Killamarsh Infant and Nursery School – Curriculum Knowledge and Skills Progression Map: Key Stage One

Curriculum Intent

At Killamarsh Infant and Nursery school we believe that the learning journey is a lifelong experience and we aim to enable all children to make sense of their learning and be equipped for our ever-changing world by encouraging a passion for learning, fostering curiosity and nurturing creativity.

As an infant school we understand that children are entitled to a great start to life and that we are responsible for establishing the key skills and knowledge that they will need as they move through life. We recognise our responsibility to instil in our children the values and skills they will need for life in modern Britain, and spiritual, moral, social and cultural development underpins all of our learning.

We have created an exciting and stimulating set of topics, to cover the majority of the National Curriculum, providing cross-curricular opportunities to extend and apply learning into other areas wherever possible. In all of our lessons, we encourage children to develop as independent and active learners and we nurture enquiry.

Curriculum Implementation

In order to achieve our Curriculum Intent, we have developed a two-year cycle for our curriculum to ensure coverage and progression within our classes.

We use History, Geography or Science topics as the main focus and stimuli for each topic then link Art, DT, and Music to enhance and deepen the learning where appropriate. Certain subjects, such as RE, PE, Computing and PSHE may not always fit into these topic plans as they are sometimes taught discretely in order to promote certain curriculum expectations effectively. Separate maps are available for these subject areas.

For more information about our curriculum you can refer to information on our school website, explore our termly topic webs or speak to your child's class teacher for further details.

Cycle A:

Term 1: Our School	Term 2: Place Where I Live
Term 3: Explorers	Term 4: Wonderful World
Term 5: Toys through Time	Term 6: Buckets and Spades

Cycle A – Term 1: **Our School**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
History	**How was school different in the past?**	To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today To know that changes may come about because of improvements in technology To know that there are explanations for similarities and differences between children's lives now and in the past. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.	Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework. Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes. Identifying similarities and difference between ways of life at different times Finding out about people, events and beliefs in society. Making comparisons with their own lives. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact Using sources to show an understanding of historical concepts Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.	Timeline, date, different, decade, present, important, similar, modern, living, memory, evidence, source, decade, beyond living memory, preferred.

			Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study. Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Plants** **Working Scientifically KS1**	To know the names of a variety of common plants. To know the basic structure of flowering plants including deciduous and evergreen trees.	Naming some familiar trees such as oak, silver birch, sycamore and conifer by observing the different leaves.	**Year 1** Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark,

	*Asking simple questions and recognising 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 reading data to help in answering questions.	To know that seeds and bulbs grow into mature plants. To know that plants need water, light and a suitable temperature to grow and stay healthy.	Naming some common plants such as pansy, daffodil, snowdrop, crocus, lily and tulip. Naming some common wild flowers such as daisy, poppy, dandelion and buttercup. Describing key features of the trees and plants e.g. shapes of leaves/colour of the flower/blossom. Identifying trees which lost their leaves and those who keep them all year. Sorting trees according to deciduous or evergreen. Labelling a simple plant diagram with leaf, flower, stem and root. (Year 2 to include bud). Sorting plants according to simple criteria. Describing how seeds change and grow into mature plants. Investigating the structure of a bean using detailed observation. Sequencing the life cycle of a plant using diagrams. Acting out the lifecycle of a seed – from seed to mature plant. Planning an investigation to observe plant growth over time. Investigating how plants grow in different conditions. Recording plant growth over time using simple tables and diagrams. Identifying that plants grow well in certain conditions.	stalk, bud. Names of trees in local area, garden and wild flowering plants. **Year 2** As year 1 plus light, shade, sun, warn, cool, water, grow, healthy, bulb, germinate, shoot and seedling. **Working Scientifically**: observe, record, predict, fair, interpret, measure, over time, communicate, explore.

			Concluding that plants need water, light and warmth to grow.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Design and Technology	**Cooking and Nutrition:** **A balanced diet**	To know that 'diet' means the food and drink that a person or animal usually eats. To understand what makes a balanced diet. To know where to find the nutritional information on packaging. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. To know that nutrients are substances in food that all living things need to make energy, grow and develop. To know that 'ingredients' means the items in a mixture or recipe. To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.	Design a school dinner, healthy wrap based on a food combination which works well together. Slicing food safely using the bridge or claw grip Constructing a wrap that meets the design brief Describing the information that should be included on a label Evaluating which grip was most effective.	Balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design, criteria.

Cycle A – Term 2: **The Place Where I Live**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Geography	**What is it like here?**	To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know the name of the country they live in. To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).	Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them.	Aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town village.

			Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Habitats / Living Things** **Working Scientifically KS1** *Asking simple questions and recognising 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	Know that things are living, dead or have never been alive. Know the differences between things that are living, dead or never been alive. Know that most living things live in an environment they are suited to. Know that habitats can be hot, cold, wet or dry. Know that habitats provide the basic needs for different kinds of animals and plants. Know that animals obtain food from plants.	Exploring the differences between things that living, dead, and things that have never been alive. Comparing the differences between things that are living, dead, and things that have never been alive. Sorting things that are living, dead, and things that have never been alive. Identifying that most living things live in habitats to which they are suited. Describing how different habitats provide for the basic needs of different kinds of animals and plants. Researching using internet and books how they depend on each other. Identifying and naming a variety of plants and animals in their habitats including microhabitats.	**Year 1** Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc. Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals from each vertebrate group. **Year 1** Leaf litter, seashore, ocean, rainforest, conditions, desert, damp, shade, water, air, survive, survival, names of local habitats (e.g. pond,

	*Gathering and reading data to help in answering questions.		Describing how animals obtain their food from plants and other animals. Illustrating a simple food chain. Exploring the local area to find examples of food chains. Identify and name different sources of food for animals. Making dioramas of different habitats using a variety of media. Researching and communicating how animals adapt to their habitat. Exploring the school grounds to find out what animals live in the micro habitats.	woodland etc.), descriptions of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied. **Working Scientifically**: observe, record, predict, fair, interpret, measure, over time, communicate, explore.
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Art and Design	**Sculpture and 3D:** **Clay houses**	To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to add detail to an artwork.	Developing understanding of sculpture to construct and model simple forms. Using hand and tools with confidence when cutting, shaping and joining paper, card and malleable materials Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for making process, modifying and correcting things and knowing when to seek advice, Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other's art work, giving reasons.	Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, Shape, slip, smooth, surface, three, dimensional, thumb pot.

Cycle A – Term 3: **Explorers**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
History	**How have explorers changed the world?**	To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today.	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. Asking why things happen and beginning to explain why with support. Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Beginning to identify different ways to represent the past (e.g. photos, stories). Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).	Achievement, beyond living, memory, coats of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, Present, qualities, remember, resilience, solo, timeline, transport, voyage, yacht.

		To know some achievements and discoveries of significant individuals.	Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. Interpreting evidence by making simple deductions. . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence. Drawing simple conclusions to answer a question. Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Animals including Humans** **Working Scientifically KS1** *Asking simple questions and recognising they can	To know the names of the basic parts of the human body. To know which part of the body is associated with which sense. To know that humans have offspring that grow into adults.	Closely observing the human body. Naming and locating key parts of the human body. Making a visual record of their observations using labels to demonstrate understanding. Communicating findings of observations of human features through art work.	**Year 1** Head, body, eyes, ears, teeth, leg, all senses. parts of the human body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue.

	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 reading data to help in answering questions.	To know what humans need to survive. To know that exercise is an important part of a healthy lifestyle for humans. To know that it is important to eat the right amounts of different types of food to maintain a healthy lifestyle for humans. To know that hygiene is important for humans. To know that animals have senses to help individuals survive. To understand that when animals sense things they are able to respond. To know that animals need food to survive. To know that animals need a variety of food to help them grow, repair their bodies, be active and stay healthy. To know that different animals move in different ways to help them survive. To know that exercise keeps animal's bodies in good condition and increases survival chances. To know that all animals eventually die. To know that animals reproduce new animals when they reach maturity. To know that animals grow until maturity and then do not grow any larger.	Sharing baby pictures together as a class. Discussing the differences between past pictures and present time. Recording the changes observed in the baby pictures from then and now. Exploring memories and their importance. Record findings in a memory jar to be reviewed at the end of year. Considering questions such as 'Do we only get older on our birthday?' 'How could we recognise who the baby pictures are? Researching what a human needs to survive. Describing what humans needs to survive and compiling a list of basic needs. Identifying differences between fruit and vegetables. Classifying fruit and vegetables into different groups (Year 2). Recording what is needed for a healthy lifestyle through designing a balanced lunchbox. (Year 2 – to consider how much of each food group is required.) Investigating the effects of exercise on the human body by carrying out a simple test. (Year 2 – fair testing)	**Year 2** Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise. **Working Scientifically**: observe, record, predict, fair, interpret, measure, over time, communicate, explore.

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
DT	**Mechanisms:** **Making a moving story book**	To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that the bridges and guides are bits of card that purposefully restrict the movement of the slider.	Explaining how to adapt mechanisms using bridges or guides to control the movement. Designing a moving story books for a given audience Following a design to create moving models that use levers and sliders. Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Reviewing the success of a product by testing it with its intended audience.	Sliders, mechanism, adapt, design criteria, design, input model, template, assemble, test.

Cycle A – Term 4: **Wonderful World**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Geography	**Why is our Word Wonderful?**	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located. To know some key physical features of the UK. To know some key human features of the UK.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation.

		To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly.	Describing the key physical features in a local river area using basic geographical vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support.	

			Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Classifying the features they notice into human and physical with teacher support. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Plants** **Working Scientifically KS1** *Asking simple questions and recognising they can be answered in different ways *Observing closely, using simple equipment *Performing simple tests	To know the names of a variety of common plants. To know the basic structure of flowering plants including deciduous and evergreen trees. To know that seeds and bulbs grow into mature plants. To know that plants need water, light and a suitable temperature to grow and stay healthy.	Naming some familiar trees such as oak, silver birch, sycamore and conifer by observing the different leaves. Naming some common plants such as pansy, daffodil, snowdrop, crocus, lily and tulip. Naming some common wild flowers such as daisy, poppy, dandelion and buttercup. Describing key features of the trees and plants e.g. shapes of leaves/colour of the flower/blossom. Identifying trees which lost their leaves and those who keep them all year.	**Year 1** Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud. Names of trees in local area, garden and wild flowering plants. **Year 2** As year 1 plus light, shade, sun, warn, cool, water, grow, healthy, bulb, germinate, shoot and seedling.

	*Identifying and classifying *Using their observations and ideas to suggest answers to questions *Gathering and reading data to help in answering questions.		Sorting trees according to deciduous or evergreen. Labelling a simple plant diagram with leaf, flower, stem and root. (Year 2 to include bud). Sorting plants according to simple criteria. Describing how seeds change and grow into mature plants. Investigating the structure of a bean using detailed observation. Sequencing the life cycle of a plant using diagrams. Acting out the lifecycle of a seed – from seed to mature plant. Planning an investigation to observe plant growth over time. Investigating how plants grow in different conditions. Recording plant growth over time using simple tables and diagrams. Identifying that plants grow well in certain conditions. Concluding that plants need water, light and warmth to grow.	**Working Scientifically**: observe, record, predict, fair, interpret, measure, over time, communicate, explore.
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Art and Design	**Sculpture and 3D:** **Paper Play**	To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.	Using their hands to manipulate a range of modelling materials, including paper and card. Exploring how to join and fix materials in place.	Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag.

			Creating 3D forms to make things from their imagination or recreate things they have seen. Selecting colours, shapes and materials to suit ideas and purposes. Designing and making something that is imagined or invented. Beginning to develop skills such as measuring materials, cutting and adding decoration. Describing similarities and differences between practices in Art and Design, e.g between painting and sculpture and linking these to their own work. Describing and comparing features of their own work and others' artwork.	

Cycle A – Term 5: Toys through Time

Subjects Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
History	**How have toys changed?**	To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented. To know some similarities and differences between the past and their own lives.	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts from different periods of time. Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same.	Artefact, century, decade, different, evidence, living memory, memory, modern, now, past, present, remember, similar, source, special.

		To know that everyday objects have similarities and differences with those used for the same purpose in the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today.	Understanding that some things change while other items remain the same and some are new. Asking why things happen and beginning to explain why with support. Being aware that some things have changed and some have stayed the same in their own lives. Recalling special events in their own lives. Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. Beginning to identify different ways to represent the past (e.g. photos, stories). Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence.	

			Describing the main features of concrete evidence of the past or historical evidence. Drawing simple conclusions to answer a question. Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago.	
Subjects Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Materials** **Working Scientifically** *Asking simple questions and recognising 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 reading data to help	To know that what an object is called and what it is made from are different. To know that there are a variety of different materials that can be used to make different objects. To know that different materials have different properties. To know that objects can be sorted and grouped using the materials they are made from. To know that everyday materials can be compared and grouped based on their simple properties. To know that different materials have different uses based on their suitability. To know that the shapes of objects can be changed by squashing, bending, twisting and stretching.	Labelling a picture/diagram of an object made from different materials. Describing the properties of materials. Sorting materials according to type. Sorting materials using different criteria such as bendy, stiff, flexible. Identifying the material objects are made from. Identifying the properties of different materials. Matching different materials to their properties and connect them to their most appropriate use. Predicting the effect of different actions on different materials. Explaining using appropriate vocabulary why some materials change shape more easily than others. Changing the shape of objects using a variety of actions such as push, pull, twist.	**Year 1** Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through. **Year 2** Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff, rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape,

	in answering questions.		Describing the effects of change of shape using appropriate vocabulary. Describing similarities and differences between different materials. Carrying out simple tests relevant to the properties of materials with regard to properties such as absorbency, buoyancy or being waterproof. (Year 2 – fair testing).	push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching translucent, reflective, nonreflective, shape. **Working Scientifically**: observe, record, predict, fair, interpret, measure, over time, communicate, explore.
Subjects Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
DT	**Textiles:** **Puppets**	To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look.	Using a template to create a design for a puppet. Cutting fabric neatly with scissors Using joining methods to decorate a puppet. Sequencing steps for construction Reflecting on a finished product, explaining likes and dislike.	Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template.

Cycle A – Term 6: Buckets and Spades

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Geography	**What is it like to live by the coast?**	To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean. To know some key human features of the UK. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.	Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas of the UK on a map of this area. Confidently locating the capital cities of the four countries of the UK on a map of this area. Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast and how it changes over time using subject-specific vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using a map to follow a prepared route. Recognising human features on aerial photographs and plan perspectives.	Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, Harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village.

			Recognising physical features on aerial photographs and plan perspectives. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Habitats / Living Things** **Working Scientifically KS1** *Asking simple questions and recognising they can be answered in different ways *Observing closely, using simple equipment *Performing simple tests *Identifying and classifying *Using their observations and	Know that things are living, dead or have never been alive. Know the differences between things that are living, dead or never been alive. Know that most living things live in an environment they are suited to. Know that habitats can be hot, cold, wet or dry. Know that habitats provide the basic needs for different kinds of animals and plants. Know that animals obtain food from plants.	Exploring the differences between things that living, dead, and things that have never been alive. Comparing the differences between things that are living, dead, and things that have never been alive. Sorting things that are living, dead, and things that have never been alive. Identifying that most living things live in habitats to which they are suited. Describing how different habitats provide for the basic needs of different kinds of animals and plants. Researching using internet and books how they depend on each other. Identifying and naming a variety of plants and animals in their habitats including microhabitats.	**Year 1** Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc. Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals from each vertebrate group. **Year 1** Leaf litter, seashore, ocean, rainforest, conditions, desert, damp, shade, water, air, survive, survival, names

	ideas to suggest answers to questions *Gathering and reading data to help in answering questions.		Describing how animals obtain their food from plants and other animals. Illustrating a simple food chain. Exploring the local area to find examples of food chains. Identify and name different sources of food for animals. Making dioramas of different habitats using a variety of media. Researching and communicating how animals adapt to their habitat. Exploring the school grounds to find out what animals live in the micro habitats.	of local habitats (e.g. pond, woodland etc.), descriptions of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied. **Working Scientifically**: observe, record, predict, fair, interpret, measure, over time, communicate, explore.
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Art and Design	**Painting and mixed media:** **Life in colour**	To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.	Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture.

		To know that patterns can be used to add detail to an artwork. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture.	Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.	

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Science	**Seasons** **Working Scientifically KS1** *Asking simple questions and recognising they can be answered in different ways *Observing closely, using simple equipment *Performing simple tests *Identifying and classifying	Know that the weather changes according to the time of year. Know the four seasons and the signs of each season.	Identifying the signs of each season through careful observation. Naming the four seasons. Observing the weather in each season. Recording the weather in each season in tables and charts. Identifying that the days are longer in summer and shorter in winter.	Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) sun, sunrise, sunset, day length, raining, shower, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, sun, sunrise, sunset.

	*Using their observations and ideas to suggest answers to questions *Gathering and reading data to help in answering questions.			