# Curriculum Overview:  Key Stage One (Years 1-2)

| | Year 1 | | | Year 2 | | |
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| **English** | **Fiction**<br><br>- Stories with predictable phrases<br>- Contemporary Fiction – Stories reflecting children's own experience<br>- Traditional tales – fairy tales | **Non-Fiction**<br><br>- Labels, lists and captions<br>- Recounts (first person recounts based on personal experiences)<br>- Instructions<br>- Explanations<br>- Reports | **Poetry**<br><br>- Vocabulary Building<br>- Take One Poet – poetry appreciation<br>- Structure-rhyming couplets | **Fiction**<br><br>- Traditional tales – Fairy tales<br>- Stories with recurring literacy language<br>- Traditional tales – myths (creating stories) | **Non-Fiction**<br><br>- Instructions<br>- Explanations<br>- Recount (first person recounts retelling historical events)<br>- Reports | **Poetry**<br><br>- Take One Poet – Poetry Appreciation<br>- Structure – calligrams (based on single words and then shape poems)<br>- Vocabulary building |
| **Mathematics** | Counting and ordering number<br><br>Number bonds<br><br>Addition and Subtraction<br><br>Fractions<br><br>Geometry | Counting and ordering number<br><br>Multiplication and division<br><br>Measures | Counting and ordering number<br><br>Four operations<br><br>Fractions<br><br>Geometry<br><br>Measures | Counting and ordering number<br><br>Addition and Subtraction<br><br>Fractions<br><br>Geometry | Counting and ordering number<br><br>Multiplication and division<br><br>Measures<br><br>Statistics | Counting and ordering number<br><br>Four operations<br><br>Fractions<br><br>Geometry<br><br>Measures |

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| **Science** | Pupils should be taught to:<br><br>**Plants**<br>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>-identify and describe the basic structure of a variety of common flowering plants, including trees.<br><br>**Animals**<br>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br>-identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)<br>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br><br>**Everyday materials**<br>-distinguish between an object and the material from which it is made<br>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br>-describe the simple physical properties of a variety of everyday materials<br>-compare and group together a variety of everyday materials on the basis of their simple physical properties.<br><br>**Seasonal changes**<br>-observe changes across the four seasons<br>-observe and describe weather associated with the seasons and how day length varies. | **Living things and their habitats**<br>-explore and compare the differences between things that are living, dead, and things that have never been alive<br>-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<br>-identify and name a variety of plants and animals in their habitats, including micro-habitats<br>-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.<br><br>**Plants**<br>-observe and describe how seeds and bulbs grow into mature plants<br>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.<br><br>**Animals, including humans**<br>-notice that animals, including humans, have offspring which grow into adults<br>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br><br>**Materials**<br>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |
| **History** | Pupils should be taught to:<br><br>- 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.<br>- Pupils 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.<br>- Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | |

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| **Changes within living memory**<br>Transport: Cars, Planes, Trains, Space, boats (with a visit or ride for theme)<br><br>**Lives of significant individuals**<br>Christopher Columbus and Neil Armstrong (comparison of different periods) | **Events beyond living memory with significance**<br>The Great Fire of London, including Bonfire Night and Guy Fawkes<br>**Significant historical events, people and places in their own locality**<br>Roald Dahl (visit to Bucks museum and Aylesbury Old Town)<br>**Significant Individual**<br>Mary Seacole & Florence Nightingale |
| **Geography**<br><br>Pupils should be taught to:<br><br>**Locational knowledge**<br>-name and locate the world's seven continents and five oceans<br>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br><br>**Human and physical geography**<br>-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<br><br>**Geographical skills and fieldwork**<br>-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<br>-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. | Pupils should be taught to:<br><br>**Place knowledge**<br>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Isle of Coll), and of a small area in a contrasting non-European country (Kenya)<br><br>**Human and physical geography**<br>-use basic geographical vocabulary to refer to:<br>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br><br>**Geographical skills and fieldwork**<br>-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<br>-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. |

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| **RE** | For Christianity, children will learn:<br>• What people believe about God, humanity and the natural world;<br>• How and why some stories are sacred and important in religion;<br>• The main celebrations and how and why these are important;<br>• How and why symbols express religious meaning;<br>• Figures who have an influence on others locally, nationally and globally in religion;<br>• Where and how people belong and why belonging is important.<br><br>In exploring these aspects of the religion, the children will also reflect on:<br>• Their own sense of who they are and their uniqueness as a person in a family and community;<br>• What they believe, why what they think is important and how these influence their day-to-day lives. | For Judaism, children will learn:<br>• What people believe about God, humanity and the natural world;<br>• How and why some stories are sacred and important in religion;<br>• The main celebrations and how and why these are important;<br>• How and why symbols express religious meaning;<br>• Figures who have an influence on others locally, nationally and globally in religion;<br>• Where and how people belong and why belonging is important.<br><br>In exploring these aspects of the religion, the children will also reflect on:<br>• Their own sense of who they are and their uniqueness as a person in a family and community;<br>• What they believe, why what they think is important and how these influence their day-to-day lives. |
| **Computing** | Pupils should be taught to:<br><br>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions<br>- create and debug simple programs<br>- use logical reasoning to predict the behaviour of simple programs<br>- use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>- recognise common uses of information technology beyond school<br>- 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. | |
| **Music** | Pupils should be taught to:<br><br>- -use their voices expressively and creatively by singing songs and speaking chants and rhymes<br>- -play tuned and un-tuned instruments musically<br>- -listen with concentration and understanding to a range of high-quality live and recorded music<br>- -experiment with, create, select and combine sounds using the inter-related dimensions of music. | |
| **PE** | Pupils should be taught to:<br><br>**Games/Gym/Dance**<br>-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<br>-participate in team games, developing simple tactics for attacking and defending<br>-perform dances using simple movement patterns. | |

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| **Art & Design** | Pupils should be taught to:<br>- -to use a range of materials creatively to design and make products<br>- -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>- -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>- -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. | |
| **Design Technology** | Pupils should be taught to:<br><br>**Design**<br>-design purposeful, functional, appealing products for themselves and other users based on design criteria<br>-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br><br>**Make**<br>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics<br><br>**Evaluate**<br>-explore and evaluate a range of existing products<br>-evaluate their ideas and products against design criteria<br><br>**Technical knowledge**<br>-build structures, exploring how they can be made stronger, stiffer and more stable<br>-explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | |

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| **Personal, Social and Health Education and Citizenship** | **Health and Wellbeing**<br><br>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences<br>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals<br>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings<br>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)<br>H8. about the process of growing from young to old and how people's needs change<br>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring<br>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety<br>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention<br>H14. about the ways that pupils can help the people who look after them to more easily protect them<br>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets<br>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy<br><br>**Relationships**<br><br>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond<br>R2. to recognise that their behaviour can affect other people<br>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid<br>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong<br>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class<br>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)<br>R7. to offer constructive support and feedback to others<br>R8. to identify and respect the differences and similarities between people<br>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another<br>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)<br>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)<br>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say<br>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable<br>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help | |

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| **Personal, Social and Health Education and Citizenship** | **Living and the Wider World**<br>L1. how they can contribute to the life of the classroom and school<br>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them<br>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)<br>L4. that they belong to different groups and communities such as family and school<br>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)<br>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving<br>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices<br>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'<br>L9. ways in which we are the same as all other people; what we have in common with everyone else<br>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. | |
| | **Health and Wellbeing**<br>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls | **Health and Wellbeing**<br>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health<br>H6. the importance of, and how to, maintain personal hygiene<br>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading<br>H11. that household products, including medicines, can be harmful if not used properly |