



	AUTUMN TERM		SPRING TERM		SUMMER TERM					
Topic Title	Would the Beatles have Won the X Factor?		Could 'Toy Story' ever happen?		Owl Babies Katie in London					
SCIENCE	<p>Everyday materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivore.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		<p>Seasonal change Earth and space Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>		<p>Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>		<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	
COMPUTING	E – safety Digiduck's big decision	Multimedia Labelling pictures – use Clicker to make electronic books	Programming Coding and online roamer Create and debug simple programs.	Multimedia Recount an event using Photo Story Use technology purposefully to create, organise, store,	Handling data Create pictograms Use technology purposefully to create, organise, store,	Technology in our lives What can a computer be used for? Use technology safely and respectfully, keeping personal				



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	<p>Playing games on the internet Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>manipulate and retrieve digital content.</p>	<p>manipulate and retrieve digital content.</p>	<p>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> <p>Recognise common uses of information technology beyond school.</p>
HISTORY	<p>Lives of significant people: The Beatles. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Observing changes over time Music/recent history Compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p> <p>Changes within living memory.</p>	<p>Toys from the past Victorians Old and New Events beyond living memory that are significant nationally or globally.</p> <p>Significant individuals in the past who have contributed to national and international achievements.</p> <p>compare aspects of life in different periods</p>		<p>History of London The Great Fire of London Events beyond living memory that are significant nationally or globally.</p>	<p>Historical figures Guy Fawkes Samuel Pepys The lives of significant individuals in the past who have contributed to national and international achievements.</p>
GEOGRAPHY	<p>Around the world Where in the world are we? Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied</p>	<p>Map work All around our school, using maps to locate key areas in the school 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. Key human features, including: city, town,</p>	<p>China Name and locate the world's seven continents and five oceans</p> <p>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.</p>	<p>Continents World map work 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.</p>	<p>Local area study UK study Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Locality comparison with London Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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> <p>Understand geographical similarities and differences through studying the human and physical geography of a</p>



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	at this key stage.	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 of features and routes on a map.				small area of the United Kingdom, and of a small area in a contrasting non-European country.
ART	Collage Use a range of materials creatively to design and make products.	Printing Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Drawing Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Sketching Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Artist study 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.	Painting Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
D & T	Textiles Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Mechanisms Christmas Cards 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.	Design and make a toy 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.	Cooking and nutrition Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Create a nest 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	Tudor house Design purposeful, functional, appealing products for themselves and other users based on design criteria



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MUSIC	Sounds interesting; exploring sounds Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	The long and short of it; exploring duration Listen with concentration and understanding to a range of high-quality live and recorded music.	exploring timbre, tempo and dynamics Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Taking off; exploring pitch Play tuned and un-tuned instruments musically.	What's the score? Exploring instruments and symbols Play tuned and un-tuned instruments musically.	Composition Body percussion Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE Indoor	Dance – aerobic style dance Perform dances using simple movement patterns.	Gymnastics Floor 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.	Games – net – dodge ball Participate in team games, developing simple tactics for attacking and defending.	Gymnastics Apparatus 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.	Mini Olympics Athletics 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.	Fitness 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.
	Invasion Football Participate in team games, developing simple tactics for attacking and defending.	Volley ball Participate in team games, developing simple tactics for attacking and defending.	Invasion rugby Participate in team games, developing simple tactics for attacking and defending.	Fitness Circuit 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.	Striking and fielding - cricket Participate in team games, developing simple tactics for attacking and defending.	Athletics 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.
RE	What do Christians believe?	Celebrations – Christmas. Why do Christians give gifts at Christmas?	Belonging	Special books/places (Church Visit)	Why is Jesus important to Christians?	How/why do Christians worship?



DE LACY
PONTEFRACT

De Lacy Primary School

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DE LACY
PONTEFRACT

SEAL	New Beginnings	Getting on and falling out	Going for goals Aspirations Week	Good to be me Feeling positive about themselves	Relationships Sex Education	Changes Getting ready for next year
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