

Millhouse Primary School: Curriculum Planner

Subject	KS	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Science (2 year cycle)	KS1	<p><i>Working scientifically:</i> Can ask simple questions and recognise that they can be answered in different ways. Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify. Can use their observations and ideas to suggest answers to questions Can gather and record data to help in answering questions.</p> <p>Plants Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Can identify and describe the basic structure of a variety of common flowering plants, including trees. Can observe and describe how seeds and bulbs grow into mature plants Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Everyday materials Can distinguish between an object and the material from which it is made Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Can describe the simple physical properties of a variety of everyday materials Can compare and group together a variety of everyday materials on the basis of their simple physical properties. Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Seasonal Changes Can observe changes across the four seasons Can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals, including humans Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Can identify and name a variety of common animals that are carnivores, herbivores and omnivores Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Can notice that animals, including humans, have offspring which grow into adults Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Living things and their habitats Can explore and compare the differences between things that are living, dead, and things that have never been alive Can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Can identify and name a variety of plants and animals in their habitats, including micro-habitats Can 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>Plants Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Can identify and describe the basic structure of a variety of common flowering plants, including trees. 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	KS2 Y3/4 Y5/6	<p><i>Working scientifically</i> Can ask relevant questions and using different types of scientific enquiries to answer them Can set up simple practical enquiries, comparative and fair tests Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Can gather, record, classify and present data in a variety of ways to help in answering questions Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings.</p> <p><i>Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i> <i>Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i> <i>Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i> <i>Can use test results to make predictions to set up further comparative and fair tests</i> <i>Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i> <i>Can identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>			

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		<p>Plants: including parts, lifecycle and requirements for life Living things and their habitats: classification of living things Animals including humans: skeletons & nutrition Animals including humans: digestive system & teeth/food chains States of Matter: solids, liquids,gases/ heating and cooling/ water cycle Rocks: Classification of rock types/ simple understanding of fossilisation</p> <p>Living things and their habitats: classification, Living things and their habitats: life cycles/ reproduction in some plants and animals Animals including humans: health & lifestyles/ transportation of nutrients and water/ circulatory system Animals including humans: describe changes as humans develop & mature Evolution & Inheritance Properties and changes of materials: classifying materials / mixtures & solutions/ reversible and irreversible changes</p>	<p>Sound: vibrations/ pitch and volume Electricity: simple circuits/ switches/ conductors and insulators Forces and magnets: simple forces, including magnetism Light: sources of light; shadows & reflections</p> <p>Light: how light travels/ shadows Electricity: investigating circuits/ circuit diagrams Earth and Space: sun, earth, moon/ day and night Forces: gravity/ air resistance/ friction/ levers, pulleys, gears</p>	<p>Plants: including parts, lifecycle and requirements for life Living things and their habitats: classification of living things Animals including humans: skeletons & nutrition Animals including humans: digestive system & teeth/food chains States of Matter: solids, liquids,gases/ heating and cooling/ water cycle Rocks: Classification of rock types/ simple understanding of fossilisation</p> <p>Living things and their habitats: classification, Living things and their habitats: life cycles/ reproduction in some plants and animals Animals including humans: health & lifestyles/ transportation of nutrients and water/ circulatory system Animals including humans: describe changes as humans develop & mature Evolution & Inheritance Properties and changes of materials: classifying materials / mixtures & solutions/ reversible and irreversible changes</p>	<p>Sound: vibrations/ pitch and volume Electricity: simple circuits/ switches/ conductors and insulators Forces and magnets: simple forces, including magnetism Light: sources of light; shadows & reflections</p> <p>Light: how light travels/ shadows Electricity: investigating circuits/ circuit diagrams Earth and Space: sun, earth, moon/ day and night Forces: gravity/ air resistance/ friction/ levers, pulleys, gears</p>
History	KS1	<p>Changes within living memory: History of Toys Significant individuals: William Caxton and Tim Berners-Lee (comparison of life)</p>	<p>Event: Great Fire of London Significant individual: Samuel Pepys</p>	<p>Changes within living memory: History of seaside Significant individual: LS Lowry (seaside painting) and Pieter Bruegel</p>	<p>Event: Gunpowder Plot Significant individuals: Florence Nightingale and Mary Seacole</p>
	KS2	<p>Changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel, e.g. Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture Roman Empire and its impact on Britain This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, e.g. Boudica - "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Britain's settlement by Anglo-Saxons and Scots This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066</p>	<p>A non-European society - one study chosen from: - Early Islamic civilization, c. AD 900; - Mayan civilization c. AD 900; - Benin c. AD 900-1300.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China A study of an aspect or theme in British history extends chronological knowledge beyond 1066/ Local history Childhood inc. Victorians- theme and local history</p>
Geography	KS1	<p>Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>Geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country – Africa 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</p>	<p>Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>Geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country – Africa 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</p>

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	KS1 – across topics	<p>Name and locate the world’s seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic geographical vocabulary to refer to:</p> <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			
	KS2	<p>Volcanoes and earthquakes</p> <p>Settlements/ land use (link to history units)</p>	<p>Region in North/South America – Amazonian rainforest</p> <ul style="list-style-type: none"> - Climate zones - Biomes/ vegetation belts - Fair trade (economic activity) 	<p>Region in European country (link to ancient Greek history unit)</p> <p>Mountains</p> <p>Distribution of natural resources including energy, food, minerals and water.</p>	<p>Rivers (link to Egypt history unit)</p> <p>Region of UK:</p> <ul style="list-style-type: none"> - Coasts (inc. erosion) - Water-cycle - Economic activity tourism
	KS2 – across topics	<p>Can locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
Computing	KS1	Chris Quigley Milestone 1			
	KS2	Chris Quigley Milestone 2/ 3			
Art	KS1	<p>Pupils should be taught: to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ☑ 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. 			
	KS2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ☑ about great artists, architects and designers in history. 			
DT	KS1	Mechanisms	Structures	Mechanisms	Structures
		<p>Cooking: use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> ☑ understand where food comes from. 			
	KS2	Electrical systems (Y5/6 linked to control)	Structures	Mechanical systems	Structures
		<p>Cooking: understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> ☑ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ☑ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 			
Music	KS1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ use their voices expressively and creatively by singing songs and speaking chants and rhymes ☑ play tuned and untuned instruments musically ☑ listen with concentration and understanding to a range of high-quality live and recorded music ☑ experiment with, create, select and combine sounds using the inter-related dimensions of music. 			
	KS2	<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music 			

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		<ul style="list-style-type: none"> ☑ listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑ develop an understanding of the history of music. 			
RE	KS1	Believing Story Celebrations	Leaders and teachers Myself/ Belonging Symbols	Believing Story Celebrations	Leaders and teachers Myself/ Belonging Symbols
	KS2	Beliefs and questions Teaching and authority	Worship, pilgrimage and sacred places The journey of life and death	Symbols and religious expression Inspirational people	Religion and the individual Religion, family and community/ Beliefs and actions in the world
PSHE	KS1	SEAL- New Beginnings/ Getting on and falling Out (inc. Say No to Bullying)/ Going for Goals/ Good to be me/ Relationships/ Changes / Ongoing - Circle time: topical issues/ Promoting citizenship- School Council			
	KS2	SEAL- New Beginnings/ Getting on and falling Out (inc. Say No to Bullying)/ Going for Goals/ Good to be me/ Relationships/ Changes / Ongoing - Circle time: topical issues/ Promoting citizenship- School Council			
PE	KS1	Real PE – Fundamentals Invasion Games/ Gymnastics/ Dance/ Athletics/ Striking and Fielding			
	KS2	Real PE – Fundamentals Invasion Games/ Gymnastics/ Dance/ Athletics/ Striking and Fielding / Swimming (Class 5)/ Outdoor and Adventurous			
MFL	KS1				
	KS2	Jolie Ronde			

Agreed: Book per term linked to topic or English work.