



**Laithe's Primary School**  
**KS1 Long Term Curriculum Map – Cycle Two**



<b>Academic Year:</b>	<b>Year Group:</b>	<b>Teacher:</b>
	<b>Autumn Term</b>	<b>Spring Term</b>
<b>Text Driver</b>		
<b>English Links</b>		
<b>Maths Links</b>		
<b>Other Main Subject Links</b>		

Science		Year One			Year Two		
Working Scientifically-KS1	Animals, including humans	Everyday Materials	Living things & their habitats	Animals, including humans	Uses of Everyday Materials		
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ol style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ol>	<p>4.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>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ol>	<p>1.explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>notice that humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of 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> </ol>	<p>Pupils should be taught to:</p> <ol 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> </ol>		
PSHE	Computing	PE	History	Art & Design	Design Technology	Music	Geography
<p><u>Health&amp;WellBeing</u> Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>What constitutes a healthy lifestyle.</li> <li>to make informed choices that improve their health.</li> <li>to recognise and celebrate their strengths.</li> <li>that household products inc medicines can be harmful.</li> <li>the importance of how to maintain personal hygiene.</li> <li>about good and not so good feelings and how to manage these.</li> <li>rules and ways for keeping safe.</li> </ol> <p><u>Relationships</u> Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>to recognise how their behaviour can affect others.</li> <li>to identify and respect the differences between people.</li> <li>to offer constructive and supportive feedback to others.</li> <li>to recognise what is fair and unfair &amp; kind and unkind.</li> </ol> <p><u>LivingintheWiderWorld</u> Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>how to contribute to the life of the classroom.</li> <li>that they belong to various groups and communities.</li> <li>to know that money comes from different sources and can be used for the different purposes.</li> </ol>	<p>Pupils should be taught to:</p> <ol 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 technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <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> </ol>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ol>	<p>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. They 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ol style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</li> </ol>	<p>Pupils should be taught:</p> <ol 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.</li> </ol>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ol style="list-style-type: none"> <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> </ol> <p><b>Make</b></p> <ol style="list-style-type: none"> <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> </ol> <p><b>Evaluate</b></p> <ol 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> </ol> <p><b>Technical knowledge</b></p> <ol style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ol> <p><b>Cooking and nutrition</b></p> <ol style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ol>	<p>Pupils should be taught to:</p> <ol 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> </ol>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ol style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ol> <p><b>Place knowledge</b></p> <ol style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> </ol> <p><b>Human and physical geography</b></p> <ol style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol> <p><b>Geographical skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> <li>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</li> </ol>

R.E Christianity & Judaism	
<p><b>1.Learning About Religion</b> Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Explore a range of religious stories and sacred writings, and talk about their meanings. They will find out about 'special words' from holy books.</li> <li>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. They will find out about special times, places of worship and some religious artefacts.</li> <li>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li> <li>Take note of some of the stories of faith leaders. They will find out how leaders can inspire us or teach us.</li> <li>Explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses. They will find out about how people express their faith or beliefs.</li> <li>Identify and suggest meanings for religious symbols and begin to use a range of religious words. They will find out about why there are places of worship and how people express their faith with symbols.</li> </ol>	<p><b>2.Learning from Religion</b> Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness. They will find out about how different people see the world.</li> <li>Ask and respond imaginatively to puzzling questions, communicating their ideas. They will find out about big questions and feelings and thoughts that go with them.</li> <li>Identify what matters to them and others, including those with religious commitments and communicate their responses. They will find out about how beliefs make a difference, and about faith in the local area.</li> <li>Reflect upon how spiritual and moral values relate to their own values and behavior, recognizing that religious teachings and ideas make a difference to individuals, families and the local community. They will find out about their own responses to questions about life.</li> </ol>