

Year A KS1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><i>How can we change the world?</i> Scientists and inventors</p> <p>Introduction to working scientifically IT - modern inventions - computers, world wide web.</p>	<p><i>Weather is the same all over the world.</i> Seasonal changes and weather</p> <p>Year 1 Pupils should be taught to: observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. Pupils should observe and talk about changes in the weather and the seasons.</p> <p>Note: Pupils should be warned that it is not safe to look directly at the Sun, even</p>	<p><i>Is there a pattern in the types of materials that are used to make objects in a school?</i> Everyday materials and uses of everyday materials</p> <p>Year 1 Pupils should be taught to: 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. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide</p>		<p><i>Do bigger seeds grow into bigger plants?</i> Plants.</p> <p>Year 1 Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them,</p>	

		<p>when wearing dark glasses.</p> <p>Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>Link to PSHE and geography.</p> <p>IT - weather data, collection and comparisons.</p>	<p>variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <p>Year 2</p> <p>Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p>	<p>and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p> <p>Year 2</p> <p>Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a</p>
--	--	---	---	--

			<p>They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p>IT - data handling. Everyday materials and their uses.</p> <p>IT - data handling.</p>		<p>comparative test to show that plants need light and water to stay healthy. IT - digital microscope/ research/ images.</p>	
RE	<p>Who made the world? Understanding Christianity. Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is</p>	<p>Why does Christmas matter? Understanding Christianity. Give a clear, simple account of the story of Jesus' birth and</p>	<p>What do Christians believe God is like? Understanding Christianity. Identify what a parable is. Tell the story of the Lost Son from the</p>	<p>Why does Easter matter? Understanding Christianity. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell</p>	<p>Who is Muslim and what do they believe? Durham and Newcastle Diocese RE scheme of work. Making sense of belief: Recognise</p>	<p>What makes some places sacred to believers? Durham and Newcastle Diocese RE scheme of work. Pupils will: Talk</p>

	<p>the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p> <p>CORE LEARNING KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: • God created the universe. • The Earth and everything in it are important to God. • God has a</p>	<p>why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p> <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary</p>	<p>Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the</p>	<p>stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>PUPILS WILL KNOW THAT: • Easter is very important in the</p>	<p>the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understanding the impact: Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care</p>	<p>about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some</p>
--	--	---	--	--	--	---

	<p>unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.</p> <p>IT - satellite images of the world.</p>	<p>(for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p>IT - research/images.</p>	<p>story for themselves, exploring different ideas.</p> <p>CORE LEARNING KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.</p> <p>IT - images.</p>	<p>'big story' of the Bible. • Christians believe Jesus rose again, giving people hope of a new life.</p> <p>IT - research/images.</p>	<p>for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action. Making connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> <p>IT - research/images.</p>	<p>places of worship. Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Notice some similarities and differences between places of worship and how they are used. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate:</p>
--	---	---	--	--	--	---

						<p>icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. IT - research/images.</p>
Art	<p>Self portraits 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>		<p>Colour Chaos to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination . about the work of a range of artists, craft makers and designers, describing the</p>		<p>Nature arts and crafts to use a range of materials creatively to design and make products. to develop a wide range of art and design techniques in using colour, pattern, texture,</p>	

	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Link to history - how have portraits changed over time? Science - portraits of scientists.</p> <p>IT - collage/portraits/Pop Art app.</p>		<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Link to science, everyday materials.</p> <p>IT - mention 3D printers.</p>		<p>line, shape, form and space.</p> <p>Indian spice art Link to science - plants Link to collective worship</p> <p>IT - displaying/sharing work - photos, slide show book.</p>	
Computing	<p>Online safety Technology outside school recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal</p>	<p>Lego builders</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and</p>	<p>Grouping and sorting.</p> <p>Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve</p>	<p>Creating pictures.</p> <p>Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve</p>	<p>Coding</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and</p>	<p>Spreadsheets</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and</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>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>	<p>digital content.</p>	<p>digital content.</p>	<p>unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p>unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>
<p>DT</p>		<p>1_2 Mechanisms Sliders and levers Technical knowledge: build structures, explore 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>		<p>1_2 Textiles Templates and joining techniques 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</p>		<p>1_2 Unit Food Preparing fruit and vegetables Key stage 1 use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. Link to science, plants. IT - cookery show video.</p>

				<p>materials, textiles and ingredients, according to their characteristics</p> <p>Link to RE/Easter decorations/ Science, everyday materials and their uses.</p> <p>IT - printing and repeated patterns.</p>		
French	<p>Greetings How are you? Names</p> <p>IT - Youtube videos and songs</p>	<p>Numbers to 20. Christmas</p> <p>IT - Youtube videos and songs</p>	<p>Colours. Introduce J'aime/ Je n'aime pas.</p> <p>IT - Youtube videos and songs</p>	<p>Parts of the body.</p> <p>IT - Youtube videos and songs</p>	<p>Animals</p> <p>IT - Youtube videos and songs</p>	<p>Family</p> <p>IT - Youtube videos and songs</p>
Geography		<p>Our local area <i>Is our local area just fields?</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and</i></p>		<p>Our wonderful UK <i>Is our country the same all over?</i></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United</p>		<p>Let's go to India (contrast topic) <i>Is Northumberland completely different to all of India?</i></p> <p>Understand geographical</p>

		<p><i>its grounds and the key human and physical features of its surrounding environment.</i></p>		<p>Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom. 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. Link to science - weather patterns</p> <p>IT - research/images/ weather/satellite imagery</p>		<p>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 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 key</p>
--	--	---	--	--	--	--

						human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. IT - research/images.
History	<p><i>Was the wheel the most important invention in history?</i></p> <p>The history of travel, transport and inventors. Female pilots/aviators.</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have</p>		<p><i>There is no need for explorers anymore as everywhere has been explored.</i></p> <p>Great Explorers in History</p> <p>Significant individuals in history</p> <p>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 [for example,</p>		<p><i>Was Cragside the original 'Smarthome?'</i></p> <p><i>Local history study History of Cragside</i></p> <p>How did Lord Armstrong create energy and how does Cragside house compare to our houses today?</p> <p>Use a simple timeline to order significant events at the castle.</p> <p>Use local historians knowledge and interpretation as well as field trips to gain further insight.</p> <p>Look at models, books, videos and photographs relating to the</p>	

	<p>contributed to national and international achievements.</p> <p>IT - research/ images/ maps through time/ virtual train rides</p>		<p>Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong</p>		<p>castle.</p>	
<p>Music</p>	<p><i>Music has changed for the better.</i></p> <p>Music throughout history</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live</p>	<p><i>Music has changed for the better.</i></p> <p>Music throughout history</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live</p>	<p><i>All music sounds the same.</i></p> <p>Musical elements - pulse,rhythm, pitch.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live</p>	<p><i>All music sounds the same.</i></p> <p>Musical elements - pulse,rhythm, Pitch.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live</p>	<p><i>How is music used in different countries?</i></p> <p>Music from different cultures.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live</p>	<p><i>How is music used in different countries?</i></p> <p>Music from different cultures.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live</p>

	<p>and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Link to history and inventors</p> <p>IT - synthesised music, modern music.</p>	<p>and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>IT - technology used in music, amplified sounds, banana keyboard, research, listening to music.</p>	<p>and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>IT - pulses/steady beats.</p>	<p>and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>IT - pulses/steady beats.</p>	<p>and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Link to geography.</p> <p>IT - Youtube.</p>	<p>and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Link to geography.</p> <p>IT - Youtube.</p>
Outdoor learning and STEM	Commando Joe's - Nellie Bly.	Commando Joe's - Nellie Bly.	Commando Joe's - Leif Erikson. Link to States of matter.	Commando Joe's - Leif Erikson. Link to States of matter.	Commando Joe's - Pocahontas. Link to history	Commando Joe's - Pocahontas. Link to history,
PE	<p>Team games. Multi skills.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing</p>	<p>Gymnastics. Fitness.</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for</p>	<p>Dance. Yoga.</p> <p>Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as</p>	<p>Swimming. Yoga.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>	<p>Swimming Team games. Athletics.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>	<p>Team games. Athletics.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>

	<p>balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .</p>	<p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>and begin to apply these in a range of activities.</p>	<p>and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>
<p>PSHE Jigsaw Scheme of Work.</p>	<p>Being me in my world. I can identify some of my hopes and fears for this year. I understand the rights and responsibilities for being a member of my class and</p>	<p>Celebrating difference. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand that</p>	<p>Dreams and goals. I can choose a realistic goal and think about how to achieve it. I carry on trying (persevering) even when I find things difficult.</p>	<p>Healthy Me. I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel</p>	<p>Relationships. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p>	<p>Changing me. I can recognise cycles of life in nature. I can tell you about the natural process of growing from young to old and understand that this is not in my</p>

	<p>school. I understand the rights and responsibilities for being a member of my class. I can listen to other people and contribute my own ideas about rewards and consequences. I can recognise the choices I make and understand the consequences.</p> <p>IT - images</p>	<p>bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I understand that it is OK to be different from other people and to be friends with them. I can tell you some ways I am different from my friends.</p> <p>Link to geography, RE, Science.</p> <p>IT - images</p>	<p>I can recognise who I work well with and who it is more difficult for me to work with. I can work well in a group. I can tell you some ways I worked well with my group. I know how to share success with other people.</p> <p>IT - images.</p>	<p>stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body. I can decide which foods to eat to give my body energy.</p> <p>IT - images.</p>	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for the people in my special relationships.</p>	<p>control. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I understand there are different types of touch and can tell you which ones I like and don't like. I can identify what I am looking forward to when I move to my next class.</p>
--	---	--	--	--	---	--

					IT - images.	IT - images.
Collective Worship	<p>Respect for property Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Diverse world, racism and multiculturalism. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Rights and responsibilities. Human rights and liberty. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Democracy. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Looking after our environment. Water cycle/ natural resources. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Safety. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>