



## KEY STAGE 1 CURRICULUM PLAN AUTUMN 2024



	Year 1		Year 2	
Science	Materials	Investigating materials	Animals and their habitats	Animals including humans - growing
History	<b>How am I making history?</b> Looking at personal chronology and finding out about the past within living memory. Looking at photographs and asking questions, the children investigate chronology. Developing an understanding of a simple timeline which extends back to before they were born.		<b>How was school different in the past?</b> Developing an understanding of how schools in the local area have changed over time; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.	
Geography	<b>What is it like here?</b> Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.		<b>Would you prefer to live in a hot or cold place?</b> Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	
Art	<b>Drawing – Make your mark</b> Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.		<b>Craft and design: Map it out</b> Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	
D&T	<b>3D Structures – Constructing windmills</b> Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.		<b>Structures: Baby Bear's chair</b> Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.	
Computing	1.1 Online Safety		1.1 Online Safety	
	<b>Computing systems and networks: Improving mouse skills.</b> Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.	<b>Programming 1: Algorithms unplugged</b> Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	<b>Computing systems and networks 1: What is a computer?</b> Exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.	<b>Programming 1: Algorithms and debugging</b> Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.



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<b>Music</b>	<b>Musical vocabulary (Under the sea)</b> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	<b>Pulse and rhythm (Theme: All about me)</b> Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	<b>West African call and response</b> Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.	<b>Orchestral instruments (Theme: Traditional Western stories)</b> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.
<b>PSHE/RSE</b>	<b>Family and relationships</b> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair	<b>Health and wellbeing</b> Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	<b>Families and relationships</b> Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	<b>Health and wellbeing</b> Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene
<b>PE</b>	<b>Hockey</b> <b>Tennis</b>	<b>Dance</b> <b>Basketball</b>	<b>Netball</b> <b>Football</b>	<b>Tag Rugby</b> <b>Handball</b>
<b>RE</b>	<b>Unit 1: God</b> (Understanding Christianity - Core Learning)	<b>Unit 2: Incarnation</b> (Understanding Christianity - Core Learning)	<b>Unit 1: God</b> (Understanding Christianity Digging Deeper)	<b>2. Incarnation</b> (Understanding Christianity KS1 Digging Deeper)