



KS2 Curriculum Cycle Year 1

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Subject	Autumn – Journeys	Spring – Explorers	Summer – Mayans/Rainforests
English	<p>Texts:</p> <p style="text-align: center;">All: Arthur and the Golden Rope And The firework Makers Daughter</p> <p>Arun – Persuasive, Poetry and Narrative Adur & Rother – Narrative, Persuasive and Poetry</p>	<p>Texts:</p> <p style="text-align: center;">Arun: Race to the Frozen North Adur: The Last Bear Rother: The Last Bear</p> <p>Arun – Biography, Instructions and Recount Adur & Rother – Recount, Non-chronological report, Poetry</p>	<p>Texts:</p> <p style="text-align: center;">Arun: The Great Kapok Tree Adur: Oh Maya Gods! Rother: Oh Maya Gods!</p> <p>Arun – Setting description, Non-chronological report, Recount Adur & Rother – Setting description, Plot Weave, Non-chronological report.</p>
Maths	<ul style="list-style-type: none"> • Place value (all) • Addition and subtraction (Y3,4,5,6) • Multiplication and division (Y3,4,5,6) • Fractions (Y6) • Length, Perimeter & Area (Y4/5) • Statistics (Y5) • Converting Units (Y6) 	<ul style="list-style-type: none"> • Multiplication and Division (Y3/4/5) • Money (Y3/4) • Statistics (Y3/4) • Length and Perimeter (Y3/4/5) • Fractions (Y3/4/5) • Decimals (Y4,5,6) • Percentages (Y5,6) • Algebra (Y6) • Perimeter, area and volume (Y6) • Position and direction (Y6) 	<ul style="list-style-type: none"> • Fractions (Y3) • Time (Y3,4) • Statistics (Y3,4,6) • Properties of Shape (all) • Mass and capacity (Y3) • Decimals (Y4,5) • Money (Y3,4) • Position and direction (Y4,5) • Converting units (Y5) • Volume (Y5)
History		<ul style="list-style-type: none"> • We will know more about what life was like in Edwardian times to enable us to understand the achievements of Shackleton and his men. • Could look at history of navigation? Build on work done in Legacies?? • Continuity and Change • Show understanding of some of the similarities and differences between 	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan civilization c. AD 900</u>; Benin (West Africa) c. AD 900-1300. • Put events and people on a timeline



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		<p>different periods, e.g. social, belief, local, individual</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>	<ul style="list-style-type: none"> • Analyse a range of source material to promote evidence about the past • Construct and organise response by selecting and organising relevant historical data • Give reasons why some events, people or developments are seen as more significant than others • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a range of sources • Understand that knowledge about the past is constructed from a variety of sources • Construct and organise responses by selecting relevant historical data <p>Identify and give reasons for historical events, situations and changes</p>
<p>Geography</p>	<p><u>Geographical skills and Fieldwork:</u></p> <ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch 	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human & Physical Geography</u></p> <p>describe and understand key aspects of:</p>	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human & Physical Geography</u></p> <p>describe and understand key aspects of:</p>



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	<p>maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> Autumn 2 Countries around the world, cultural, man made and natural. 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>mountains</u>, volcanoes and earthquakes, and the water cycle <p><u>Geographical skills and fieldwork:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> Physical geography, including: <u>climate zones, biomes and vegetation belts</u>, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><u>Geographical skills and fieldwork:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Science	<p>Forces & Magnets (3)</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles <p>Rocks (3)</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 	<p>Light (3)</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object <ul style="list-style-type: none"> Find patterns in the way that the size of shadows change <p>Plants (3)</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 	<p>Animals including humans (3)</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>All living things and their habitats (4)</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways - Vertebrae/non vertebra (fish, amphibians, mammals etc) Yes No chains Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment



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<ul style="list-style-type: none"> • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter <p>Electricity (4)</p> <ul style="list-style-type: none"> • Common appliances • Simple circuits with equipment • Testing circuits • Switches • Conductors / insulators <p>Sound (4)</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Recognise that sounds get fainter as the distance from the sound source increases 	<ul style="list-style-type: none"> • Investigate the way in which water is transported within plants <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Animals including humans (4) (Digestion and teeth)</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Properties & changes of materials (5)</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	<ul style="list-style-type: none"> • Recognise that environments can change and that this can sometimes pose dangers to living things <p>States of matter (4)</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Animals, including humans (5)</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age <p>Living things and their habitats (5)</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Reproduction of plants and animals • Sexual and asexual reproduction.
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	<ul style="list-style-type: none"> Find patterns between the volume of a sound and the strength of the vibrations that produced it <p>Earth and Space (5)</p> <ul style="list-style-type: none"> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces (5)</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Animals including humans (6)</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans 	<p>Evolution and inheritance (6)</p> <ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Living things and their habitats (6)</p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
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	<p>Light (6)</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Electricity (6)</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram 	<p>Evolution and inheritance (6)</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	
Art	David Hockney -	1- Collage warm and cool tones 2- Collage animals	6- Printing 7- Marbling background



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	<ul style="list-style-type: none"> To study a range of different pieces from famous artists/designers. To innovate on the work of others to make it my own. To use a range of techniques to give different effects in my work. To work across a range of media. <p>To look at other people's work and explain what they have done well and what they could do to improve.</p>	3- Pastel's animals 4- Sketching of the boat 5- Paw print silhouette	8- Acrylic animals 9- Design Mayan masks 10- Make the mask
DT	Art from around the world.	Animal Arctic sculptures 1- Design and sketch 2- Create structure and Modroc 3- Painting 4- Detail and evaluate	Make smoothies and chocolate study <ul style="list-style-type: none"> Know that different foods contain different substances - nutrients, water and fibre - that are needed for health Understand the need for correct storage Measure accurately Work out ratios in recipes
Computing	<u>Adur:</u> <ul style="list-style-type: none"> - Vector Graphics - Computer System and Us - 	<u>Rother:</u> <ul style="list-style-type: none"> • Computer System and Us • Data and information – Flat-file databases <u>Adur:</u> <ul style="list-style-type: none"> - Programming – repetition in shapes 	
PE	Autumn 1 - Floor Gymnastics – Develop flexibility, strength, technique, control and balance.	Spring 1 - Multi Skills & Fitness Circuits	Summer 1 – Athletics –track and field, include sports day prep



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	<p>P Sport – Netball</p> <p>Autumn 2 - Dance – Movement patterns and comparing performances. P Sport – Hockey</p>	<p>Develop flexibility, strength, technique, control and balance. P Sport – Tag Rugby</p> <p>Spring 2 - Gymnastics (including apparatus) – Develop flexibility, strength, technique, control and balance. P Sport – Cricket</p>	<p>P Sport – Tennis</p> <p>Summer 2 – Rounders P Sport – Football</p>
Music	<p>Arun Let your spirit fly Glockenspiel 1</p> <p>Adur Mamma Mia Glockenspiel 2</p> <p>Rother The Fresh prince of Bel-air Dancing on the street</p>	<p>Arun Three little birds Stop!</p> <p>Adur Lean on me Living on a prayer</p> <p>Rother Happy Make you feel my love</p>	<p>Arun Blackbird Reflect, rewind and replay - Year 4</p> <p>Adur Classroom Jazz 1 Reflect, rewind and replay- Year 5</p> <p>Rother Classroom Jazz 2 Reflect, rewind and replay- Year 6</p>
RE	<p>Year 3 - UC: Creation What do Christians learn from the creation story (core)</p> <p>UC: Incarnation What is Trinity?</p> <p>Year 4 - UC: Creation What do Christians learn from the creation story (Digging deeper)</p>	<p>Year 3 - UC: Gospel What kind of world did Jesus want?</p> <p>UC: Salvation Why do Christians call the day Jesus died “Good Friday?” (Core)</p> <p>Year 4 - EP: Other Faiths What symbols and stories help Jewish people remember their covenant with God?</p> <p>UC: Salvation</p>	<p>Year 3 - EP: Other faiths Why does a Hindu want to collect good karma?</p> <p>EP: Other faiths How does a Muslim show their submission and obedience to Allah?</p> <p>Year 4 - EP: Other faiths Why do Muslims call Muhammed the “Seal of the Prophets?”</p>



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	<p>UC: People of God What is it like to follow God?</p> <p>Year 5 - UC: God What does it mean if God is Holy and loving?</p> <p>UC: Incarnation Was Jesus the Messiah?</p> <p>Year 6 - UC: Creation Creation and Science: conflicting or complementary?</p> <p>UC: Kingdom of God What kind of king is Jesus?</p>	<p>Why do Christians call the day Jesus died "Good Friday?" (Digging Deeper)</p> <p>Year 5 - EP: Other Faiths What does the Qur'an reveal about Allah and his guidance?</p> <p>UC: Gospel What would Jesus do?</p> <p>Year 6 - EP: Other faiths How does tawhid create a sense of belonging in the Muslim community?</p> <p>UC: Salvation What difference does the resurrection make for Christians?</p>	<p>EP: Other faiths How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p>Yea 5 - EP: Other faiths What is holiness for Jewish people: a time, an object or something else?</p> <p>EP: Other faith How do questions about Brahman and Atman influence the way a Hindu lives?</p> <p>Year 6 - Other Faiths: What is a good life? Do you have to be religious to lead a good life?</p> <p>Other faiths: Are freedom and justice important in the world?</p>
French	<p>Animals</p> <p>Shapes</p>	<p>My home</p> <p>Clothes</p>	<p>Around town</p> <p>The weekend</p>
PSHE/RSE	<p><i>8-11</i></p> <ul style="list-style-type: none"> • Water Safety • Safety Summative Assessment • Alcohol 	<p><i>8-11</i></p> <ul style="list-style-type: none"> • Stealing • Being Responsible Summative Assessment • Worry 	<p><i>8-11</i></p> <ul style="list-style-type: none"> • Puberty (Year 5 & 6 only) • (Growing and Changing) Adult and Children's Views (Year 5 only) • Conception (Year 6 only)



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	<ul style="list-style-type: none"> • Keeping/Staying Healthy Summative Assessment • Image Sharing • Computer Safety Summative Assessment 	<ul style="list-style-type: none"> • Feelings and Emotions Summative Assessment • In-App Purchases • The Working World Summative Assessment 	<ul style="list-style-type: none"> • Growing and Changing Summative Assessment (Year 6 only) • British Values • A world without justice Summative Assessment • Year 6 Part 1 and 2 First Aid • First Aid Summative Assessment
Trips	Locality	Paul Ullson Workshop	Wakehurst Place