



Horningsham Primary School Curriculum Overview Robins



Together
we learn

Principles

After a review of our current provision, the trend in standards we achieve at the end of KS1 and KS2 and the statutory requirements of the National Curriculum 2014, we have refined and enhanced the curriculum with the overall aim of enabling

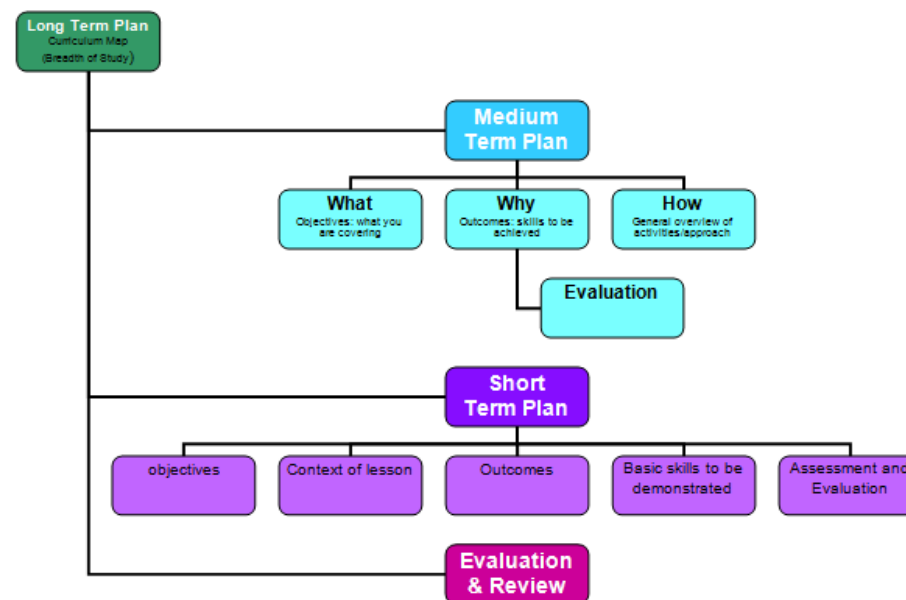
- real opportunities for learning
- engaging and enjoyable learning
- high academic and personal achievement
- manageable, creative and exciting teaching opportunities

Our curriculum map ensures that all aspects of the National Curriculum are covered, whilst at the same time not being overloaded with content so that deep learning is possible and outcomes are focussed on skills, application of skills and knowledge, skills and understanding.

The curriculum map serves to provide teachers with subject based focus areas from the National Curriculum. Staff can then identify the key skills to focus on for each curriculum area at appropriate levels for the children in their class. The Overview for each class has been planned to enable teachers to combine subjects together in a cross curricular and meaningful way to make teaching and learning fun, vibrant, challenging and meaningful. Thematic based learning is now possible and practical for delivering the curriculum.

There is a two year rolling programme for Woodpeckers and three year programme for Owls. Robins will operate a one year rolling programme (except for RE, which will be a two year rolling programme). Using these, staff will create a year overview set into three terms with all areas of study indicated (teachers have the flexibility to move focus areas to facilitate their vision for thematic learning).

Planning



- The following overviews provide the Long Term Map and breadth of study across the curriculum.
- Medium term plans are produced using an agreed format, identifying clearly the development of learning and integration of different subjects for a thematic approach. These are all shared and saved on our shared drive.
- Short term plans are organised by the staff using a format that serves this purpose most effectively for them. The same format is used for mathematics as children are organised into sets.

Science

Plants

- 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.

Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

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
- 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.

Cycle A

RE

Cycle B

Being Special

Explore what makes them special and how this is reflected in Christianity

Special Times

Explore special times in their own lives and consider how special times are celebrated in Judaism (Hanukah, Shabbat)

Believing

Explore the importance of creation stories for Jews and Christians.

Story

Consider why Christians use stories and how we learn about characters like Jesus through them.

Christianity, Judaism,

Special People

Explore who is special to us and within religion.

Special Times

Investigate the events of Christmas and importance of these to Christians.

Special Times: Easter

Explore why Easter is a special time and important to Christians.

Special Places

Investigate special places for them and for Christians and Jews.

Christianity, Judaism,

History

- **changes within living memory** Where appropriate, these should be used to reveal aspects of change in national life
- **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, 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/or Florence Nightingale and Edith Cavell)

Geography

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography

- 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
 - use basic geographical vocabulary to refer to:
 - 1.1 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather
 - 1.2 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- 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.

PE

Gymnastics, multi skills, dance, games, tennis, swimming and 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Computing

- 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
- recognise common uses of information technology beyond school
- 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

Music

- 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 and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Art and Design

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Design and Technology

Design

- 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

Make

- 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

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

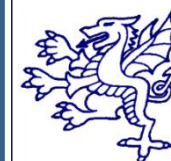
Technical knowledge

- 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.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
 - understand where food comes from.

Robins Curriculum Overview



Together we learn

Science

Purpose of study	A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
Aims	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ▪ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ▪ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
Scientific knowledge and conceptual understanding	<p>The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.</p> <p>Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.</p>
The nature, processes and methods of science	<p>'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.</p>
Spoken language	The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
School curriculum	The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the content indicated as being 'non-statutory'.

Key Stage 1 Focus	<ul style="list-style-type: none"> • The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. • They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. • They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. • ‘Working scientifically’ is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. • Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. • Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at KS1.
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Working Scientifically

Statutory Requirements	Notes and guidance (non statutory)
<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> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • Pupils in years 1 and 2 should explore the world around them and raise their own questions. • They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. • They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. • They should ask people questions and use simple secondary sources to find answers. • They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. • With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. • <i>These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.</i>

Plants

Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • 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, 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.

Animals, including humans	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.
Everyday materials	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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?'
Seasonal changes	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. 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.

Computing

Purpose of study	Aims	
<ul style="list-style-type: none">• A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.• Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.• The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.• Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.• Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems▪ are responsible, competent, confident and creative users of information and communication technology.	
Subject Content: Key Stage 1		Attainment targets
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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▪ recognise common uses of information technology beyond school▪ 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.		<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].</p>

Design and Technology

Purpose of study	Aims
<ul style="list-style-type: none"> Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. 	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.
Subject Content: Key Stage 1	
<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].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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. 	<p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Geography

Purpose of study	Aims
<ul style="list-style-type: none"> • A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. • Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. • As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. • Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. 	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ▪ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ▪ are competent in the geographical skills needed to: <ul style="list-style-type: none"> • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Subject Content: Key Stage 1	
<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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ 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>Human and physical geography</p> <ul style="list-style-type: none"> ▪ 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 ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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.
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

History

Purpose of study	Aims
<ul style="list-style-type: none"> • A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. • It should inspire pupils' curiosity to know more about the past. • Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. • History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Subject Content: Key Stage 1	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ 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, 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/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> • 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. • In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Art and Design

Purpose of study	Aims	
<ul style="list-style-type: none">• Art, craft and design embody some of the highest forms of human creativity.• A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.• As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.• They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques▪ evaluate and analyse creative works using the language of art, craft and design▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	
Subject Content: Key Stage 1		Attainment targets
<p>Pupils should be taught:</p> <ul style="list-style-type: none">▪ to use a range of materials creatively to design and make products▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space▪ 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>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].</p>

Music

Purpose of study	Aims	
<ul style="list-style-type: none">• Music is a universal language that embodies one of the highest forms of creativity.• A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.• As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	
Subject Content: Key Stage 1		Attainment targets
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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 and recorded music▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.		<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].</p>

PE

PE		
Purpose of study		Aims
<ul style="list-style-type: none"> • A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. • It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. • Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. 		<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ lead healthy, active lives.
Subject Content: Key Stage 1		Sports to cover
<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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns. 		<p>gymnastics</p> <p>multi skills</p> <p>dance</p> <p>games</p> <p>tennis</p> <p>swimming</p> <p>athletics</p>
Attainment targets	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content in [square brackets].</p>	

RE

KS1 Wiltshire RE Syllabus

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus of RE at KS1:

Religious education aims to promote the personal development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key part of personal development is spiritual development. A major contribution to this is gained through helping children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for most religious people, will spring from their belief in and relationship with God. Learning should help children investigate and reflect on their own thoughts, feelings and experience, as appropriate to their age. At the same time, it should help them to begin to explore religion in its various forms and contexts. These two dimensions –Exploring and responding – are inextricably linked and RE should be a balance of both.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Theme	Being Special	Special Times	Believing		Story	
	Key Question	Why are we special? Infant baptism	Why are Hanukah and Shabbat special?	The beginning of the world: what can we learn from special Christian and Jewish stories?		Why do Christians love the stories of Jesus?	
	Religious Focus	Christianity Foundation Stage (Discovery RE: FS1/2 Aut 1)	Judaism Foundation Stage (Discovery RE: FS1/2 Spr 1 Y1 Sum 1+2)	Christianity and Judaism Key Stage 1 Unit 2 (Discovery RE: Y1 Autumn1)		Christianity Key Stage 1 Unit 4 (Discovery RE: FS1/2 Summer 1 and Y1 Spring 1)	
	Outcome	Recall what makes them special and a Christian child.	Recall their own special times some Jewish examples.	Understand the importance of the creation story for Jews and Christians and share their own thoughts about it.		Begin to understand; why Christians tell stories, the feelings of the characters and their own thoughts about these stories.	
Cycle B	Theme	Special People	Special Times	Special Times		Special Places	
	Key Question	Who is special to us and within religion?	Why is Christmas a special time?	Why is Easter a special time?		Why are religious buildings special places?	
	Religious Focus	Christianity Foundation Stage (Discovery RE: Y1 Spr 1)	Christianity Foundation Stage (Disc RE: FS1/2 + Y1 Aut 2)	Christianity Foundation Stage (Discovery RE: FS1/2 and Y1 Spring 2)		Christianity and Judaism Foundation Stage (Discovery RE: FS1/2 Summer 2)	
	Outcome	Describe who is special to us and Christians.	Describe the events of Christmas for Christians and their importance.	Describe the events of Easter for Christians and their importance.		Describe places that are special for them and the special meaning of churches and synagogues for Christians and Jews.	

