

'Roots to Grow and Wings to Fly'  
**St Bartholomew's Primary School Curriculum – KS1**

		Year A	Year B	Year C	Year D		
<b>SCIENCE</b>	Living things and their habitats						
	Animals including humans						
	Plants						
	Everyday Materials						
	Seasonal Changes						
<b>GEOGRAPHY</b>	UK Locational Knowledge						
	Alternate Locational Knowledge						
	UK Place Knowledge						
	Alternate locality Place Knowledge						
	Physical Geography						
	Human Geography						
	Geographical Skills						
	Fieldwork						
<b>HISTORY</b>	Changes within living memory						
	Events beyond living memory						
	Lives of significant individuals						
	Local history						
	Historical Skills						
	Chronology						
	Historical Theme – Civilisation						
	Historical Theme – Empire						
	Historical Theme – Invasion and Conflict						
	Historical Theme – Legacy and Achievements						
<b>ART</b>	Drawing						
	Painting						
	Sculpture						
	Craft and design						
	Collage and Textiles						
	The legacy of art and artists						
<b>DT</b>	Structure						
	Mechanisms						
	Textiles						
	Design, make evaluate						
	Cooking and nutrition						
<b>PE</b>	Team Games						
	Dance						
	Gymnastics						
	Yoga						
	Balance, Agility and Co-ordination						
	Physical Skills						
	Creative Skills						
	Health and Fitness						
	Cognitive skills						
	Social skills						
	Personal Skills						
	Swimming						
<b>MUSIC</b>	Voices Expressively	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	Play instruments	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	Experiment, create, select and combine sounds	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	Diversity of music and composers	FOCUS	EVERY	HALF	TERM	EVERY	YEAR
	History of music	FOCUS	EVERY	HALF	TERM	EVERY	YEAR

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<b>COMP</b>	Technology in our lives								
	Programming								
	Multimedia								
	Online presentation.								
	Online Safety	Within	Every	unit	each	Term			

		Year A	Year B	Year C	Year D
<b>RSHE</b>	H&W: Physical Health and fitness				
	H&W: Mental wellbeing				
	H&W: Healthy eating				
	H&W: Managing risks & harm prevention				
	H&W: Ourselves, growing and changing				
	Relationships: Families				
	Relationships: Caring Friendships				
	Relationships: Respectful relationships				
	Relationships: Being Safe				
	LITWW: being a good citizen				
	E-Safety: Content, Conduct, Contact	Within	Every	Unit	each

<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
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KS1 YEAR C (2022-23)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>Over the hills and far away</b>	<b>Lest we forget</b>	<b>From Crewkerne to the rainforest</b>	<b>Sweet like Chocolate</b>	<b>Reduce, Reuse, Recycle</b>	<b>Pyramids, Mummies and Tombs</b>
<b>SCIENCE</b>	Seasonal changes Part 1	Everyday Materials	Living things and their habitats	Seasonal changes Part 2	Plants	Animals including humans
<b>HISTORY</b>		<b>War and remembrance</b> <i>What are we remembering on Remembrance Day?</i>		<b>Food</b> <i>How has food changed over the last 100 years?</i>		<b>Ancient Egypt</b> How did they build the pyramids? Who was Harold Carter?
<b>GEOGRAPHY</b>	How wonderful is our country?  <b>(The UK)</b>		How is Crewkerne different from Brazil?  <b>(contrasting non-European locality)</b>		How do we recycle in Crewkerne? <b>(Field work)</b> <b>(My local Area)</b>	
<b>DT</b>		<b>Textiles</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Mechanisms</b> Design, make, Evaluate
<b>ART</b>	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Sculpture</b> Experiment and create The legacy of art and artists	
<b>RSHE</b>	Health & Wellbeing		Relationships		Living In The Wider World	
<b>COMPUTING</b>	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
<b>RE</b>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas  <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God?  <b>UC 1.1 God: What do Christians believe God is like?</b>  <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 5: What do Jewish people believe about God and the Covenant?	
<b>MUSIC</b>	Hands Heart Feet	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect Rewind Replay
<b>PE</b>	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 YEAR D (2023-24)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	Maps and beyond	Invaders and Raiders	Feeling hot, hot, hot	Crewkerne through the ages	Water, Water Everywhere	Going for gold
SCIENCE	Everyday Materials	Seasonal changes Part 1	Living things and their habitats	Plants	Seasonal changes Part 2	Animals including humans
HISTORY		<b>Land ahoy</b> <i>Who and what are pirates?</i>		How have homes in Crewkerne changed over time?		<b>Ancient Greece</b> <i>Why do we have the Olympics?</i>
GEOGRAPHY	What is around our school? <b>(Field Work)</b> <b>(My local area)</b>		Where in the world is hot and cold?		Where are the worlds oceans, seas and rivers?	
DT		<b>Mechanisms</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Structures</b> Design, make, Evaluate
ART	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Collage and Textiles</b> Experiment and create The legacy of art and artists	
RSHE	Health & Wellbeing		Relationships		Living In The Wider World	
COMPUTING	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
RE	Unit 6: What do Jewish people believe about Torah?		Unit 4: What do Christians believe about forgiveness? Link with Easter  <b>UC 1.5 Salvation (digging deeper)</b>		Unit 3: What do Christians believe about love? – (agape)  <b>UC 1.4 (Gospel): What is the good news Jesus brings?</b>	
MUSIC	Hey You!	Rhythm In The Way We Walk	In The Groove	Zootime	Friendship Song	Reflect Rewind Replay
PE	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 YEAR A (2024-25)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>Everyone Needs Good Neighbours</b>	<b>Battle, Blitz and Victory</b>	<b>We Are United</b>	<b>Heroes and Heroines</b>	<b>Our extreme wild world</b>	<b>On the March!</b>
<b>SCIENCE</b>	Seasonal changes Part 1	Everyday Materials	Living things and their habitats	Seasonal changes Part 2	Plants	Animals including humans
<b>HISTORY</b>		<b>Conflict</b> What was it like to be a child in war?		<b>Kings and queens</b> Who is the greatest king or queen?		<b>Travel and transport</b> <i>How has transport changed over time?</i>
<b>GEOGRAPHY</b>	Where in the world are we? (Field Work)		<i>Why is the world wonderful?</i>		Can we become meteorologists?	
<b>DT</b>		<b>Mechanisms</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Textiles</b> Design, make, Evaluate
<b>ART</b>	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Sculpture</b> Experiment and create The legacy of art and artists	
<b>RSHE</b>	Health & Wellbeing		Relationships		Living In The Wider World	
<b>COMPUTING</b>	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
<b>RE</b>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas  <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God?  <b>UC 1.1 God: What do Christians believe God is like?</b>  <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 5: What do Jewish people believe about God and the Covenant?	
<b>MUSIC</b>	Hands Heart Feet	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect Rewind Replay
<b>PE</b>	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 YEAR B (2025-26)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>Oh the places you'll go!</b>	<b>Intrepid Explorers</b>	<b>All At Sea</b>	<b>Fossil Hunting</b>	<b>The Americas</b>	<b>Local History Topic</b>
<b>SCIENCE</b>	Everyday Materials	Seasonal changes Part 1	Living things and their habitats	Plants	Seasonal changes Part 2	Animals including humans
<b>HISTORY</b>		<b>Great Explorers</b> <i>Who are the greatest explorers?</i>		Why do we call it the Jurassic Coast? & Who was Mary Anning?		Weaving industry
<b>GEOGRAPHY</b>	Where can maps take you?		What do we know about the seaside?		How is Crewkerne different to Mexico?	
<b>DT</b>		<b>Mechanisms</b> Design, make, Evaluate		<b>Food</b> Cooking and Nutrition		<b>Structures</b> Design, make, Evaluate
<b>ART</b>	<b>Drawing</b> Experiment and create The legacy of art and artists		<b>Painting and Printing</b> Experiment and create The legacy of art and artists		<b>Collage and Textiles</b> Experiment and create The legacy of art and artists	
<b>RSHE</b>	Health & Wellbeing		Relationships		Living In The Wider World	
<b>COMPUTING</b>	Technology In Our Lives	Multimedia	Programming		Handling Data	Online Safety Choice of activity & Presentation
<b>RE</b>	Unit 6: What do Jewish people believe about Torah?		Unit 4: What do Christians believe about forgiveness? Link with Easter  <b>UC 1.5 Salvation (digging deeper)</b>		Unit 3: What do Christians believe about love? – (agape)  <b>UC 1.4 (Gospel): What is the good news Jesus brings?</b>	
<b>MUSIC</b>	Hey You!	Rhythm In The Way We Walk	In The Groove	Zootime	Friendship Song	Reflect Rewind Replay
<b>PE</b>	REAL PE: Coordination and static balance  GAMES	REAL PE: Dynamic Balance to Agility and static balance  GAMES	REAL PE: Dynamic Balance and static balance  GAMES	REAL PE: Coordination and counter balance  GAMES	REAL PE: Coordination and agility  GAMES	REAL PE: Agility and static balance  GAMES

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KS1 SCIENCE

	Year 1	Year 2	Year 3
Working Scientifically	To ask questions about the world around me	To ask simple questions and recognise that they can be answered in different ways	To ask relevant questions and suggest a test that could answer them
	To explore the world around me	To perform simple tests	To set up simple practical enquiries
	To use simple measuring equipment	To observe closely using simple equipment	To make careful observations, taking accurate measurements
	To record simple data	To gather and record data to help in answering questions	To gather data in a systematic and useful way
	To compare objects and materials and sort and group them	To use the skills of identifying and classifying	To record and present data in a variety of ways to help in answering questions
	To talk about what I have found out		To produce written, oral or presentations of findings
	To begin noticing patterns and relationships with help	To use their observations and ideas to suggest answers to questions	To use results to draw simple conclusions
	To access secondary sources with help	To use secondary sources to find answers	To use straightforward scientific evidence to answer questions or support findings

	Year 1	Year 2	Year 3
Biology - Animals including humans	To understand how to take care of familiar animals, including those from their local environment	To investigate and describe the basic needs of animals, including humans, for survival (food, water, air)	To know that animals, including humans, need the right types and amount of nutrition
	To be aware of why exercise is important for good health	To describe the importance for humans of exercise and eating the right amounts of different food	To know that animals, including humans, cannot make their own food; they get nutrition from what they eat
	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)	To know the names of some of the major bones in humans	To identify that humans, and some other animals, have skeletons for support and protection
	To identify, name, draw and label the basic parts of the human body	To know that humans and other animals have muscles	To identify that humans, and some other animals, have muscles for support and movement
	To say which part of the body is associated with each sense		To know the main body parts associated with the skeleton and muscles
	To know how and why to brush my teeth		To know that different parts of the body have special functions
	To know how and why to keep myself clean	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health	To know some of the organs involved in the digestive system
	To say how they are similar and different to their friends	To know and practice simple hygiene routines that can stop germs from spreading	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health
	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To recognise the ways in which we are all unique	To identify the different types of teeth in humans and their simple functions
	To understand growing and changing from young to old	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To recognise their individuality and personal qualities
		To understand growing and changing from young to old and how people's needs change	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)
		To draw timelines to indicate stages of growth and developments of humans	

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	Year 1	Year 2	Year 3	
Biology - Plants	To identify and describe the basic structure of a variety of common plants and trees (leaves, flower, stem etc.)		To identify and describe the functions of different parts of flowering plants (flowers, leaf, stem, root)	
	To identify and name a variety of common wild and garden plants including deciduous and evergreen trees			
	To observe the growth of flowers and vegetables I have planted	To observe and describe how seeds and bulbs grow into mature plants.	To describe how plants need water, light and a suitable temperature to grow and stay healthy	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
				To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room)
	To explore and study plants growing in our environment throughout the year			To know how the requirements of plants to live and grow vary from plant to plant
	To carefully observe and group plants	To compare, contrast and sort plants based on observations		To group plants into categories based upon characteristics
				To investigate the way in which water is transported within plants

	Year 1	Year 2	Year 3
Biology – Living things and their habitats	To have explored some local habitats and looked at the living creatures found there	To identify and name a variety of plants and animals in their habitats including micro-habitats	To recognise that living things can be grouped in a variety of ways
	To identify and name a variety of common animals including fish, amphibians, reptiles birds and mammals		To use classification keys to assign living things to groups
	To sort things in to living or not living	To explore and compare the differences between things that are living, dead and things that have never been alive.	To understand that plants and animals are alive and that they feed, grow and reproduce
	To know some animals that can be found in familiar habitats	To know how different animals and plants depend on each other	To recognise how animals in an environment can be hurt by damage to that environment
	To know that a habitat is a home for a variety of plants and animals	To identify that most living things live in habitats to which they are suited	To recognise how animals and plants are adapted to the environments in which they live and how they depend upon one another
	To know that some animals eat plants and some animals eat other animals	To describe how different habitats provide for the basic needs of different kinds of animals and plants	To explore how local habitats can change throughout the year.
	To identify and name a variety of common animals that are carnivores, herbivores and omnivores	To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify different sources of food	To construct simple food chains for familiar habitats
	To know that some familiar animals change throughout their lives	To notice that animals, including humans have offspring which grow into adults	To investigate the life cycles of a variety of familiar animals and insects

	Year 1	Year 2	Year 3
Chemistry- Everyday materials	To distinguish between an object and the material from which it is made	To identify and compare the suitability of a variety of different everyday materials for particular uses	To understand that everyday objects can be made by combining the properties of different materials (e.g. spoon with a metal head and plastic handle)
	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock		
	To describe the simple physical properties of a variety of everyday materials (hard, stretchy, shiny, rough, bendy, waterproof, absorbent, opaque)	To know that the same material can have many different uses based upon its properties	
	To compare and group together a variety of everyday materials on the basis of their simple physical properties		
	To solve problems using a knowledge of the properties of different materials		To carry out tests and explore differences between materials
	I know that the shape of objects can be changed by squashing, bending, twisting and stretching	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	To explore how some materials change when they are heated or cooled
To be able group solids, liquids and gases			



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Physics - Light	Year 2	Year 3
	To compare sources of light (dark, dull, bright, darkest, brighter etc.)	To know that we need light to see things and that darkness is the absence of light
	To explore transparent, translucent and reflective objects	To notice that light is reflected from surfaces
		To know that light travels in straight lines
	To recognise that light from the sun can be dangerous and there are ways to protect the eyes	
To explore making shadows	To recognise that shadows are formed when the light from a light source is blocked by an opaque object	
	To find patterns in the way that the size of shadows change	

Rocks -- fossils	Year 2	Year 3
	To closely observe rocks for grains, crystals and fossils with a hand lens	To compare and group together different kinds of rock based on their appearance and simple physical properties
	To closely observe and make accurate sketches of soil make up	To recognise that soils are made from rocks and organic matter
	To closely observe fossils	To describe in simple terms how fossils are formed when things that have lived are trapped in rock

Forces and magnets	Year 2	Year 3
	To describe how things move on a surface using simple language (fast, slow, very fast, very slow)	To compare how things move on different surfaces
	To talk about forces in terms of pushes and pulls	To notice that some forces need contact between two objects, but magnetic forces can act at a distance
		To observe how magnets attract and repel each other
		To observe that magnets attract some materials and not others
		To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet
		To be able to identify some magnetic materials
To investigate how magnets act against different materials and other magnets	To identify magnets as having two poles	
	To predict whether two magnets will attract or repel each other, depending on which poles are facing	

Seasonal changes	Year 1	Year 2
	To observe changes across the four seasons	To know how the four seasons affect the behaviour of plants and animals
		To identify seasonal and daily weather patterns in the United Kingdom
	To observe and describe whether associated with the seasons and how day length varies	To know that seasons might be different in different countries
To talk about how the weather conditions in a place are similar or different	To compare weather in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	

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National curriculum units as prescribed					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically
Plants	Plants	Plants			
Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans
	Living things and their habitats		Living things and their habitats	Living things and their habitats	Living things and their habitats
Seasonal changes					
		Rocks			Evolution and inheritance
		Light			Light
			Sound		
		Forces and magnets		Forces	
			Electricity		Electricity
				Earth and space	
Everyday materials	Uses of everyday materials		States of matter	Properties & changes of materials	

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KS1 Geography

<b>Areas of study</b>	<b><i>My local area</i></b> (home, school, Crewkerne, Somerset)	<b><i>The UK</i></b> (all four countries)	<b><i>A contrasting non-European locality</i></b> (Brazil, Mexico)
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	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
<b>Geographical Skills and Fieldwork</b>	Use simple positional cues – gives directions around the room or a space	Talk about the main differences between a world map and a globe	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	To use the eight points of a compass to build their knowledge of the United Kingdom
	Describe and experiment with direction of movement  Add detail to a map of a familiar place – bedroom, classroom	Be able to follow a simple road map and recognise key landmarks, such as a church  Understand why it is important for • all streets to have a name, including post code	Locate the nearest town or city on map of the UK  Locate a number of cities on a map of the UK  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use maps to locate world countries and capitals  Use a globe to gain a better understanding about countries' location (USA and Russia, for example)
	Discuss elements in photographs – weather, hot, cold, etc.	Take photographs of locally interesting geographical features	Make a model, using road strips and toy buildings that shows features in an area	Talk about the features in their local environment and compare it with another they know
	Label simple diagrams and pictures	Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.	To devise a simple map; and use and construct basic symbols in a key	Produce freehand map of a known place, e.g., • journey between home and school
	Make simple pictorial representations or chart of observations or information gathered  Use a camera to take still and moving photos	Observe and record information about the local area, i.e. types of shops, bus stops etc.	To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment.	To use fieldwork to observe, measure, record and present the human and physical features in the local area
	Use a magnifying glass	Talk about the features in the local environment	To research locations	To use a range of sources to collect information about a location

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		To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Create a report after a fieldwork activity that focuses on geographical features observed
		To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	Use systematic sampling and data collecting as part of fieldwork activity

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<b>Locational knowledge</b>	Look at simple maps and globes identifying land types and the sea	Understand that maps and the globe are used to locate key places around the world	Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth  Know and use the terminologies: left and right; below, next to	Understands that countries have defined borders and that each country has its own government or equivalent
<b>UK Locational knowledge</b>	To name areas of importance to the child	To name the four countries of the United Kingdom  To name the four capital cities of the United Kingdom	To name, locate and identify characteristics of the four countries of the United Kingdom  To name and locate the four capital cities of the United Kingdom	To name and locate counties of the United Kingdom
		To name the United Kingdom's surrounding seas	To name and locate the United Kingdom's surrounding seas	To identify human and physical characteristics of the United Kingdom in particular counties
		To identify seasonal and daily weather patterns in the United Kingdom	To identify seasonal and daily weather patterns in the United Kingdom	To know the difference between climate and weather
<b>Alternate Locational knowledge</b>	To identify differences between ourselves and others	To recognise that places contain physical/natural and human/made features	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
		To know the names of some countries of the world	To name and locate the world's seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest
		To use world maps, atlases and globes to identify countries	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world's countries with a focus on Europe
		To talk about how the weather conditions in a place are similar or different	To compare weather in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To identify latitude and longitude
				To describe and understand key aspects of human geography including: types of settlement and land use

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				To describe and understand key aspects of physical geography including: volcanoes, rivers, mountains, earthquakes, flood plains
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	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
<b>Place knowledge</b>	<p>Describes where they live and the surrounding area – shops, roads, parks etc.</p> <p>Describes from photographs different environments around the world</p> <p>Uses comparative language to describe objects as near or far away</p>	<p>Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</p>	<p>Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons</p>	<p>Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places</p>

	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
<b>Human and Physical Geography</b>	<p>Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches)</p> <p>Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather</p>	<p>Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</p> <p>Begin to appreciate the different weather patterns in the UK</p>	<p>Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people</p>	<p>Recognise how human geographical features change over time</p> <p>Understand what is meant • by being environmentally friendly</p>

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KS1 History

	Events <b>beyond living memory</b> that are significant nationally or globally	Changes <b>within living memory</b>	<b>Significant individuals</b> in the past who have contributed to national and international achievements	Significant historical events, people and places in <b>my locality</b>
Areas of study	How did they build the pyramids? Who and what are pirates? Why do we have the Olympics? Why do we call it the Jurassic Coast?	What are we remembering on Remembrance Day? How has food changed over the last 100 years? How have homes in Crewkerne changed over time? What was it like to be a child in war? How has transport changed over time? Who are the greatest explorers?	Who was Harold Carter? Who is the greatest king or queen? (Richard III, Queen Victoria, Queen Elizabeth II) Who are the greatest explorers? (Ibn Battuta, Matthew Henson , Felicity Aston) Who was Mary Anning?	How have homes in Crewkerne changed over time? How has food changed over the last 100 years? What are we remembering on Remembrance Day? Why do we call it the Jurassic Coast? Weaving industry

	Year 1	Year 2	Lower KS2
Historical skills	To answer questions about my era using information I have learnt	To discuss my era showing I have understood it's key features	To answer questions about change, cause, similarity, difference and significance
	To know where I can find information about a person or event I am studying	To know different types of sources give me different information	To recognize a primary and secondary source of historical information
		To use sources to find information about a person or event I am studying	
	To study historical artefacts and think about what they tell me about the past	To identify which artefact is the most useful to me	To evaluate how useful a source is to find out about an event, person or time
To use words like true, fact and proof when discussing historical topics	To know not everything written about history is true	To understand bias and propaganda in sources	

	Year 1	Year 2	Lower KS2
Chronology	To know what time period the people I am studying come from	To recognise features of different eras and use this to place people, transport, technology and other features studied	To know and understand concurrent periods and events in British and world history
	To sort pictures, names artefacts and events into past and present	To order pictures, names artefacts and events into past and present on a timeline	To place events, periods and people studied within a coherent timeline
	To know some ways that the world has changed between my era and now	To identify similarities and differences between the time of my event or person and the present	To know time periods/events that took place before and after the period I am studying

	Year 1	Year 2	Lower KS2
Historical themes	To know how people or events I have studied are similar or different	To know why my era is significant	To know the legacy of a time period, its benefits and deficits in shaping our society
	To know how my school/school area is different now to how it was in the past	To know that Britain has been shaped by its history	To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts
	To use words like older, newer, before, after, past and present when describing the people I have studied	To understand historical terms (century, war, peace, monarch, local history, national history, world history)	To know how Britain has influenced and been influenced by the wider world To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)

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KS1 ART

Areas of study	Drawing	Painting	Sculpture	Craft and design
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	Year 1	Year 2	Lower KS2
Experiment invent and create	To explore a range of materials	To use a range of materials creatively to design and make products	To develop my control and use of materials
	To explore ideas from my own imagination	To use different techniques to develop and share my ideas, experiences and imagination	To develop my creativity and experimentation
	To explore some simple techniques including colour and shape	To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)	To explore different techniques and the effects they have on my work
	To think about what I want to create before I start	To develop my ideas for my art work over several pieces	To create sketch books to record my observations
	To say what I think about my own and other's work	To make links between the work and techniques of artists and my own	To explain how my work reflects a particular practice or discipline
	To imitate a particular style	To use pieces as inspiration for my own work	To create work which shows the influence of pieces I have studied

	Year 1	Year 2	Lower KS2
The legacy of art and artists	To study the work of a famous artist	To know the work of a range of artists, craft makers and designers	To have studied artists and looked for themes across their work
	To study art from a different culture	To compare the work of artists and describe the differences and similarities	To learn about great artists, architects and designers in history
	To say what I have done to match a particular style or discipline	To describe the differences and similarities between different practices and disciplines	To have studied a range of techniques from different times and cultures

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KS1 – DT

Areas of study	<b>Construction</b>	<b>Mechanisms</b>	<b>Food</b>
	To build structures, exploring how they can be made stronger, stiffer and more stable	To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	To learn how to prepare simple foods

	Year 1	Year 2	Lower KS2
Design	To think about how I want my product to look	To design purposeful, functional, appealing products for themselves and other users based on design criteria	To solve real and relevant problems within a variety of contexts
	To think about what I want my product to do	To design products with an awareness of purpose	To use research and develop design criteria to inform the design of products aimed at particular individuals or groups
	To plan out my product before I start making	To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	To generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and, information and communication technology

	Year 1	Year 2	Lower KS2
Make	To select tools and techniques needed to shape, assemble and join materials	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	To use a range of tools with accuracy and precision
	To select from a range of materials according to their characteristics	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	To use a range of factors to evaluate the usefulness of a material
	To explore objects and designs to identify likes and dislikes of the designs	To refine my design as my work progresses, discussing how I have improved it	To refine work and techniques as work progresses, continually evaluating the product design

	Year 1	Year 2	Lower KS2
Evaluate	To explore objects and designs to identify likes and dislikes of the designs	To explore and evaluate a range of existing products	To evaluate positive and negative features of existing products
	To give likes and dislikes of my own design	To evaluate their ideas and products against design criteria	To critique, evaluate and test their ideas and products and the work of others
			To understand how key events and individuals in design and technology have helped shape the world
			To draw on disciplines such as mathematics, science, engineering, computing and art



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	Year 1	Year 2	Lower KS2
Cooking and Nutrition	To know some healthy and unhealthy foods	To use the basic principles of a healthy and varied diet to prepare dishes	To design meals that represent a healthy, balanced diet
	To assemble or cook healthy ingredients with assistance	To assemble and cook healthy ingredients	To assemble or cook healthy ingredients, adapting recipes to meet my needs
	I can name some foods that come from the farm	To understand where food comes from.	To understand foods that are grown in this country and those that come from different regions and climates around the world
			To plan recipes thinking about the cost of different ingredients
	To know I need to wash my hands before preparing food and that equipment must be washed up afterwards	To prepare ingredients hygienically using appropriate utensils.	To consider safety and hygiene when working with food

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KS1 PE

Areas of study	Invasion games	Gymnastics	Dance	Activities to develop balance, agility and co-ordination
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Physical skills include: running, jumping, throwing, catching, and balancing

Health and fitness

Year 1	Year 2
To have observed some changes in my body when I exercise	To explain how my body feels before, during and after exercise
To be aware of why exercise is important for good health	To describe the importance for humans of exercise and eating the right amounts of different food
To join in with warm up activities and stretches	To know it is important to warm up before exercise
To follow instructions, practice safely and work on simple tasks by myself	To use equipment appropriately and move and land safely.

Invasion games

Year 1	Year 2
<p>Develop bouncing: introduce sending with control, aiming with accuracy, power and speed.                      Develop sending (rolling) skills.                      Introduce stopping a ball and develop stopping, combining sending skills.                      Introduce throwing with accuracy and apply throwing with accuracy in a team (using beanbags).                      Consolidate sending and stopping skills to win a game.</p>	<p>Keep possession when passing and receiving or dribbling.                      Combine dribbling, passing and receiving, keeping possession                      Combine dribbling, passing and receiving to score a point                      Develop application and understanding of underarm throwing.                      Introduce overarm throwing.                      Apply underarm and overarm throwing to game situations.</p>
<p>Recap and develop moving with a ball using feet.                      Apply dribbling into games.                      Consolidate dribbling.                      Explore kicking (passing) and apply this to simple games.</p>	<p>Develop dribbling, keeping possession.                      Develop passing and receiving to maintain possession.                      Combine dribbling, passing and receiving to score a point.                      Apply dribbling, passing and receiving as a team to game situations.</p>
<p>Understanding the principles of attack.                      Apply attacking principles into a game.                      Understand the principles of defence.                      Apply defending principles into a game.                      Consolidate attacking.                      Consolidate defending</p>	<p>Attack and defend as a team.                      Understand the transition between defence and attack.                      Create and apply attacking tactics.                      Create and apply defensive tactics.</p>

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Dance

Year 1	Year 2
<p>Responding to rhythm. Introducing and creating motifs. Creating movement sequences, exploring relationships (how the body link to space and music) and performance. Explore expression Add movements together. Introduce partner work. Start to perform smaller motifs.</p>	<p>Respond to stimuli. Develop whole group movement. Create sequences, including contrasting movements. Continue to explore relationships (how the body links to space and music) and performance. Explore sequences, relationships and performance. Develop a motif with expression and emotion. Apply choreography to a motif.</p>

Gymnastics

Year 1	Year 2
<p>Introduce 'Wide', 'Narrow' and 'Curled'. Explore differences between wide, narrow and curled. Introduce 'big' and 'small' body parts. Combine big and small with wide, narrow and curled. Transition between wide, narrow and curled using big and small body parts. Add (link) movements together. Create ways of adding (linking) movements together</p>	<p>Explore and develop zig-zag pathways. Explore curved pathways, developing curved pathways on apparatus. Create, complete and perform pathway sequences. Develop 'linking', including the use of apparatus Introduce and develop jump, roll, balance sequences Complete jump, roll, balance sequences on apparatus.</p>

KS1 RSHE

<b>EYFS</b>	<b>Me and my relationships:</b> *What makes me special *People close to me *Getting help	<b>Valuing difference:</b> *Similarities and difference *Celebrating difference *Showing kindness	<b>Keeping myself safe:</b> *Keeping my body safe *Safe secrets and touches *People who keep us safe	<b>Being my best:</b> *Keeping my body healthy	<b>Right and responsibilities:</b> *Looking after things: friends, environment and money	<b>Growing and changing:</b> *Cycles *Life stages
<b>Year 1</b>	<b>Right and responsibilities</b> *Taking care of things: <ul style="list-style-type: none"> <li>• Myself</li> <li>• My money</li> <li>• My environment</li> </ul>	<b>Valuing difference:</b> * <u>Recognising</u> , valuing and celebrating difference *Developing respect and accepting others *Bullying and getting help	<b>Keeping myself safe:</b> *How our feelings can keep us safe – including online safety *Safe and unsafe *Medicine Safety *Sleep	<b>Me and my relationships:</b> *Feelings *Getting help *Classroom rules *Special people *Being a good friend	<b>Being my best:</b> *Growth Mindset *Healthy eating *Hygiene and health cooperation	<b>Growing and changing:</b> *Getting help *Becoming independent *My body *Taking care of self and others
<b>Year 2</b>	<b>Me and my relationships:</b> *Bullying and teasing *Our school rules about bullying *Being a good friend *Feelings/self-regulation	<b>Valuing difference:</b> *Being kind and helping others *Celebrating difference *People who help us *Listening Skills	<b>Keeping myself safe:</b> *Safe and unsafe secrets *Appropriate touch *Medicine safety	<b>Right and responsibilities:</b> *Cooperation *Self-regulation *Online safety *Looking after money – saving and spending	<b>Being my best:</b> *Growth Mindset *Looking after my body *Hygiene and health *Exercise and sleep	<b>Growing and changing:</b> *Life cycles *Dealing with loss *Being supportive *Growing and changing Privacy

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KS1 Computing

	EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Content	To know how the internet and digital devices can be used safely to find things out and to communicate with others		To know the role of the internet in everyday life	
	To select from a list of apps, games and websites that a trusted adult gives me	To describe the things I enjoy about age appropriate apps, games and websites I am guided to use	To use age appropriate apps, games and websites from a list I have agreed with others	To choose apps, games and websites that are appropriate for my age and explain my reasons to friends
	To know that some material online is protected	To know that pictures, videos or music online belongs to someone	To think about whether I can use images that I find online in my own work	To explain how to check who owns photos, text and clipart
	To know that just because someone has a belief it doesn't make it true	To know that having a belief does not give anyone the right to break the law or hurt others	To show awareness of the harm that can be caused by terrorism and extremism (Including online)	
	To know not all information seen online is true		To explain how digitally altered images in the media make me feel	
			To use search tools to find appropriate information and decide whether I can trust it	To identify key words to use when searching safely online and think about the reliability of information I find
	To be careful about the icons I click or tap when I use technology devices		To identify adverts online, including those within Google searches	To ignore or close adverts and pop-ups that appear on my device and explain my reasons
			To identify some possible risks to devices	To explain why I need to protect my computer or device from harm
	To use links to websites to find information	To know there can be risks to downloading things from the internet	To ask a trusted adult before downloading files and games from the internet	To explain why I need to ask a trusted adult before downloading files and games from the internet

	EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Conduct	To agree and use sensible rules to keep me safe when I use technology	To agree and use sensible rules to keep me safe when I use technology	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to make good choices when I use technology
	To tell a trusted adult what I want to use a device for	To talk to a trusted adult about how I will keep myself safe before I use a device	To use the safety features of websites as well as reporting concerns to a trusted adult	To use appropriate strategies to deal with comments online
	To tell a trusted adult when something worrying or unexpected happens when I am using a device			To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult
	To know what my personal information is and keep it private	To explain why I need to keep my passwords and personal information private	To use a secure password and explain why they are important	
			To protect my personal information when I do different things online	
	To know that something I put online can be seen by others	To know how something can spread once it is put online	To know that anything I share online will stay there to be seen and used by others	
	To know hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	To comment positively and respectfully To know what bullying is and that people can be hurt by words and actions; that people can say hurtful things online	To describe the ways that people get bullied when they use different technologies and consider what I post	To make safe choices when using technology to communicate responsibly with others
	To use devices for the time I am allowed and tell you what else I like doing	To know to take a break and do something else when I have been using a device for too long	To make good choices about when and why I use devices	
To show a trusted adult when something worrying or unexpected happens when I am online		To know where and how to report concerns and get support with issues online		

	EYFS/Year 1	Year 2	Year 3	Year 4	
E-Safety - Contact	To know that not everyone is who they say they are online	To know that sometimes people may behave differently online, including by pretending to be someone they are not	To know what is appropriate in friendships and wider relationships (including online)		
	To use different technologies, with a trusted adult, to communicate responsibly with others		To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour		
	To talk about why it is important to be kind and polite online and in real life		To always communicate kindly and respectfully and can describe the impact where this does not happen		
	To know I need to ask permission before carrying out certain actions (including online)	To know there are situations when they should ask for permission and also when their permission should be sought	To understand the need to seek and give permission (consent) in different situations		
	To know that some people on the internet are unkind to others		To explain how I feel when someone responds to something I have shared online		
	To recognise there is a difference between friends I know in real life and people I play with online		To identify similarities and differences in my relationships with people I know and people I see in the media/online	To recognise that online friendships affect my feelings	
	To know that friends should not ask them to do something that makes them uncomfortable	To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary		
			To know how to manage difficult friendship situations (including online) and seek help or advice from others, if needed		

With reference to the ELIM E Safety statements. Although taught as a unit, this should be revisited at least every term

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Computing

	Year 1	Year 2	Year 3
Using a computer	Technology around us	Information technology around us	Connecting computers
	Digital painting	Digital photography	Stop-frame animation
	Moving a robot	Robot algorithms	Sequencing sounds
	Grouping data	pictograms	Branching databases
	Digital writing	Digital music	Desktop publishing
	Programming animations	Programming quizzes	Events and actions in programs

KS1 RE

<u>Values</u>		<b>Courage</b>	<b>Hope</b>	<b>Compassion</b>	<b>Forgiveness</b>	<b>Trust</b>	<b>Respect</b>
		<u>Autumn</u> <u>Harvest and Christmas</u>		<u>Spring</u> <u>Easter</u>		<u>Summer</u>	
<u>EYFS</u>		Unit 1: Special me – Who are we?	Unit 2: Special Times <b>UC F2 Incarnation: Why do Christians perform nativity plays at Christmas?</b>	Unit 3: Special Places – the local church building	Unit 4: Special Times <b>UC F3 Salvation: Why do Christians put a cross in an Easter garden?</b>	Unit 5: Special stories – God/Creation <b>UC F1 God/Creation: Why is the word God so important to Christians?</b>	Unit 6: Special stories - Jesus
<u>KS1</u>	<u>Year A</u>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God? <b>UC 1.1 God: What do Christians believe God is like?</b>	<b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>	Unit 5: What do Jewish people believe about God and the Covenant?	
	<u>Year B</u>	Unit 6: What do Jewish people believe about Torah?	<b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>	Unit 4: What do Christians believe about forgiveness? Link with Easter <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 3: What do Christians believe about love? – (agape) <b>UC 1.4 (Gospel): What is the good news Jesus brings?</b>	
	<u>Year C</u>	Unit 2: What do Christians believe about Jesus? Incarnation/Christmas <b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>		Unit 1: What do Christians believe about God? <b>UC 1.1 God: What do Christians believe God is like?</b>	<b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>	Unit 5: What do Jewish people believe about God and the Covenant?	
	<u>Year D</u>	Unit 6: What do Jewish people believe about Torah?	<b>UC 1.3 Incarnation: Why does Christmas matter to Christians?</b>	Unit 4: What do Christians believe about forgiveness? Link with Easter <b>UC 1.5 Salvation: Why does Easter matter to Christians?</b>		Unit 3: What do Christians believe about love? – (agape) <b>UC 1.4 (Gospel): What is the good news Jesus brings?</b>	

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**RE Skills progression**

<b>Skill</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Investigate	With encouragement, to ask their own questions about stories from the Bible and other faiths	To enquire into stories and ask their own questions.	To ask questions about things that may be important themselves and to others	To answer questions about, similarity, difference and significance	To regularly address and devise questions about change, cause, similarity, difference and significance
Interpret	To recognise simple religious symbols and artefacts	To retell parts of religious stories and identify and describe symbols	To draw meaning from religious symbols.	To draw meaning from symbols, prayer, poetry, works of art	To suggest meanings from religious texts To interpret religious language
Reflect	To talk about their preferences and feelings and to say why	To say what is interesting or puzzling	To think and speak carefully about religious and spiritual topics.	To reflect on attitudes, beliefs and values of others	Using 'big picture' knowledge, to begin to ponder on feelings, ultimate questions, beliefs and practices
Empathise	To enjoy and respond to what has been read	To think about: wonder, joy, love, forgiveness, sorrow	I can think and express my ideas about: wonder, joy, love, forgiveness, sorrow	To know and accept that people may have different attitudes, beliefs and values	To see the world through the eyes of others and identify points of view
Analyse	To know about similarities and differences between themselves, others, families, communities and beliefs.	To notice features of different religions. To identify key beliefs.		Use knowledge of key beliefs to draw out essential facts	To distinguish between opinion, belief and fact
Synthesise	Begin to link religious learning, Christian values and their own experiences	To see links between religious learning, Christian values and their own experiences		To link significant features of different religions	To find similarities and differences within and between faiths
Express	Respond to religious ideas through a range of media			Respond to religious ideas through a range of media. To articulate own ideas in a range of ways	
Apply			Apply religious learning to a new situation	To apply what has been learnt about a religion to a new situation	
Evaluate				To draw conclusions from religious learning. To sort and rank ideas	To debate issues of religious significance with reference to experience, evidence and argument