

# KEY STAGE 1 CURRICULUM 2024 – 2025

AUTUMN 1 JOURNEY TO THE MOON!								AUTUMN 2 WINTER WONDERLAND							
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
Autumn, Harvest and Pumpkins		The Moon Landing			Vincent Van Gogh			Remembrance		Winter			The Nativity		
SPRING 1 BIRDS, BUGS AND BEASTS								SPRING 2 WE ARE DESIGNERS!							
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6				
Amazing Animals!				Food Glorious Food!		Fairground Wheels – Seaside Fairs				Printing – exploring nature					
SUMMER 1 GREAT BRITAIN!						SUMMER 2 PADDINGTON'S PASSPORT									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7				
OUR COUNTRY KINGS AND QUEENS						Explorers			The World		Europe				

subject	AUTUMN A: JOURNEY TO THE MOON!
Objectives	
Science	<ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Distinguish between an object and the material from which it is made.</li> </ul>
ART	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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 – Vincent van Gogh</li> </ul>
Computing	<ul style="list-style-type: none"> <li>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.</li> </ul>
DT	
Geography	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
History	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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</li> </ul>
Music	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching through games</li> </ul>
RE	<ul style="list-style-type: none"> <li>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>
PHSE	<ul style="list-style-type: none"> <li>Second Step Unit 1 Skills for Learning</li> </ul>

# AUTUMN B: WINTER WONDERLAND

## Objectives

Science	<p>Science Objectives</p> <ul style="list-style-type: none"> <li>• i) Observe changes across the four seasons.</li> <li>• ii) Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tasks.</li> <li>• Use their observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> <li>• Identify and classify.</li> </ul>
ART	<ul style="list-style-type: none"> <li>• I can explore watercolour and understand the different effects I can achieve.</li> <li>• I can work without an end goal in mind – letting the paint lead me.</li> <li>• I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work.</li> <li>• I can name and use primary colours, and begin to understand how colours mix to make secondary colours.</li> <li>• I can understand that we all see different things in the artwork we make. We all have a different response.</li> <li>• I can think about the marks I make, and develop them further.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>
DT	
G	<ul style="list-style-type: none"> <li>•</li> </ul>
H	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• developing balance, agility and co-ordination through gymnastics</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul>
PHSE	<ul style="list-style-type: none"> <li>• Second Step Unit 2 Empathy</li> </ul>

subject	<h1 style="text-align: center;">SPRING 1: BIRDS, BUGS AND BEASTS</h1> <h2 style="text-align: center;">Objectives</h2>
Science	<p>Science Objectives</p> <ul style="list-style-type: none"> <li>i) Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates (1AH).</li> <li>ii) Identify, name a variety of common animals that are carnivores, herbivores &amp; omnivores (1AH).</li> <li>iii) Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) (1AH).</li> <li>iv) Notice that animals, including humans, have offspring which grow into adults (2AH).</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely, using simple equipment.</li> <li>Identify. and classify.</li> <li>Use observations and ideas to suggest answers to questions.</li> <li>Perform simple tests.</li> <li>Gather and record data to help answer questions.</li> </ul>
ART	
Computing	<p>Questioning and <b>Making Music</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li><a href="#">Use technology purposefully to create, organise, store, manipulate and retrieve digital content</a></li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (science unit)</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>
Music	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>perform dances using (simple / a range of) movement patterns through dance (Spring 1)</li> <li>participate in team games, developing simple tactics for attacking and defending through games (Spring 2)</li> </ul>
RE	<p><b>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</b></p> <p><b>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</b></p> <p><b>Identify two ways people show they belong to each other when they get married (A1).</b></p> <p><b>Respond to examples of co-operation between different people (C2).</b></p>
PHSE	<ul style="list-style-type: none"> <li>Second Step Unit 3 and 4 Skills for Learning</li> </ul>

subject	<b>SPRING 2: WE ARE DESIGNERS</b>
<b>Objectives</b>	
Science	<ul style="list-style-type: none"> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Observe closely, using simple equipment.</li> <li>• Identify. and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Perform simple tests.</li> <li>• Gather and record data to help answer questions.</li> </ul>
ART	<ul style="list-style-type: none"> <li>• I can explore my environment and take rubbings of textures I find.</li> <li>• I can use my rubbings to make an image.</li> <li>• I can use colour, shape, and line to make my prints interesting.</li> <li>• I can create a repeat print.</li> <li>• I can create a symmetrical or sequenced print.</li> <li>• I can use my sketchbook to collect my prints and test ideas.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Name the main food groups and identify foods that belong to each group.</li> <li>• Describe the taste, feel and smell of a given food.</li> <li>• Think of three different wrap ideas, considering flavour combinations.</li> <li>• Construct a wrap that meets the design brief and their plan.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.</li> <li>• To devise simple maps and use &amp; construct basic symbols in a key.</li> <li>• To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.</li> <li>• To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• To 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 in the context of aerial photographs.</li> <li>• To use basic geographical vocabulary to refer to key human and physical features.</li> </ul>
History	
Music	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching through games</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>
PHE	<ul style="list-style-type: none"> <li>• Second Step Unit 1 Skills for Learning</li> </ul>

subject		SUMMER 1: GREAT BRITAIN
		Objectives
Science		<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely, using simple equipment.</li> <li>Identify. and classify.</li> <li>Use observations and ideas to suggest answers to questions.</li> <li>Perform simple tests.</li> <li>Gather and record data to help answer questions.</li> </ul>
ART		
Computing		<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>
DT		
Geography		<ul style="list-style-type: none"> <li>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.</li> <li>To devise simple maps and use &amp; construct basic symbols in a key.</li> <li>To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.</li> <li>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>To 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 in the context of aerial photographs.</li> <li>To use basic geographical vocabulary to refer to key human and physical features.</li> </ul>
History		<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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</li> </ul>
Music		<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
P E		<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching through games</li> </ul>
RE		<ul style="list-style-type: none"> <li>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>Ask some questions about believing in God and offer some ideas of their own (C1).</li> <li></li> </ul>
PHS E		<ul style="list-style-type: none"> <li>Second Step Unit 1 Skills for Learning</li> </ul>

subject	<h1 style="text-align: center;">SUMMER 2: PADDINGTON'S PASSPORT</h1> <h2 style="text-align: center;">Objectives</h2>
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Observe closely, using simple equipment.</li> <li>• Identify and classify.</li> <li>• Use their observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help answer questions.</li> <li>• Perform simple tests</li> </ul>
ART	<ul style="list-style-type: none"> <li>• That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.</li> <li>• That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.</li> <li>• That we can use the things we find to draw from, using close observational looking.</li> <li>• That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</li> <li>• We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>• Identify man-made and natural structures.</li> <li>• Identify stable and unstable structural shapes.</li> <li>• Contribute to discussions.</li> <li>• Identify features that make a chair stable.</li> <li>• Work independently to make a stable structure, following a demonstration.</li> <li>• Explain how their ideas would be suitable for Baby Bear.</li> <li>• Produce a model that supports a teddy, using the appropriate materials and construction techniques.</li> <li>• Explain how they made their model strong, stiff and stable</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• To name and locate the world's seven continents and five oceans; To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</li> <li>• To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</li> <li>• To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending through games (summer 1)</li> <li>• master basic movements including running, jumping, throwing and catching through athletics (summer 2)</li> </ul>
RE	<ul style="list-style-type: none"> <li>•</li> </ul>
PHSE	<ul style="list-style-type: none"> <li>• My Happy Mind</li> </ul>