Key Stage 1 Curriculum Overview

Science and the Foundation Subjects.

PERRAN-AR-WORTHAL CP SCHOOL
Every Moment Matters

Purpose of study

Pupils in Key Stage 1 follow a topic-based curriculum that links together all subjects of the National Curriculum. Half termly topics give opportunities to strengthen and broaden English and Mathematics skills (which are also taught in discrete sessions) whilst developing and deepening knowledge and skills in all subject areas. There is a planned two-year cycle which ensures coverage of the National Curriculum in all subject areas. Topics are chosen which are flexible enough to allow pupils to access and learn new skills at the most appropriate level of challenge.

The topic-based curriculum aims to enthuse and engage pupils in learning activities and it provides opportunities for collective curriculum enhancement activities.

Coverage

The following Coverage Map is a working document as the staff at Perran-ar-Worthal understand the importance for flexibility when term-by-term planning.

Beneath the Coverage Map are the KS1 curriculum aims from the National Curriculum. Next to each area of study is the topic in which that specific area will be taught; this will ensure effective coverage over a two-year cycle.

The children in KS1 also follow our bespoke 'Every Moment Matters' curriculum. Therefore, the other foundation subjects are taught following the 'Fabulous Friday' timetable.

Year A	Autumn 1 The Big Build	Autumn 2 Arctic Adventures	Spring 1 To the Rescue!	Spring 2 Our Amazing World	Summer 1 Wonderful Weather	Summer 2 Sun, Sea and Sand
Computing Year 1	Technology Around Us	Digital Painting	Move a Robot	Move a Robot	Programming Animations	Programming Animations
Computing Year 2	Technology Around Us	Digital Photography	Robot Algorithms	Quizzes	Making Music	Making Music
Geography	Use aerial photographs and plan perspectives to identify landmarks Devise a simple map Construct and use a key	Studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country Use basic geographical vocabulary to refer to key physical and human features Use world maps, atlases and globes to identify the UK, other countries and continents Use aerial photographs and plan perspectives; devise a map and use a key		Locate continents and oceans Use basic geographical vocabulary to refer to physical and human features Use world maps, atlases and globes to identify the UK, other countries and continents	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles Use basic geographical vocabulary to refer to key physical features	Locate continents and oceans Countries and capital cities of the UK Studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country Use basic geographical vocabulary to refer to key physical features Use world maps, atlases and globes to identify the UK, other countries and continents Compass directions Fieldwork and observational skills
History		Lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in our locality	Lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant globally or locally	Lives of significant individuals in the past who have contributed to national and international achievements Compare aspects of life in different periods		Changes within living memory
Physical Education *Real PE*	Co-ordination (Body)	Dynamic Balance to Agility	Dynamic Balance and Static Balance	Co-ordination (Ball Skills)	Co-ordination (Send and Receive)	Agility (Ball Chasing)
Religious Education	Rules and Routines	Light and Dark Standing Stones	Places of Worship Celtic Crosses	Nature and God	Ceremonies Cornish Special Festivals	Beginnings and Endings
Science Year 1	Distinguish between object and material it's made from Identify and name, describe physical properties, compare and group everyday materials	Identify and name a variety of common animals Describe physical properties of everyday materials			Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies	Identify and name everyday materials Describe physical properties of everyday materials
Science Year 2		Identify habitats and which suit which living things; describe how habitats provide for living things and how they depend on each other	Living, dead and never alive Plants and animals in their habitats Micro-habitats including mini-beasts	Compare differences between living, dead and never alive Seeds and bulbs into mature plants Water light and suitable growing temperatures		
SMSC	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Computing

Pupils should be taught to:

- 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
- recognise common uses of information technology beyond school
- 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.

Geography

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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Year A—Sun, Sea and Sand)
- Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United

Kingdom, and of a small area in a contrasting non-European country (Year A—Arctic Adventures, Sun Sea and Sand)

Human and physical geography

- 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 (Year A—Wonderful Weather)
- 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

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Year A—Arctic Adventures, Our Amazing World, Wonderful Weather, Sun Sea and Sand)

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (Year A—Arctic Adventures, Our Amazing World, Sun Sea and Sand)
- 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 (Year A—Sun, Sea and Sand)
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Year A—The Big Build, Arctic Adventures)
- 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. (Year A—Sun, Sea and Sand)

History

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.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Year A—Sun, Sea and Sand)
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (Year A—To the Rescue!)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (Year A—Arctic Adventures, To the Rescue!, Our Amazing World)
- significant historical events, people and places in their own locality (Year A—Arctic Adventures)

Physical Education Curriculum Overview

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. Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Coverage

The children at Perran-ar-Worthal will follow the Real PE Programme, a scheme adopted by the schools in the Penryn Partnership.

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- 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

Religious Education

EYFS/Reception

The time allocation for R.E. in Reception for full time pupils is 5% of curriculum time. This approximates to 36 hours over the course of the year for pupils entering the school in the Autumn term. R.E. in Early Years should promote the spiritual, moral, social and cultural development of the child. In order to do this effectively, times for quiet reflection should be built into lessons. Teaching in R.E. should primarily focus on Christianity as this is the main cultural and religious heritage that pupils will encounter in Cornwall and other religious traditions should be brought in where they are relevant to the context or the outcome of a particular piece of work.

The early learning goals set out what most pupils should achieve by the end of the foundation stage. Religious education can make an active contribution to all these areas but has a particularly important contribution to make to: personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world; creative development.

Key Stage 1

Christianity should figure in no less than 60% of the R.E. delivered in any one year and any other religion taught no more than 40% in any one year. The programme of study is intended to occupy approximately 36 hours per year in this key stage which is 5% of curriculum time in Community and Controlled schools.

Learning about religion

Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- explore how religious believers communicate with God, each other and people outside their community

- identify and suggest meanings for religious symbols and begin to use a range of religious words
- explore how faith communities make a difference to communities in Cornwall

Learning from religion

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community
- reflect on how living in Cornwall is shaped by its religious traditions from the earliest times.

Science Curriculum Overview

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

Year 1 Programme of Study

Plants

Pupils should be taught to:

- 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

Animals, including humans

Pupils should be taught to:

- 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
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Everyday materials

- Pupils should be taught to:
- 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

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Year 2 Programme of Study

Living things and their habitats

Pupils should be taught to:

- 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 microhabitats
- 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

Plants

Pupils should be taught to:

- 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

Animals, including humans

Pupils should be taught to:

- 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

Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and card-

board for particular uses

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Working scientifically:

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:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.