Killamarsh Infant and Nursery School – Knowledge and Skills Curriuclum 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 B:

Term 1: Family Album	Term 2: Hot and Cold Climates
Term 3: Celebrating China	Term 4: Mighty Monarchs
Term 5: Great Outdoors	Term 6: Taking a Fabulous Flight

Cycle B – Term 1: **Family Album**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
History	**How am I making history?**	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 people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways. 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 we can find out about the past by asking people who were there.	Sequencing three or four events in their own life. Using common words and phrases for the passing of time (e.g., now, long ago, then, before, after). Placing events on a simple timeline. Being aware that some things have changed and some have stayed the same in their own lives. 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. Beginning to look for similarities and differences over time 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. Beginning to identify different ways to represent the past (e.g. photos, stories). Making simple observations about the past from a source. Interpreting evidence by making simple deductions. Describing the main features of concrete evidence of the past or historical evidence.	Celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline.

		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.	Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Animals including Humans** **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 *Gathering and reading data to help in answering questions.	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. 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.	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. 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.	**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. **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.

		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.	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)	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Design and Technology	**Structures:** **Baby Bear's chair**	To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily.	Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of their own structures.	design criteria, man-made, natural, properties, structure, stable, shape, model, test.

		To know that a 'stiff' structure or material is one which does not bend easily.	Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of their own structure.	

Cycle B – Term 2: **Hot and Cold Climates**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Geography	**Would you prefer to live in a hot or cold place?**	To know some similarities and differences between their local area and a contrasting non-European country. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.	Locating all the world's seven continents on a world map. Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.	Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical, feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather.

			Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Recognising there are different ways to answer a question. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Animals including Humans** **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 there are many different animals with different characteristics. To know that there are a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. To know that an animal belongs to a certain animal group according to individual characteristics. To know that animals have different diets and name a variety of common animals that are carnivores, herbivores and omnivores. To know that the structure of a variety of common animals changes according to group (birds, fish, reptiles, mammals, amphibians and invertebrates). To know that animals have senses to help individuals survive. To understand that when animals sense things they are able to respond.	Identifying the different characteristics of the animal groups. Naming a range of animals that belong to each group. Sorting different animals into sets using a Venn diagram according to criteria such as appearance, structure, birds, fish, reptiles etc. Discussing the different sets and identify why an animal belongs to that set. Considering what an animal needs to survive (prior learning) and investigate what it needs to be comfortable and happy. Discussing why an animal needs certain things for survival. Identifying and naming which animals are carnivores, herbivores and omnivores. (Y2 sort animals according to these sets). Researching a variety of animals from hot and cold climates using secondary sources.	**Year 1** Tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore. **Year 2** Offspring, grow, adults, survival, water, food, air, exercise, survival, exercise. reproduction, growth, names of animals and their babies (e.g., chick/chicken, kitten/cat, caterpillar/butterfly), survive, water, food, exercise, heartbeat, breathing, foods (e.g., meat, vegetation). **Working Scientifically**: observe, record, predict, fair, interpret, measure,

	in answering questions.	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.	Describing and comparing the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) Labelling the key features the key features of named animals on a picture/diagram. Writing descriptively about an animal using facts about animal groups. Writing a 'What am I? riddle about an animal. Describing what a range of animals eat. Investigating the benefits of camouflage on for animals by carrying out a simple test. (Y2 – fair testing)	over time, communicate, explore.
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Design and Technology	**Cooking and nutrition:** **Fruit and vegetables**	To understand the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines.	Design smoothie carton packaging by hand or on ICT software Chopping fruits and vegetables safely to make a smoothie. Identifying if a food is a fruit or a vegetable. Learning where and how fruits and vegetables grow. Tasting and evaluating different food combinations. Describing appearances, smell and taste.	Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel slice.

		To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant	Suggesting information to be included on packaging.	

Cycle B – Term 3: **Celebrating China**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Geography	**What is it like to live in Shanghai?**	To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. To know that physical features mean any feature of an area that is on the Earth naturally. To know that human features mean any feature of an area that was made or built by humans.	Locating two of the world's seven continents on a world map. Showing on a map which continent they live in. Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia). Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe features on a map in relation to other features (real or imaginary).	Continent, country, different, directional, language e.g. near, far, next to, behind etc, key, human feature, map, physical feature, similar, symbol.

			Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. 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. Adding labels to sketch maps. 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.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Materials** **Working Scientifically**	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.	Labelling a picture/diagram of an object made from different materials. Describing the properties of materials. Sorting materials according to type.	**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,

	*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 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.	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. 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).	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, 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.
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Art and Design	**Drawing: Make your mark**	To know that an outline is a joined-up line that shows a 2D shape.	Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.	2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly

		To know that drawing tools can create different marks. To know that you can draw different types of lines. To know that texture means 'what something feels like'. To know that different marks can be used to represent the textures of objects. To know that different drawing tools make different marks. To know that things we see have darker and lighter areas.	Developing observational skills to look closely and reflect surface texture through mark making. Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. Describing and comparing features of their own work and other's art work.	Form, horizontal, lightly line, mark making, narrative, observe, optical, art, pastel, printing, shade, Shadow, straight, texture, vertical, wavy.
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**

Cycle B – Term 4: **Mighty Monarchs**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
History	**What is a monarch?**	To know that beyond living memory is more than 100 years ago To know that events in history may last different amounts of time To know that some events are more significant than others. To know that 'historically significant' people are those who changed many people's lives.	Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework. Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. Asking questions about why people did things, why events happened and what happened as a result.	Edward the Confessor, fortified, manor house gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep, moat, monarch, motte, motte-and-bailey, nobility, Normandy, Normans, oath, orb, parliament, portcullis, power, procession, rule,

		To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that in the past monarchs had absolute power.	Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Finding out about people, events and beliefs in society. Discussing who was important in a historical event. 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 (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. 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.	sceptre, stone keep, tower, walls, William of Normandy, Witan.

			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.	
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 *Identifying and classifying *Using their observations and ideas to suggest answers to questions	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. 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.	**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. **Working Scientifically**: observe, record, predict, fair, interpret, measure, over time, communicate, explore.

	*Gathering and reading data to help in answering questions.		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.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Art and Design	**Drawing:** **Tell a story**	To know that 'composition' means how things are arranged on the page. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.	Beginning to generate ideas from a wider range of small 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.	Blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, Storyboard, texture, thick, thin.

		To know that patterns can be used to add detail to an artwork. To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. To know that drawing materials can be used to show light and dark.	Developing observations skills to look closely and reflect surface texture through mark-making. Experimenting with drawing on different surfaces, and beginning to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes. Beginning to talk about how they could improve their own work.	

Cycle B – Term 5: **Great Outdoors**

Subjects Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Geography	**What is the weather like in the UK?**	To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. 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 that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time.	Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Showing on a map which country they live in and locating its capital city. Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. Using an atlas to locate the UK.	Atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain, gauge, season, temperature, thermometer, weather, weather vane.

		To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map.	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. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using simple picture maps and plans to move around the school. 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 an atlas to locate the four countries in the UK. Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Asking questions about the world around them.	
Subjects Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Habitats / Living Things**	Know that things are living, dead or have never been alive.	Exploring the differences between things that living, dead, and things that have never been alive.	**Year 1** Living, dead, never been alive, suited, suitable, basic

	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 *Gathering and reading data to help in answering questions.	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.	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. 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.	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, 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.

Subjects Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
Art and Design	**Craft and design:** **Map it out**	To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work.	Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. 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.	abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder

Cycle B – Term 6: **Taking a Fabulous Flight**

Subject Covered	Focus	Key Knowledge	Key Skills	Key Vocabulary
History	**How did we learn to fly?**	To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology. To know that some events are more significant than others.	Sequencing six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Knowing where people/events studied fit into a chronological framework.	beyond living memory, decade, evidence, eyewitness, flight, historic, historically, significant, inventor, living memory, past, present, primary source, source .

		To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals.	Identifying simple reasons for changes. Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Finding out about people, events and beliefs in society. Discussing who was important in a historical event. 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 (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Evaluating how reliable a source is.	

			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. Identifying a primary source.	
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Science	**Materials** **Working Scientifically KS1** *Asking simple questions and recognising they can	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.	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.	**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,

	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 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.	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. 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).	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, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching translucent, reflective, nonreflective, shape.
Subject Covered	**Focus**	**Key Knowledge**	**Key Skills**	**Key Vocabulary**
Design and Technology	**Mechanisms:** **Making a moving aeroplane**	To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. To know that there is always an input and an output in a mechanism.	Creating a design criteria for a moving aeroplane as a class. Designing a moving aeroplane for a specific audience in accordance with a design criteria. Making linkages using card for levers and split pins for pivots.	Axle, design criteria, input, linkage, mechanical, output, pivot, wheel.

		To know that an input is the energy that is used to start something working. To know that an output is the movement that happens as a result of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is made up of a series of levers.	Experimenting with linkages adjusting widths, lengths and thickness of card used. Cutting and assembling components neatly. Evaluating own designs against design criteria. Using peer feedback to modify a final design.	

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