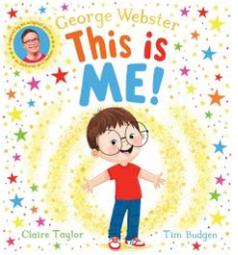
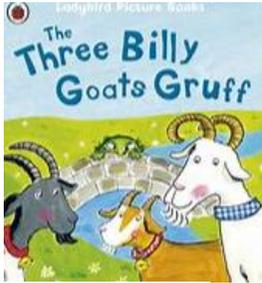
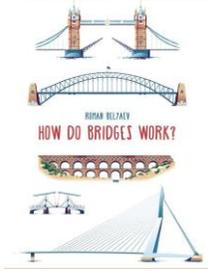
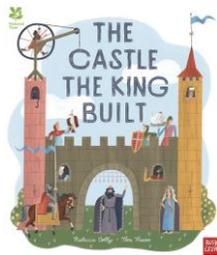
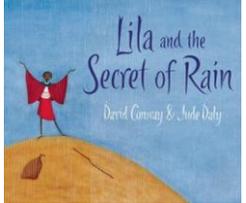
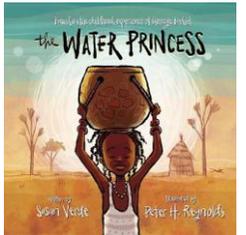


Curriculum Knowledge Plan – KS1 Cycle B

Themes	Autumn		Spring		Summer			
	Identity and Diversity	Peace and Conflict	Social Justice	Saving Our Environment	Our Heritage	Our World and Beyond		
Key texts	<p>This is Me!</p>  	<p>The Three Billy Goats Gruff</p>  	<p>Hunger and Food Banks</p>  	<p>Follow the Moon Home</p>  	<p>The Castle the King Built</p> 	<p>Lila and the Secret of the Rain</p>  <p>The Water Princess</p> 		
	<p>Purpose</p> <p>Fiction: Entertain</p> <p>Non-Fiction: Inform</p>	<p>Fiction: Entertain</p>	<p>Fiction: Entertain</p>	<p>Non-Fiction: Inform</p>	<p>Fiction: Entertain</p>	<p>Fiction- Entertain</p> <p>Non-Fiction: Inform</p>		
Genres	<p>Entertain</p> <p>Story</p> <p>Description</p> <p>Poetry</p>		<p>Inform</p> <p>Recount</p> <p>Letter</p> <p>Instruction</p>		<p>Entertain</p> <p>Story</p> <p>Description</p> <p>Poetry</p>		<p>Inform</p> <p>Recount</p> <p>Letter</p> <p>Instruction</p>	

Themes	Autumn		Spring		Summer	
	Identity and Diversity	Peace and Conflict	Social Justice	Saving Our Environment	Our Heritage	Our World and Beyond
Maths	NCETM	NCETM	NCETM	NCETM	NCETM	NCETM
Science	<p>Animals inc humans (Y1) – Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>BIG Question: What are our 5 senses? What difficulties might we experience if we did not have all 5?</p> <p>Seasonal Changes (Y1) – observe changes across the four seasons and observe and describe weather associated with the seasons and how day length variety (Autumn – first week of term).</p> <p>BIG Question: What is it like in Autumn?</p>	<p>Uses of everyday materials (Y2) – Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>BIG Question: How do we choose the best material?</p> <p>Seasonal Changes (Y1) – observe changes across the four seasons and observe and describe weather associated with the seasons and how day length variety (Winter – last week of term).</p> <p>BIG Question: What is it like in Winter?</p>	<p>Animals, including humans (Y2) – find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>BIG Question: Do animals and humans need the same things to survive?</p>	<p>Animals including humans (Y1) - Identify and name a variety of common animals, including amphibians and reptiles. Describe and compare the structure of common animals including amphibians and reptiles</p> <p>BIG Question: What is the difference between a reptile and an amphibian?</p> <p>Living things and their habitats (Y2) – describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>BIG Question: Which animals hunt, and which animals are hunted? Why?</p> <p>Seasonal Changes (Y1) – observe changes across the four seasons and observe and describe weather associated with the seasons and how day length variety (Spring – last week of term)</p> <p>BIG Question: What is it like in Spring?</p>	<p>Living things and their habitats (Y2) – explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>BIG Question: What is the difference between things that are living, dead and things that have never been alive?</p> <p>Seasonal Changes (Y1) – observe changes across the four seasons and observe and describe weather associated with the seasons and how day length variety (Summer & overall comparison of the four seasons – last two week of terms).</p> <p>BIG Question: What is it like in Summer?</p>	<p>Animals including humans (Y2) - Importance for humans of exercise, eating and having the right amounts of different types of food and hygiene.</p> <p>BIG Question: Do things change or stay the same?</p> <p>Plants (Y2) – observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>BIG Question: What should I do to grow a healthy plant?</p>

Themes	Autumn		Spring		Summer	
	Identity and Diversity	Peace and Conflict	Social Justice	Saving Our Environment	Our Heritage	Our World and Beyond
History	Key Question: How am I making history?	Key Question: How have toys changed?			Key Question: What is a monarch?	
Geography			What is the weather like in the uk?	Would you prefer to live in a hot or cold place?		What's it like to live in an African village?
Art	Drawing – Tell a story			Sculpture & 3D – Paper play Louise Bourgeois	Painting & mixed media – Colour Splash Clarice Cliff	
DT		Mechanisms – Make a moving monster (troll)	Cooking & Nutrition – Balanced Diet			Textiles – Pouches (see artwork: Kente cloth study)
Comp	Computing Systems & Networks – IT around us	Creating Media – Digital photography	Programming – Robot algorithms	Data & Information - Pictograms	Creating Media – Digital music	Programming – Programming quizzes
Music	Musical me	Orchestral Instruments	Myths & Legends	Dynamics, timbre, tempo & motifs	On this Island: British Songs & Sounds	West African call & response song
PE	Multi-skills; running, jumping, catching OAA Swimming	Dance; expression OAA Swimming	Gymnastics OAA	Invasion games OAA	Multi-skills: bat & ball OAA Swimming	Athletics OAA Swimming
PSHE & RSE	Being Me	Changes	Money Matters	Drug Education	Being Safe	Growing Up
RE	Believing DAS 1.2 Who is a Muslim and what do they believe?	Incarnation UC 1.3 Why does Christmas matter to Christians?	Expressing DAS 1.5 What makes some places special?	Salvation UC 1.5 Why does Easter matter to Christians?	Creation UC 1.2 Who made the world?	Believing DAS 1.3 Who is Jewish & what do they believe?