

**Autumn Term – Fire and Ice**

**Spring Term – Penguins**

**Summer Term – Mini-beasts**

## **History: Key Stage 1**

### **Knowledge, skills and understanding**

#### **Chronological understanding**

1. Pupils should be taught to:

- a. place events and objects in chronological order Literacy & History planning (Great Fire of London)
- b. use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past). Time connectives in Literacy for Great Fire of London

#### **Knowledge and understanding of events, people and changes in the past**

2. Pupils should be taught to:

- a. recognise why people did things, why events happened and what happened as a result Great Fire of London
- b. identify differences between ways of life at different times. Christmas food in 1666

#### **Historical interpretation**

3. Pupils should be taught to identify different ways in which the past is represented. GFOL History planning

#### **Historical enquiry**

4. Pupils should be taught:

- a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)
- b. to ask and answer questions about the past.

#### **Organisation and communication**

5. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

### **Breadth of study**

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

- a. changes in their own lives and the way of life of their family or others around them
- b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- c. the lives of significant men, women and children drawn from the history of Britain and the wider world (for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists)
- d. past events from the history of Britain and the wider world (for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated).

# Art and design: Key Stage 1

## Knowledge, skills and understanding

### Exploring and developing ideas

1. Pupils should be taught to:

- a. record from first-hand observation, experience and imagination, and explore ideas
- b. ask and answer questions about the starting points for their work, and develop their ideas.

### Investigating and making art, craft and design

2. Pupils should be taught to:

- a. investigate the possibilities of a range of materials and processes Clay dragons, volcanoes and GFOL houses
- b. try out tools and techniques and apply these to materials and processes, including drawing
- c. represent observations, ideas and feelings, and design and make images and artifacts.

### Evaluating and developing work

3. Pupils should be taught to: orally

- a. review what they and others have done and say what they think and feel about it
- b. identify what they might change in their current work or develop in their future work.

### Knowledge and understanding

4. Pupils should be taught about:

- a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
- b. materials and processes used in making art, craft and design
- c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

## Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment] Zoo trip theme.
- b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c. using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture] working towards it (sculpture, paper mache, building)
- d. investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

# Music:

## Key Stage 1

### Knowledge, skills and understanding

#### Controlling sounds through singing and playing - performing skills

1. Pupils should be taught how to:

- a. use their voices expressively by singing songs and speaking chants and rhymes
- b. play tuned and untuned instruments
- c. rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse]. *Singing collaboratively*

#### Creating and developing musical ideas - composing skills

2. Pupils should be taught how to:

- a. create musical patterns
- b. explore, choose and organise sounds and musical ideas.

#### Responding and reviewing - appraising skills

3. Pupils should be taught how to:

- a. explore and express their ideas and feelings about music using movement, dance and expressive and musical language
- b. make improvements to their own work.

#### Listening, and applying knowledge and understanding

4. Pupils should be taught:

- a. to listen with concentration and to internalise and recall sounds with increasing aural memory
- b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]
- c. how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols
- d. how music is used for particular purposes [for example, for dance, as a lullaby].

### Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. a range of musical activities that integrate performing, composing and appraising
- b. responding to a range of musical and non-musical starting points
- c. working on their own, in groups of different sizes and as a class
- d. a range of live and recorded music from different times and cultures.

# Geography:

## Key Stage 1

### Knowledge, skills and understanding

#### Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:

- ask geographical questions [for example, 'What is it like to live in this place?']
- observe and record [for example, identify buildings in the street and complete a chart] maps
- express their own views about people, places and environments [for example, about litter in the school] likes in the school
- communicate in different ways [for example, in pictures, speech, writing].

2. In developing geographical skills, pupils should be taught to:

- use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]
- use fieldwork skills [for example, recording information on a school plan or local area map]
- use globes, maps and plans at a range of scales [for example, following a route on a map]
- use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
- make maps and plans [for example, a pictorial map of a place in a story].

#### Knowledge and understanding of places

3. Pupils should be taught to:

- identify and describe what places are like [for example, in terms of landscape, jobs, weather] own area
- identify and describe where places are [for example, position on a map, whether they are on a river] own area in UK
- recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]
- recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
- recognise how places are linked to other places in the world [for example, food from other countries].

#### Knowledge and understanding of patterns and processes

4. Pupils should be taught to:

- make observations about where things are located [for example, a pedestrian crossing near school gates] and about other features in the environment [for example, seasonal changes in weather]
- recognise changes in physical and human features [for example, heavy rain flooding fields].

#### Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- recognise changes in the environment [for example, traffic pollution in a street]
- proved and sustained [for example, by restricting the number of cars].

### Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities:

- the locality of the school

b. a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.

7. In their study of localities, pupils should:

a. study at a local scale

b. carry out fieldwork investigations outside the classroom.

# Personal, social and health education (PSHE): Key Stage 1

## Knowledge, skills and understanding Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals. Ongoing in all school life (Friendship Foresters)

## Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues Discussing threats to environment in global warming (Geography)
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them Caring for a penguin
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them Global warming (Geography)
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

## Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing Link to global warming changes
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body Fireman Sam
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

## Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. Ongoing – FF and Golden Rules, behaviour system

**Breadth of opportunities** 5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] Star of the Week

b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves] Ongoing –WOW walls, tokens, Golden Awards, Star of the Week

c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] School Council and school discussions

d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]

e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]

f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task] g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]

h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

# Design and technology: Key Stage 1

## Knowledge, skills and understanding

### Developing, planning and communicating ideas

1. Pupils should be taught to:

- a. generate ideas by drawing on their own and other people's experiences
- b. develop ideas by shaping materials and putting together components
- c. talk about their ideas
- d. plan by suggesting what to do next as their ideas develop
- e. communicate their ideas using a variety of methods, including drawing and making models.

### Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

- a. select tools, techniques and materials for making their product from a range suggested by the teacher
- b. explore the sensory qualities of materials
- c. measure, mark out, cut and shape a range of materials
- d. assemble, join and combine materials and components
- e. use simple finishing techniques to improve the appearance of their product, using a range of equipment
- f. follow safe procedures for food safety and hygiene.

### Evaluating processes and products

3. Pupils should be taught to:

- a. talk about their ideas, saying what they like and dislike
- b. identify what they could have done differently or how they could improve their work in the future.

### Knowledge and understanding of materials and components

4. Pupils should be taught:

- a. about the working characteristics of materials [for example, folding paper to make it stiffer, plaiting yarn to make it stronger]
- b. how mechanisms can be used in different ways [for example, wheels and axles, joints that allow movement].

## Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. investigating and evaluating a range of familiar products [for example, talking about how they work, and whether they do what they are supposed to do]
- b. focused practical tasks that develop a range of techniques, skills, processes and knowledge
- c. design and make assignments using a range of materials, including food, items that can be put together to make products, and textiles.

# Physical education (PE): Key Stage 1

## Knowledge, skills and understanding

**Acquiring and developing skills** 1. Pupils should be taught to: (Premier Sports)

- a. explore basic skills, actions and ideas with increasing understanding
- b. remember and repeat simple skills and actions with increasing control and coordination.

**Selecting and applying skills, tactics and compositional ideas** 2. Pupils should be taught to: (Premier Sports)

- a. explore how to choose and apply skills and actions in sequence and in combination
- b. vary the way they perform skills by using simple tactics and movement phrases
- c. apply rules and conventions for different activities.

**Evaluating and improving performance** 3. Pupils should be taught to: (Premier Sports)

- a. describe what they have done
- b. observe, describe and copy what others have done
- c. use what they have learnt to improve the quality and control of their work.

**Knowledge and understanding of fitness and health** 4. Pupils should be taught: a. how important it is to be active b. to recognise and describe how their bodies feel during different activities.

**Breadth of study** 5. During the key stage, pupils should be taught the knowledge, skills and understanding through dance activities, games activities and gymnastic activities.

**Dance activities** 6. Pupils should be taught to:

- a. use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
- b. change the rhythm, speed, level and direction of their movements
- c. create and perform dances using simple movement patterns, including those from different times and cultures
- d. express and communicate ideas and feelings.

**Games activities** 7. Pupils should be taught to: (Premier Sports)

- a. travel with, send and receive a ball and other equipment in different ways
- b. develop these skills for simple net, striking/fielding and invasion-type games
- c. play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

**Gymnastic activities** 8. Pupils should be taught to:

- a. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- b. develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
- c. choose and link skills and actions in short movement phrases
- d. create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

**Swimming activities and water safety** 9. Pupils should be taught to:

- a. move in water [for example, jump, walk, hop and spin, using swimming aids and support]
- b. float and move with and without swimming aids

- c. feel the buoyancy and support of water and swimming aids
- d. propel themselves in water using different swimming aids, arm and leg actions and basic strokes.