

Welwyn St. Mary's Curriculum Map for KS1 – 2015- 6

Autumn Term

| Year | Science | D & T | ICT | History | Geog. | RE | Art | Music | PE | PSHE | Events |
|---------------|---|--|--|--|---|---|---|---|--|---|---|
| Year 1 | (Working Scientific ally throughout) Animals (including humans) Focus on Humans Identify & compare common animals Identify & name basic body parts (+ senses) Seasonal changes (Light – shadows) Observe weather associated with changes of season (length of day) | Moving pictures Build and improve structure & mechanisms Christmas Cards Use range of tools & materials to complete practical tasks | New ICT unit Let's Create Understand use of algorithms Write & test simple programs | Significant local people Sir Bernard Shaw ? Elizabeth I ? Lives of significant historical figures, including comparison of those from different periods Significant local people | Our locality Around our School and Village Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world (Equator and North and South poles) Link with science Use basic geographical vocabulary to refer to local & familiar features | Harvest The natural world and thankful-ness + Light/Diwali Christmas | Portraits Use a range of materials Use drawing, painting and sculpture Autumn Theme Andrew Goldsworthy sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Xmas | Controlling our voices Pulse and rhythm Sing songs Play tuned & untuned instruments Make and combine sounds musically | Gym, Dance and Games Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination. Participate in team games Perform dances using simple movement | Rules Me, my relationships and my community | Visit Welwyn Nature reserve Owls visit? topic through literacy and science? |
| Year 2 | (Working Scientific ally throughout) Living things Habitats | Photo Frames Xmas art | Dazzle Word Processing Font | Guy Fawkes | | Christianity The creation Other creation stories Xmas (3 Wise Men) | Collage Shading and sketching Observational drawings Colour & pattern | Sequencing sounds through graphic scores Listening and singing | Gym, Dance and Games | Me, my relationships and my community Fairness Bullying Rules for special places | |

Spring Term

| Year | Science | D&T | ICT | History | Geog. | RE | Art | Music | PE | PSHE | Events |
|---------------|--|--|---|--|---|--|--|--|---|--|--|
| Year 1 | (Working Scientific ally throughout) Everyday Materials Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials + Seasonal changes Observe weather associated with changes of season | Design and make homes Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas | New ICT unit Discovering Turtles and Devices Understand use of algorithms Write & test simple programs Recognise uses of IT outside of school | Queen Victoria Victorian/ Homes William Cubbit Viaduct Designed by William Cubbit originally opened by Q. Victoria (6 August 1850) Changes in (their?) living memory (linked to aspects of national life where appropriate) | Directions Maps and plans (keys) Nature reserve / fieldwork Name & locate the four countries and capital cities (and seas) of the United Kingdom using atlases & globes Use four compass directions & simple vocab | Belonging Giving up something (Dogger) Easter | Houses Exploring materials Colours and textures Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers | Steady beats and rhythms Play tuned & untuned instruments musically | Gym Dance and Games Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination. Participate in team games Perform dances using simple movement | Community and keeping safe | Victorian Day Nature Reserve |
| Year 2 | (Working Scientific ally throughout) Forces and movement Electricity | Textiles/pup pets Mod Roc | Roamer Direction and instructions. Clip Art / word Art | Famous people - Sam Pepys, The Fire of London and the Plague Florence Nightingale Neil Armstrong, Van Gogh | Nature Reserve cont... Our Island Home | Easter Special books i.e. Holy books from different faiths. | Portraits paintings Sketching Textiles Monet Van Gogh | Songs Grid scores Notation | Gym Dance and Games | New Year Resolutions Right and Wrong Going for Goals Working together | Visit by History off the Page-Fire of London National Gallery |

Summer Term

| Year | Science | D&T | ICT | History | Geog. | RE | Art | Music | PE | PSHE | Events |
|--------|--|--|---|---|--|---|---|--|--|---|--|
| Year 1 | <p>Working Scientific ally throughout Plants and animals in our environ.</p> <p>Identify basic plants (deciduous and evergreen trees)</p> <p>Identify basic plant parts (roots, leaves, flowers, etc.)</p> <p>+ seasonal changes (Darwin)</p> <p>Observe weather associated with changes of season</p> | <p>Fruit and Veg</p> <p>Understand where food comes from</p> | <p>New ICT unit</p> <p>Visual information</p> <p>Data loggers</p> <p>Use logical reasoning to make predictions</p> <p>Organise, store, retrieve & manipulate data</p> | <p>Victorian Seaside – linked to geog.</p> <p>Grace Darling</p> <p>Victorian inventors.</p> <p>Changes in (their?) living memory (linked to aspects of national life where appropriate)</p> <p>Key Individuals</p> <p>Lives of significant historical figures, including comparison of those from different periods</p> <p>Significant local people</p> <p>Key Events - Events of local importance</p> | <p>Holidays / UK countries/cities and seas</p> <p>Seaside Focus: Southport</p> <p>Name & locate the four countries and capital cities (and seas) of the United Kingdom using atlases & globes</p> <p>Use basic geographical vocabulary to refer to local & familiar features</p> | The church | <p>Linked to Seaside Topic</p> <p>Use a range of materials</p> <p>Use drawing, painting and sculpture</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p> | <p>Rhythms and melodies</p> <p>Dynamics in music and moods</p> <p>musically</p> <p>Listen & understand live and recorded music</p> | <p>Gym Dance Games and Athletics</p> <p>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination.</p> <p>Participate in team games</p> <p>Perform dances using simple movement</p> | <p>Healthy lifestyles</p> <p>Keeping safe</p> | <p>Church</p> <p>Zoo?</p> <p>Cuffley camp?</p> |
| Year 2 | <p>(Working Scientific ally throughout)</p> <p>Health and Growth</p> <p>Plants and animals</p> | Clay | <p>Dazzle</p> <p>Textease (print)</p> <p>Word Art - import from the internet</p> | <p>Current person?</p> <p>Local ?</p> <p>Multi-cultural ?</p> | Isle of Struay | <p>Christian traditions</p> <p>Signs and symbols for different faiths</p> | <p>Painting and varnishing clay</p> <p>Observ. drawing</p> | <p>Listening singing and enjoying</p> | <p>Gym Dance Games and Athletics</p> | <p>Change – how to cope</p> <p>Looking back / looking forward</p> | |

Have we incorporated all the statutory requirements?

| | Year 1 | ✓ | Year 2 | ✓ |
|------------------|--|---|--|---|
| Science | <p>Biology Identify basic plants (deciduous and evergreen trees) Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts (+ senses)</p> <p>Chemistry Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials</p> <p>Physics Observe weather associated with changes of season (length of day)</p> | | <p>Biology Differentiate living, dead and non-living Growing plants (water, light, warmth) Basic needs of animals & offspring Simple food chains & habitats Human – exercise, food and hygiene</p> <p>Chemistry Identify and compare uses of different materials Compare how things move on different surfaces</p> | |
| History | <p>Changes in (their?) living memory (linked to aspects of national life where appropriate)</p> <p>Key Individuals Lives of significant historical figures, including comparison of those from different periods Significant local people</p> <p>Key Events - e.g. Bonfire night</p> <p>Events of local importance</p> | ? | <p>Changes in living memory (linked to aspects of national life where appropriate)</p> <p>Key Individuals Lives of significant historical figures, including comparison of those from different periods Significant local people</p> <p>Key Events - e.g. Bonfire night</p> <p>Events of local importance</p> | |
| Geography | <p>Name & locate the four countries and capital cities (and seas) of the United Kingdom using atlases & globes Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world (Equator and North and South poles) Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple vocab</p> | | <p>Name & locate world's continents and oceans Compare local area to a non-European country Use basic vocabulary to describe a less familiar area Use aerial images and other models to create simple plans and maps, using symbols Use simple fieldwork and observational skills to study the immediate environment</p> | |
| D & T | <p>Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from</p> | | <p>Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from</p> | |

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| Computing | Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school | | Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school | |
| Art and Design | Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers | | Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers | |
| Music | Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically | | Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically | |
| PE | Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination. Participate in team games Perform dances using simple movement Swimming proficiency at 25m (KS1 or KS2) | | Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination. Participate in team games Perform dances using simple movement Swimming proficiency at 25m (KS1 or KS2) | |