Animals, including humans - notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living Things and their Habitats – explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Use of everyday materials – 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 the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

		<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Plants – observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
Art	Drawing Painting	Collage Printing	Sculpture and 3D work Textiles
DT	Textiles Structures	Food Mechanisms	Mechanisms
Computing	Coding & computational thinking – 2Code Internet & email – internet safety	Spreadsheets – 2Calculate Databases, graphing & questioning – 2Question, 2Investigate Internet & email effective searching - Browser	Art & design, creating pictures – 2PaintAPicture Music, Making Music – 2Sequence Writing & presenting – Presenting Ideas
Music	Music is taught by a specialist provider. Wherever appropriate links are made to the relevant learning projects. Lessons focus on key concepts – pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation, and pupils perform, listen to and evaluate music across a range of historical periods, styles and traditions. They learn to sing and to create music on their own and with others.		
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