

The Curriculum at St Paul's CE Primary School

The KS1 Curriculum at St Paul's CE Primary School

Subject	Year One	Year Two
Science	<p><i>Working Scientifically</i></p> <p>With support can develop scientific questions from things they observe.</p> <p>Can use simple scientific equipment although may lack accuracy without support.</p> <p>Shows an understanding of why experiments are carried out.</p> <p>Biology</p> <p>Can name some everyday plants. Can state simple differences</p>	<p><i>Working Scientifically</i></p> <p>Can generate questions from a range of scientific stimuli</p> <p>Can use simple scientific equipment (timers, hand lenses) to make observations and record data</p> <p>Can carry out a range of scientific tests (patterns, observations, over time) in a scientific manner</p> <p>With support can sort and group materials, objects and living things</p> <p>Can formulate answers to posed scientific questions based on observations and data collection</p> <p>Understand that data being collected will help answer scientific questions.</p> <p>Biology</p> <p>Can identify a range of common wild and garden plants</p>

between deciduous and evergreen trees although may not use the names.

Can identify flowers, roots and stem on a plant or diagram

Can identify some common species of animals and state what they eat.

Can make simple observations about an organism and its environment – a polar bear has thick fur to keep warm.

Knows that animals need food to survive and can state the food for common animals.

(including those within the school garden).

Can classify trees as deciduous or evergreen and give examples of each.

Can describe the basic structure of a plant (using leaves, branches, stem, trunk, roots, flower/blossom, fruit, seed) and identify these on plants and diagrams.

Can identify, name and compare the structure of some common species of animals and plants identifying them as carnivores, herbivores or omnivores.

Understands that living things survive in habitats to which they are suited and can describe this relationship.

Can describe how animals obtain their food and create simple feeding relationships.

Understands the lifecycle of a plant

Identifies the conditions needed for a plant to thrive

Can describe the life cycle of some animals including humans and identifies the conditions needed for such creatures to thrive.

Can describe the importance of exercise, hygiene and a

	<p><i>Chemistry</i></p> <p>With support can note that objects are made from different materials.</p> <p>Can make simple observations about materials (wood, plastic, metal, water).</p> <p>Can group materials using simple given criteria</p> <p><i>Physics</i></p> <p>Knows that there are changes in weather over the year and makes simple statements about this – in summer it is sunny/warm/hot/ days are long; in winter it is cold/freezing/snowy/ days are short.</p>	<p><i>balanced diet for humans</i></p> <p><i>Chemistry</i></p> <p>Can identify the materials that objects are made from and describe such materials (wood, plastic, metal, water, rock).</p> <p>Can describe some of the physical properties of the materials above.</p> <p>Can use properties to compare and group materials.</p> <p>Can evaluate the suitability of a material for a particular use</p> <p>Through exploration, can identify ways to change the shapes of everyday objects.</p> <p><i>Physics</i></p> <p>Can identify seasonal variations in weather, temperature, day length</p>
<p><i>Computing</i></p>	<ol style="list-style-type: none"> 1. understand what an algorithm is. 2. know that not all devices are programmed in the same way 3. with support, can create a program to achieve specific goals 4. understand that if an outcome is not reached then there is 	<ol style="list-style-type: none"> 1. explain what an algorithm is. 2. program a range of digital devices. 3. understand that programs need to be precise and unambiguous.

	<p>a bug in the program</p> <p>5. state whether a device will perform a given task based on their existing experiences</p> <p>6. program some digital devices</p> <p>7. with support can locate, open and save files on a range of devices including a network.</p> <p>8. with support, can use digital content for its given purpose.</p> <p>9. use some applications to create digital content linked to other curriculum areas – uses a limited number of functions within the application.</p> <p>10. through role play can identify ways technologies are used outside of school.</p> <p>11. understand that the internet has dangers associated with it.</p> <p>12. identify some of these dangers.</p>	<p>4. create visual programs across a range of applications and hardware to create specific goals.</p> <p>5. identify bugs and debug programs when specific outcomes are not achieved</p> <p>6. understand what a device can and cannot do based on their existing experience.</p> <p>7. select the most appropriate digital device to solve a problem.</p> <p>8. is able to locate, open and save files on a range of devices including a network.</p> <p>9. use digital content for its given purpose.</p> <p>10. use a range of applications to create digital content linked to other curriculum areas.</p> <p>11. identify various common uses of information technology outside of the school and identify ways in which the technology might work.</p> <p>12. explain how they keep themselves safe when online. Can explain what to do if they feel unsafe when online.</p>
<p>Art</p>	<p>1. Recognise that ideas can be expressed in art work.</p> <p>2. Experiment with an open mind (for instance, they</p>	<p>1. Try out different activities and make sensible choices about what to do next.</p>

	<p>enthusiastically try out and use all materials that are presented to them).</p> <p>3. Try out a range of materials and processes and recognise that they have different qualities.</p> <p>4. Use materials purposefully to achieve particular characteristics or qualities.</p> <p>5. Show interest in and describe what they think about the work of others.</p> <p>6. How to recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>7. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>	<p>2. Use drawing to record ideas and experiences.</p> <p>3. Deliberately choose to use particular techniques for a given purpose.</p> <p>4. Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve).</p> <p>5. When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...").</p> <p>6. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>7. Know and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).</p>
<p>Design and Technology</p>	<p>1. With support, design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>2. Work alongside others to generate, develop, model and</p>	<p>1. Design purposeful, functional and appealing products for themselves and other users based on design criteria</p> <p>2. Generate, develop, model and communicate ideas through</p>

	<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate with support, use information and communication technology</p> <p>3. Use a range of tools and equipment with guidance to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>4. Use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>5. Explore and evaluate an existing product</p> <p>6. Evaluate their products against design criteria</p> <p>7. Build structures, exploring how they can be made stronger and more stable</p> <p>8. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>talking, drawing, templates, mock-ups and, where appropriate, use information and communication technology</p> <p>3. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>4. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>5. Explore and evaluate a variety of existing products</p> <p>6. Evaluate their ideas and products against design criteria</p> <p>7. Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>8. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Music</p>	<p>1. Clap crochet and quaver</p> <p>2. Speak chants and rhymes</p> <p>3. Sing questions (call and response songs)</p>	<p>1. Clap crochet, quaver, rest and minim</p> <p>2. Speak chants and rhymes</p> <p>3. Use singing faces for performing</p>

	<ol style="list-style-type: none"> 4. Take part in class and assembly singing (support with reading if needed) 5. Use untuned percussion instruments 6. Use tuned percussion instruments 7. Name key instruments used in the lesson 8. Be introduced to how instruments are to be played musically 9. Develop movement to music 10. Recognise percussion instruments being played in music 11. Listen to and identify male/ female voice in music 12. Listen to and respond to live music 13. Develop dynamics (loud and soft sounds) 14. Develop tempo (fast and slow) 15. Develop pitch (high and low) 16. Develop duration (Long and short) 17. Select their own instruments to create short pieces of music that reflect certain moods/ events/ feeling etc 	<ol style="list-style-type: none"> 4. Sing questions (call and response songs) 5. Take part in class and assembly singing 6. Use untuned percussion instruments 7. Use tuned percussion instruments 8. Develop use of naming instruments 9. Know how instruments are to be played musically 10. Recognise percussion, brass and string instruments being played in music 11. Listen to and identify male/ female voice in music 12. Listen to and respond to live music 13. Recognise changes in dynamic and tempo 14. Explore structure – binary form AB 15. Explore texture (thick and thin sounds) 16. Explore timbre (different sounds) 17. Be introduced to notation by the use of rhythm flash cards: Graphic notation and picture scores
<p>PE</p>	<ol style="list-style-type: none"> 1. Sustain physical efforts. 2. Concentrate for sustained periods of time. 	

3. Follow instructions relating to the lesson.
4. Stay on task for sustained period of time.
5. Work with others.
6. Evaluate others work.
7. Use a tactic in a game
8. Decide the best space to be in during a game.
9. Follow rules
10. Catch and throw.
11. Hit a ball with a bat
12. Plan and perform a sequence of movements that follow 1 rule.
13. Improve my performance based on feedback.
14. Roll, travel, balance in different ways.
15. Change rhythm, speed, level and direction in a dance.
16. Dance with control and coordination.
17. Make a sequence by linking movements.
18. Use a dance to create a mood.

History

1. with support use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new

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2. recount changes in their own life and in the lives of their

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3. with support, place people and events they learn correctly onto a timeline
4. ask and answer questions when supported
5. with support, choose and use parts of stories and other sources to show their understanding of key features and events
6. identify similarities and differences between ways of life at different times when supported
7. identify some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites)
8. when supported, use objects and evidence to ask/ answer simple questions
9. identify different ways in which the past is represented
10. use everyday historical terms
11. share an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy when supported

- parents/ grandparents.
3. place people and events they learn correctly onto a timeline
4. ask and answer questions
5. choose and use parts of stories and other sources to show their understanding of key features and events
6. identify similarities and differences between ways of life at different times
7. understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites)
8. use objects and evidence to ask/ answer simple questions
9. identify different ways in which the past is represented
10. use a wide vocabulary of everyday historical terms
11. demonstrate an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy

Geography

1. say what I like and do not like about the place I live in.
2. say what I like and do not like about a different place.
3. name some of the main towns and cities in the UK.
4. name the 4 countries in the UK
5. explain where I live in the UK and talk about places I have been.
6. describe the difference between 2 different locations, eg. Beach and city.
7. explain how the weather changes throughout the year and name the seasons.
8. keep a weather chart and answer questions about the weather.
9. explain the clothes I would wear in a hot/cold climate.
10. with support can find the 4 countries of the UK and their capital cities using a map.
11. find the UK on a globe.

1. name the continents of the world and locate them on a map.
2. name the world's oceans and locate them on a map
3. name the capital cities of England, Ireland and Scotland.
4. find where I live on a map of the United Kingdom
5. name the seas surrounding the UK
6. describe a place outside Europe using geographical words.
7. describe some of the features of an island.
8. describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
9. explain how jobs may be different in other locations.
10. explain the facilities that a village town and city may need and give reasons.
11. identify seasonal weather patterns in the UK and in one hot/cold place around the world.
12. ask and answer geographical questions – What is this place like? Where is it? etc
13. identify different types of place – towns, cities, village
14. use world maps, atlases and globes to identify the United

		<p>Kingdom and its countries, as well as the countries, continents and oceans studied.</p>
<p>Religious Education</p>	<ol style="list-style-type: none"> 1. retell parts of religious stories 2. recognise religious objects 3. recognise religious people 4. recognise religious places 5. know about some of the things that people of a religion do 6. name some religious symbols 7. know what some religious words mean 8. say what is important in my life 9. compare this to religious beliefs 10. talk about the parts of life I find interesting 11. know that I have to make my own choices in life 12. know the difference between right and wrong 	<ol style="list-style-type: none"> 1. describe some religious ideas from stories 2. describe some religious beliefs, teachings and events 3. describe some religious objects 4. describe some religious places 5. describe some religious practices 6. describe the messages or meanings of some religious symbols 7. describe my feelings to other people 8. know that other people have feelings 9. talk about how my feelings may be similar to characters in religious stories 10. ask a range of questions about puzzling aspects of life 11. suggest answers including religious ones 12. know the effect of actions on others when I am thinking about moral dilemmas
<p>PSHE</p>	<ol style="list-style-type: none"> 1. make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest) 	

2. explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
3. talk about the harmful aspects of some household products and medicines
4. describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely)
5. explain that people grow from young to old
6. identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities
7. demonstrate that they can manage some feelings in a positive and effective way
8. begin to share their views and opinions (for example talking about fairness)
9. set themselves simple goals (for example sharing toys)
10. recognise that bullying is wrong and can list some ways to get help in dealing with it.
11. recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates)
12. identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell)
13. know how to contribute to the life of the classroom
14. help to construct, and agree to follow, group and class rules and to understand how these rules help them
15. know that they belong to various groups and communities such as family and school

16. know what improves and harms their local, natural and built environments and about some of the ways people look after them

17. know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

Foreign Language

1. Locate China on the Map, recognise Chinese Flag, and say "China", "Chinese".

2. Say "hello, how are you? I am well/not well, thank you," in Chinese, and sing the "Greetings" song in Chinese.

3. Ask each other's name and answer with their names.

4. Name family members in Chinese, and sing "finger family" song in Chinese.

5. Know how to say the names of some food and drinks such as "milk, water, apple, rice, noodles, apple", and say what food or drink I love.

6. Count numbers from 1 to 100, and write Characters from 1 to 10.

7. Know the Chinese Zodiac story, name some animals and have some knowledge about the Giant Panda in China.

8. Name my body parts, and sing "head, shoulder, knees and toes" in Chinese.

9. Understand the "Dates" and "Days of the week" in Chinese, can say "when my birthday is" and sing "Happy Birthday" song.

