



## KS1 CURRICULUM OVERVIEW 2022-23

AUTUMN 1 BLAST OFF!							AUTUMN 2 FESTIVALS								
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Moon Landing				Vincent Van Gogh			Gunpowder Plot	remembrance	The World Cup			Nativity Story			
SPRING 1 BIRDS, BUGS AND BEASTS							SPRING 2 BIRDS, BUGS AND BEASTS								
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6				
Design Technology	Wild and Wonderful Creatures			William Morris			People and their Pets			Nature Sculptures					
SUMMER 1 PADDINGTON'S PASSPORT							SUMMER 2 PADDINGTON'S PASSPORT								
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6				
Our Country			The World				France		Spain		Italy				

# AUTUMN A: BLAST OFF!

## Objectives

### Science

- Pupils can analyse an image and find 5-8 significant features (from simple spacesuit, US flag, footprints, space module, astronaut through to carrying out scientific experiments and naming Eagle, Aldrin and Armstrong.
  - i) Describe the simple physical properties of a variety of everyday materials
  - ii) Compare and group together a variety of everyday materials on the basis of their simple physical properties
  - iii) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
  - iv) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- Working Scientifically
- Ask simple questions and recognise that they can be answered in different ways.
  - Identify and classify.
  - Use their observations and ideas to suggest answers to questions.
  - Observe closely, using simple equipment.
  - Perform simple tests.
  - Use their observations and ideas to suggest answers to questions.
  - Gather and record data to help answer questions.

### Art

- To develop a wide range of art and design techniques in using colour, pattern, texture, and line, in the context of painting cityscapes in the style of van Gogh.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces. (Vincent Van Gogh)
- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.
- Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.

### Computing

- To log in safely and understand why that is important.
- To create an avatar and to understand what this is and how it is used.
- To be able to create a picture and add their own name to it.
- To start to understand the idea of 'ownership' of creative work.
- To save work to the My Work area and understand that this is private space
- To learn how to find saved work in the Online Work area.
- To learn about what the teacher has access to in Purple Mash.
- To learn how to see messages left by the teacher on their work.
- To learn how to search Purple Mash to find resources
- To become familiar with the types of resources available in the Topics section.
- To become more familiar with the icons used in the resources in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.
- To explore the Games area on Purple Mash.
- To understand the importance of logging out when they have finished.
- To know how to refine searches using the Search tool.
- To know how to share work electronically using the display boards.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we talk to others when they are not there in front of us.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To begin to think critically about the information they leave online.
- To identify the steps that can be taken to keep personal data and hardware secure

Design Technology	<ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Explore and use mechanisms in their products</li> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• Evaluate their own ideas and products against a design criteria</li> <li>• Build structures exploring how they can be made stronger, stiffer, and more stable</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.</li> <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 use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.</li> <li>• To name and locate the world's seven continents and five oceans in the context of the 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> <li>• To name and locate the world's seven continents and five oceans in the context of developing map skills.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Pupils are able to make links between the astronauts and other pioneers of flight.</li> <li>• Pupils can place the First Moon Landing approximately on a timeline of the last 100 years.</li> <li>• Pupils are able to consider the type of evidence available to historians studying the Moon Landing of 1969.</li> <li>• They can match statements to specific pieces of evidence.</li> <li>• Pupils understand that people are sceptical as to whether it ever happened and know some reasons why (flag, footprint etc)</li> <li>• Pupils are able to consider characteristics of an astronaut, drawing on earlier experience of pioneers within this flight topic</li> <li>• They can raise valid questions to ask teacher-in-role as Neil Armstrong.</li> <li>• They can give at least 3 reasons that motivated him and reject spurious ones. Some of the more able can place the Moon Landing in the context of the Space Race with Russia.</li> <li>• Pupils are able to sequence images of the journey there and back: launch; separation of the command modules from Saturn V; Eagle Landing: raising the flag; collecting rocks: Eagle blasts off: command module floating in sea after splashdown.</li> <li>• They understand how complex the project was.</li> <li>• They are aware of the work of NASA over many years.</li> <li>• They can list some of the hazards facing the astronauts.</li> <li>• Pupils are able to find evidence from range of images and text to prove that statements historians make are correct</li> <li>• Pupils can draw on previous work on famous people and on sources seen in this topic to offer valid ideas.</li> <li>• They show ability to recognise that some ideas would be more effective than others.</li> <li>• Pupils are asked to research an aspect of Man's First Moon Landing that particularly interests them and then to present their findings.</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>
PHSE	<ul style="list-style-type: none"> <li>• Second Step Unit 1 Skills for Learning</li> </ul>

# AUTUMN B: FESTIVALS

## 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	<p>Provision</p> <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> </ul>
Computing	<ul style="list-style-type: none"> <li>To understand the differences between traditional books and ebooks.</li> <li>To explore the tools of 2Create a Story's My Simple Story level.</li> <li>To save the page they have created</li> <li>To add animation to a picture.</li> <li>To play the pages created so far.</li> <li>To save the additional changes and overwrite the file. To add a sound effect to a picture.</li> <li>To add a voice recording to the picture.</li> <li>To add created music to the picture</li> <li>To add a background to the story.</li> <li>To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story</li> <li>To use the copy and paste feature to create additional pages.</li> <li>To continue and complete an animated story.</li> <li>To create a class display board of the story books created by the class.</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</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>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> </ul>
Geography	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, <u>and of a small area in a contrasting non-European country</u> (Doha – Qatar, World Cup)</li> </ul>
History	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally               <ul style="list-style-type: none"> <li>remembrance day</li> <li>revisit gunpowder plot</li> </ul> </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	<p>Key question 1.6: How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul>

# SPRING: BIRDS, BUGS AND BEASTS

## Objectives

### Science

#### Science Objectives

- i) Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates (1AH).
- ii) Identify, name a variety of common animals that are carnivores, herbivores & omnivores (1AH).
- iii) Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) (1AH).
- iv) Notice that animals, including humans, have offspring which grow into adults (2AH).

#### Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Identify. and classify.
- Use observations and ideas to suggest answers to questions.
- Perform simple tests.
- Gather and record data to help answer questions.

### Art

- To learn to use a range of materials creatively to design and make products in the context of making a clay model.
- To 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 in the context of thinking about nature sculptures.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials.
- To learn to use a range of materials creatively to design and make products in the context of collecting material for nature sculptures.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a land art sculpture from natural materials
- 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 in the context of learning about the artist Andy Goldsworthy.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a large scale sculpture from natural materials.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a collage.
- 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 in the context of learning about the designer William Morris

### Computing

#### Maze Explorers, Questioning and Making Music

- 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
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

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>
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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>
PHSE	<ul style="list-style-type: none"> <li>• Second Step Unit 3 and 4 Skills for Learning</li> </ul>

subject	<h1 style="text-align: center;">SUMMER: PADDINGTON'S PASSPORT</h1> <h2 style="text-align: center;">Objectives</h2>
Science	<p>Science Objectives</p> <ul style="list-style-type: none"> <li>• i) Notice that animals, including humans, have offspring which grow into adults (2AH).</li> <li>• Identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense (1AH).</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2AH).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (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 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	<p>Provision</p> <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> </ul>
Computing	<p>Spreadsheets, <b>Pictograms</b> and <b>Presenting Ideas</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• <b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></li> <li>• <b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></li> </ul>
Design Technology	<p>and use a wide range of materials and components, including construction materials, textiles and ingredients, their characteristics</p> <p>evaluate a range of existing products</p> <p>inciples of a healthy and varied diet to prepare dishes</p> <p>where food comes from</p>
Geography	<ul style="list-style-type: none"> <li>• To understand geographical similarities and differences through studying the human and physical geography in the context of the UK</li> <li>• To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>• To 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 in the context of comparing Brasilia with London.</li> <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.</li> <li>• To use basic geographical vocabulary to refer to key physical and human features.</li> <li>• In depth studies of France, Spain and Italy</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>
PHS E	<ul style="list-style-type: none"> <li>• One Decision</li> </ul>