



2017-18 KS1	Journeys	Flight	Beneath Our Feet
Literacy	ARE Reading ARE Writing		
Maths	Schools to follow own scheme		
Science Working Scientifically Types of enquiry	<p>The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>Will learn to use a variety of approaches to answer relevant scientific questions.</p> <p>These types of scientific enquiry should include:</p> <ul style="list-style-type: none"> • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • Research using secondary sources 		
Science	Seasonal Changes Everyday Materials	Seasonal Changes Animals (Including Humans)	Seasonal Changes Plants Living things and their habitats
History	Key individuals ♣ Significant local people ♣ lives of significant historical figures, including comparisons of those from different periods	Events beyond living memory that are significant nationally or global (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	Key concepts ♣ changes in living memory linked to aspects of national life where appropriate) Key individuals ♣ Significant local people
Geography	Name and locate the world's seven continents and five oceans Compare local area to a non-European country Use basic geographical vocabulary to refer to local and familiar features 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	Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify seasonal and daily weather patterns 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	Name and locate the world's seven continents and five oceans Geographical skills and fieldwork. Identify seasonal and daily weather patterns 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
Geographical skills and fieldwork	Skills to be taught over course of key stage Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Art Skills to be taught over course of key stage	Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Art	Drawing	Painting	Sculpture
DT	Skills to be taught over course of key stage Design purposeful, functional and appealing products Generate, model and communicate ideas Use a range of tools and materials to complete practical tasks Evaluate existing products and own ideas.		
DT	Build structures, exploring how they can be made stronger, stiffer and more stable	Understand seasonality; prepare and cook mainly savoury dishes	Build and improve structures and mechanisms
Computing	Skills to be taught over course of key stage Understand use of algorithms Write and test simple programs Use logical reasoning to make predictions Organize, store, Retrieve and manipulate data Communicate online safety and respect, Recognize use of IT outside of school		
MFL	Schools to follow own schemes		

Music	Skills to be taught over course of key stage Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically		
PE	Schools to follow own schemes		
PSE	Healthy Lifestyles Keeping Safe (physical, road, fire, risk taking)	Feelings and Emotions (special people) Healthy Relationships	Rights and Responsibilities Taking of the environment
RE	Schools to either follow the Diocese of York or the North Yorkshire Syllabus		
Enterprise Ideas to develop enterprise throughout the year groups over the academic year	Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief Aim: To be ready to start a business. Links that could be made as appropriate: What are the local economies of the area studied? Why are they here? Why do economies differ by area? What impact will change have on the local economies? What new business enterprise would survive here? Career opportunities for the future. Curriculum possibilities: Rotary club Aspire programme Looking at economies through geography Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. Raise funds for a school project or local charity		
Outdoor Learning	Ongoing throughout the year.		
British Values Ongoing throughout the year for all year groups	Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	
	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures	Cultural Development Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect	