



Roby Park Primary School



KS1 Curriculum Rolling Programme 2018-20

		Autumn 1		Autumn 2	
		Cycle A	Cycle B	Cycle A	Cycle B
Theme	This is Me	Terrific Travel & Transport	Toys	Houses and Homes	
A U T U M N	British Values	<ul style="list-style-type: none"> Democracy – class charters, eco/council reps Rule of law – zones, class charter, playground rules Respect – class charter, use of zone Tolerance – new friends, new teacher, new classroom 	<ul style="list-style-type: none"> Tolerance – celebrating diversity around the world Respect – respecting other cultures when travelling/laws of the road Rule of Law – traveling safely 	<ul style="list-style-type: none"> Tolerance – sharing Respect – looking after our possessions Rule of Law – respecting property 	<ul style="list-style-type: none"> Democracy – class charters, eco/council reps Rule of law – zones, class charter, playground rules Respect – class charter, use of zone Tolerance – new friends, new teacher, new classroom
	SMSC	<ul style="list-style-type: none"> Respect – for property, for visitors (grandparents), new friends, Cultural – where we are from? <i>Grace and Family</i>, food tasting 	<ul style="list-style-type: none"> Cultural – How are different forms of transport used around the world? Moral – Pollution Social – Holidays and exploration Spiritual – religious journeys – Christmas 	<ul style="list-style-type: none"> Cultural – toys from around the world Spiritual – Social – sharing and playing with others Moral – charity 	<ul style="list-style-type: none"> Moral – Looking after the environment Cultural – The buildings in our areas Spiritual – What makes a home? Social – Who are the people in our local area
	English	I Want My Hat Back – Jon Klassen	Where the Wild Things Are - Maurice Sendak	Traction Man – Mini Grey	Jolly Postman - Janet and Allan Ahlberg
	Humanities	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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] 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 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. Use basic geographical vocabulary to refer to key physical features, including: beach, 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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. Some should be used to compare aspects of life in different periods Name and locate the world's seven continents and five oceans. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Name and locate the world's seven continents and five oceans. 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. 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. 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



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	<p>cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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 	<p>of features and routes on a map</p> <ul style="list-style-type: none"> 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 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 		<ul style="list-style-type: none"> 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
<p>Science</p>	<p>Y1 - Parts of Animals</p> <ul style="list-style-type: none"> K - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. K - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) WS - Observing closely, using simple equipment WS - Performing simple tests WS - Identifying and classifying <p>Y2 - Use of Materials</p> <ul style="list-style-type: none"> K - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses WS - Identifying and classifying WS - Asking simple questions and recognising that they can be answered in different ways WS - Observing closely, using simple equipment WS - Performing simple tests WS - Using their observations and ideas to suggest answers to questions WS - Gathering and recording data to help in answering questions. 	<p>Y1 - Changing Seasons</p> <ul style="list-style-type: none"> K - Observe changes across the four seasons K - Observe and describe weather associated with the seasons and how day length varies. WS - Observing closely, using simple equipment WS - Using their observations and ideas to suggest answers to questions WS - Gathering and recording data to help in answering questions. WS - Asking simple questions and recognising that they can be answered in different ways <p>Y2 - Living Things</p> <ul style="list-style-type: none"> K - Explore and compare the differences between things that are living, dead, and things that have never been alive K - Including humans, have offspring which grow into adults WS - Identifying and classifying WS - Using their observations and ideas to suggest answers to questions WS - Gathering and recording data to help in answering questions. WS - Observing closely, using simple equipment 		
<p>Computing</p>	<p>Y1 - Modern Tales</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 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>Y2 - Storyland</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Y1 - What is a computer?</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school <p>Y2 - Maths Madness</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		
<p>Art/DT</p>	<p>Model of houses</p> <p>Self portrait</p> <ul style="list-style-type: none"> Use a range of materials creatively to design 	<p>Hot air balloons</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products 	<p>Puppets</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users 	<p>Houses</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users



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	<ul style="list-style-type: none"> and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Design-Make-Evaluate/technical knowledge Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products → evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> To use drawing to develop and share their ideas, experiences and imagination To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas, experiences and imagination 	<p>based on design criteria</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<p>based on design criteria</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable
Music	<p>Y1 - Hey You!</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically <p>Y2 – Hands, Feet, Heart</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>Y1 - Rhythm In The Way We Walk and The Banana Rap</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically <p>Y2 – Ho Ho Ho</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
PE	<p>Invasion Games</p>		<p>Gymnastics</p>	
PSHE	<ul style="list-style-type: none"> Create and follow class rules/charters (democracy) Who am I in the school (what are my roles?) (social) Democratic processes (school representatives) (democracy) Groups and communities I belong to (social) (cultural) All about me – why am I unique (individual liberty) Our Behaviour Code - (respect and tolerance) 	<ul style="list-style-type: none"> Create and follow class rules/charters (democracy) Who am I in the school (what are my roles?) (social) Democratic processes (school representatives) (democracy) Groups and communities I belong to (social) (cultural) All about me – why am I unique (individual liberty) Our Behaviour Code - (respect and tolerance) 	<ul style="list-style-type: none"> How are we all the same (respect and tolerance) Different groups and communities (respect and tolerance) (cultural) We all have rights and responsibilities (rule of law) Caring for the environment (moral) (rule of law) Growth Mindset & Resilience 	<ul style="list-style-type: none"> How are we all the same (respect and tolerance) Different groups and communities (respect and tolerance) (cultural) We all have rights and responsibilities (rule of law) Caring for the environment (moral) (rule of law) Growth Mindset & Resilience



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		Spring 1		Spring 2	
		Cycle A	Cycle B	Cycle A	Cycle B
Theme		Let's Visit Australia	Arctic Adventures	Intrepid Explorers	Wonderful Weather
S P R I N G	British Values	<ul style="list-style-type: none"> Respect/Individual Liberty – other cultures Democracy – debate around animal welfare 	<ul style="list-style-type: none"> Respect – looking after our world. Democracy – debate around pollution Individual liberty – Inuits way of life 	<ul style="list-style-type: none"> Rule of law – other cultures Tolerance – look at culture around the world. Respect – looking at another country. Tolerance and Respect – comic relief. 	<ul style="list-style-type: none"> Rule of law – sun safety Respect – pollution and protecting the ozone - impact
	SMSC	<ul style="list-style-type: none"> Social – how to look after a pet Cultural – animals and their habitat – where are they from? Learning about other cultures Spiritual – beliefs of indigenous people 	<ul style="list-style-type: none"> Cultural – World Foods/different ways of life (Inuits)/homes Moral – pollution impacting on the extinction of animals/melting ice caps Moral – Visiting other countries (how should we behave?). Social – Behaviour towards others. Spiritual – Exercise for mind and body (yoga) 	<ul style="list-style-type: none"> Social – how to explore safely. Link stranger danger/road safety. Cultural / Respect - compare/contrast UK and other country. 	<ul style="list-style-type: none"> Social – dressing for the weather Moral – impact of weather around the world Spiritual – weather Gods Cultural – weather around the world
	English	The Dark - Lemony Snicket	Emperor's Egg - Martin Jenkins and Jane Chapman	The Fox & the Star - Coralie Bickford-Smith	Lila and the Raindrops - David Conway and Jude Daly
	Humanities	<ul style="list-style-type: none"> 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. 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 Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> 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. 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. 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 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.



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		<p>stage</p> <ul style="list-style-type: none"> 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 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 Significant historical events, people and places in their own locality 		
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Y1 - Plants</p> <ul style="list-style-type: none"> K - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees K - Identify and describe the basic structure of a variety of common flowering plants, including trees. WS - Observing closely, using simple equipment WS - Identifying and classifying WS - Gathering and recording data to help in answering questions. <p style="text-align: center;">Y2 - Growing Plants</p> <ul style="list-style-type: none"> K - Observe and describe how seeds and bulbs grow into mature plants K - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. WS - Observing closely, using simple equipment WS - Asking simple questions and recognising that they can be answered in different ways WS - Performing simple tests WS - Using their observations and ideas to suggest answers to questions 	<p style="text-align: center;">Y1 - Comparing Materials</p> <ul style="list-style-type: none"> K - Describe the simple physical properties of a variety of everyday materials K - Compare and group together a variety of everyday materials on the basis of their simple physical properties. WS - Observing closely, using simple equipment WS - Identifying and classifying WS - Asking simple questions and recognising that they can be answered in different ways WS - Using their observations and ideas to suggest answers to questions WS - Gathering and recording data to help in answering questions WS - Performing simple tests <p style="text-align: center;">Y2 - Changing Shape</p> <ul style="list-style-type: none"> K - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. WS - Identifying and classifying WS - Asking simple questions and recognising that they can be answered in different ways WS - Observing closely, using simple equipment WS - Performing simple tests WS - Gathering and recording data to help in answering questions. 		
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Y1 - My Online Life</p> <ul style="list-style-type: none"> 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 style="text-align: center;">Y2 - Code a Story</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Y1 - Animate with Shapes</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p style="text-align: center;">Y2 - My Online Life</p> <ul style="list-style-type: none"> 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. 		



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Art/DT	<p>Birdbox/feeder</p> <p>Collages –patterns in animals</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Learn 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>Design-Make-Evaluate/technical knowledge</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Explore and evaluate a range of existing products 	<p>Recreate Aurora Borealis</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Camouflage Art</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Wacky Windmills</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Explore and evaluate a range of existing products Build structures, exploring how they can be made stronger, stiffer and more stable
	<p>Music</p> <p>Y1 – In the Groove</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically <p>Y2 – I Wanna Play in a Band</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Y1 – Round and Round</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically <p>Y2 - Zootime</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
	<p>PE</p> <p>Dance</p>	<p>Athletics</p>		
	<p>PSHE</p> <ul style="list-style-type: none"> Thinking about feelings (spiritual) What is fair/unfair behaviour (moral) Negotiating and working collaboratively (democracy) Who are the people special to me? (spiritual) What is kind/unkind behaviour? (moral) Personal space – what is acceptable/unacceptable behaviour to others. (individual liberty) 	<ul style="list-style-type: none"> Thinking about feelings (spiritual) What is fair/unfair behaviour (moral) Negotiating and working collaboratively (democracy) Who are the people special to me? (spiritual) What is kind/unkind behaviour? (moral) Personal space – what is acceptable/unacceptable behaviour to others. (individual liberty) 	<ul style="list-style-type: none"> Secrets and surprises (what are the differences?) (individual liberty) How does my behaviour affect others? (moral) How are we the same/different? (respect and tolerance) (cultural) How to we keep people safe (not hurting their bodies or feelings?) (respect and tolerance) (moral) Anti-bullying (what is bullying – who can I 	<ul style="list-style-type: none"> Secrets and surprises (what are the differences?) (individual liberty) How does my behaviour affect others? (moral) How are we the same/different? (respect and tolerance) (cultural) How to we keep people safe (not hurting their bodies or feelings?) (respect and tolerance) (moral) Anti-bullying (what is bullying – who can I



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	<ul style="list-style-type: none"> Our Behaviour Code (respect and tolerance) 	<ul style="list-style-type: none"> Our Behaviour Code (respect and tolerance) 	<ul style="list-style-type: none"> speak to?) (individual liberty) Growth Mindset & Resilience 	<ul style="list-style-type: none"> speak to?) (individual liberty) Growth Mindset & Resilience
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		Summer 1		Summer 2	
		Cycle A	Cycle B	Cycle A	Cycle B
Theme		Let's Go to the Jungle	Oh, I do like to be the Seaside	Our Amazing World	London's Burning
S U M M E R	British Values	<ul style="list-style-type: none"> Tolerance / Respect – stories from around the world Democracy – debating deforestation/building roads (pros and cons) 	<ul style="list-style-type: none"> Tolerance / Respect – respect for other people opinions Democracy – debating water pollution. Rule of law – safety at the seaside 	<ul style="list-style-type: none"> Democracy – setting up roles for creating/looking after garden Rule of Law – understanding the garden and growth Respect – respecting plants/wildlife. Respecting property. 	<ul style="list-style-type: none"> Democracy – debate – when should we contact the emergency services? Rule of Law – fire safety Respect – respecting property/respecting the emergency services
	SMSC	<ul style="list-style-type: none"> Cultural – rainforest and deforestation Moral – debate environment changes Spiritual – spiritual beliefs of the Earth Rule of Law – how culture impacts of rules 	<ul style="list-style-type: none"> Social- Rubbish in the sea (how can we protect the wildlife?). Moral- What should we do about sea pollution? Looking after our beaches Spiritual - Calming effect of the sea (meditation). Cultural- Myths relating to the sea (what do/did other cultures believe?). 	<ul style="list-style-type: none"> Culture – growth and what grown where? Social – going onto someone else's property Moral – should you steal from the Giant's garden Cultural – setting up allotment 	<ul style="list-style-type: none"> Moral – keeping ourselves safe at home Social – anti-social behaviour Cultural – how fires are used around the world
	English	Man on the Moon- Simon Bartram	The Snail and the Whale – Julia Donaldson	Diary of a Killer Cat – Anne Fine	Beegu – Alexis Deacon
	Humanities	<ul style="list-style-type: none"> 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. 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 the North and South poles 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. Use world maps, atlases and globes to identify the United Kingdom and its 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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. 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. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 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. 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. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season



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	<p>countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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 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 	<p>continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> 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. 	<p>and weather.</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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 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
<p>Science</p>	<p style="text-align: center;">Y1 - Types of Animals</p> <ul style="list-style-type: none"> K - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals K - Identify and name a variety of common animals that are carnivores, herbivores and omnivores WS - Observing closely, using simple equipment WS - Identifying and classifying WS - Gathering and recording data to help in answering questions. <p style="text-align: center;">Y2 - Habitats</p> <ul style="list-style-type: none"> K - 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 K - Identify and name a variety of plants and animals in their habitats, including micro-habitats WS - Identifying and classifying WS - Gathering and recording data to help in answering questions. WS - Observing closely, using simple equipment WS - Asking simple questions and recognising that they can be answered in different ways 		<p style="text-align: center;">Y1 - Identifying Material</p> <ul style="list-style-type: none"> K - Distinguish between an object and the material from which it is made K - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock WS - Observing closely, using simple equipment WS - Identifying and classifying WS - Performing simple tests WS - Asking simple questions and recognising that they can be answered in different ways WS - Using their observations and ideas to suggest answers to questions WS - Gathering and recording data to help in answering questions. <p style="text-align: center;">Y2 - Feeding and exercise</p> <ul style="list-style-type: none"> K - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) K - 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. K - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. WS - Identifying and classifying WS - Performing simple tests WS - Gathering and recording data to help in answering questions. 	
<p>Computing</p>	<p style="text-align: center;">Y1 - Mini Beasts</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs 		<p style="text-align: center;">Y1 - Drawing Maths</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs 	



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	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p style="text-align: center;">Y2 - Online Buddies</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p style="text-align: center;">Y2 - Heads Up</p> <ul style="list-style-type: none"> 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. Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use logical reasoning to predict the behaviour of simple programs 	
Art/DT	<p style="text-align: center;">Create moving animals</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Design-Make-Evaluate/technical knowledge Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable ☐ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p style="text-align: center;">Seaside Snacks</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria Use the basic principles of a healthy and varied diet to prepare dishes 	<p style="text-align: center;">Earth Art</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experiences and imagination To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p style="text-align: center;">Making Fire Engines</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
	Music	<p style="text-align: center;">Y1 – Your Imagination</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically <p style="text-align: center;">Y2 – Friendship Song</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p style="text-align: center;">Y1 - Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically <p style="text-align: center;">Y2 - Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	Net & Wall		Striking & Fielding	
PSHE	<ul style="list-style-type: none"> What makes me healthy? (<i>individual liberty</i>) How can I manage my feelings?(<i>social</i>) 	<ul style="list-style-type: none"> What makes me healthy? (<i>individual liberty</i>) How can I manage my feelings?(<i>social</i>) 	<ul style="list-style-type: none"> How can I keep myself safe (road, bikes, online etc...) (<i>rule of law</i>) What are my responsibilities for keeping 	<ul style="list-style-type: none"> How can I keep myself safe (road, bikes, online etc...) (<i>rule of law</i>) What are my responsibilities for keeping



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	<p>(moral)</p> <ul style="list-style-type: none"> ● <u>Y1 content</u>- Daily routines (teeth, washing etc...) (individual liberty) ● 'Keeping Clean' SRE lesson 1 ● How do our bodies change as we get older? 'Growing and changing' SRE lesson 2 ● Who looks after us and keeps us safe (family and emergency services)? (social) (individual liberty) 'Families and Care' SRE lesson 3 ● <u>Y2 content</u> - Our bodies (what is the same/different?) (respect and tolerance) ● 'Differences Boys and Girls' SRE lesson 1 ● 'Difference Male and Female' SRE lesson 2 ● 'Naming Body Parts' SRE lesson 3 ● Our Behaviour Code (respect and tolerance) 	<p>(moral)</p> <ul style="list-style-type: none"> ● <u>Y1 content</u>- Daily routines (teeth, washing etc...) (individual liberty) ● 'Keeping Clean' SRE lesson 1 ● How do our bodies change as we get older? 'Growing and changing' SRE lesson 2 ● Who looks after us and keeps us safe (family and emergency services)? (social) (individual liberty) 'Families and Care' SRE lesson 3 ● <u>Y2 content</u> - Our bodies (what is the same/different?) (respect and tolerance) ● 'Differences Boys and Girls' SRE lesson 1 ● 'Difference Male and Female' SRE lesson 2 ● 'Naming Body Parts' SRE lesson 3 ● Our Behaviour Code (respect and tolerance) 	<p>myself and other safe? (rule of law) (moral)</p> <ul style="list-style-type: none"> ● Change and loss (link to transition) (spiritual) ● How do our bodies change as we get older? ● <u>Y1 content</u> - What can my body do? (individual liberty) 'Staying Healthy' DAE lesson 1 ● Medicines DAE lesson 2- ● What do I do if I'm unwell? 'Who gives us medicines' DAE lesson 3 ● <u>Y2 content</u> - Medicines - How can I keep myself safe (road, bikes, online etc...) (rule of law) 'Risk' DAE lesson1 ● 'Hazardous substances' DAE lesson 2 ● What are my responsibilities for keeping myself and other safe? (rule of law) (moral) 'Safety Rules' DAE lesson 3 ● Growth Mindset & Resilience 	<p>myself and other safe? (rule of law) (moral)</p> <ul style="list-style-type: none"> ● Change and loss (link to transition) (spiritual) ● How do our bodies change as we get older? ● <u>Y1 content</u> - What can my body do? (individual liberty) 'Staying Healthy' DAE lesson 1 ● Medicines DAE lesson 2- ● What do I do if I'm unwell? 'Who gives us medicines' DAE lesson 3 ● <u>Y2 content</u> - Medicines - How can I keep myself safe (road, bikes, online etc...) (rule of law) 'Risk' DAE lesson1 ● 'Hazardous substances' DAE lesson 2 ● What are my responsibilities for keeping myself and other safe? (rule of law) (moral) 'Safety Rules' DAE lesson 3 ● Growth Mindset & Resilience
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