



Curriculum Map – Key Stage 1

Millhouse Primary School

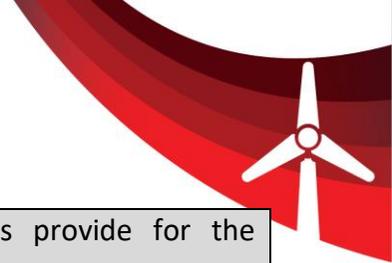
| Subject | KS | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
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| Science | KS1 | <p>Working scientifically:</p> <p>Can ask simple questions and recognise that they can be answered in different ways. Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify. Can use their observations and ideas to suggest answers to questions</p> <p>Can gather and record data to help in answering questions.</p> | | | |
| | | <p>Plants</p> <p>Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Can identify and describe the basic structure of a variety of</p> | <p>Animals, including humans</p> <p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> | <p>Plants</p> <p>Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Can identify and describe the basic structure of a variety of common</p> | <p>Animals, including humans</p> <p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Can identify and name a variety of common animals</p> |



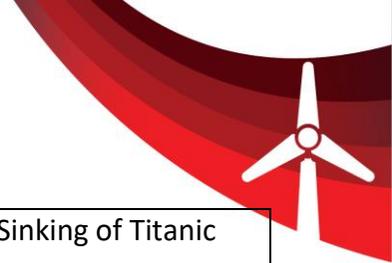
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| | | <p>common flowering plants, including trees.</p> <p>Can observe and describe how seeds and bulbs grow into mature plants</p> <p>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Everyday materials</p> <p>Can distinguish between an object and the material from which it is made</p> <p>Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> | <p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>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.</p> <p>Can notice that animals, including humans, have offspring which grow into adults</p> <p>Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> | <p>flowering plants, including trees.</p> <p>Can observe and describe how seeds and bulbs grow into mature plants</p> <p>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Everyday materials</p> <p>Can distinguish between an object and the material from which it is made</p> <p>Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> | <p>that are carnivores, herbivores and omnivores</p> <p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>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.</p> <p>Can notice that animals, including humans, have offspring which grow into adults</p> <p>Can find out about and describe the basic needs of animals, including humans,</p> |
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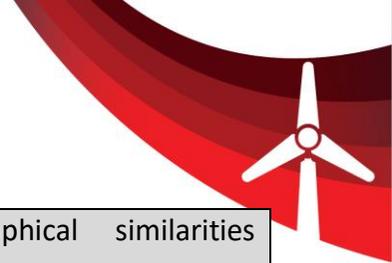
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| | <p>Can describe the simple physical properties of a variety of everyday materials</p> <p>Can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>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</p> <p>Can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> | <p>Can describe the simple physical properties of a variety of everyday materials</p> <p>Can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>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</p> <p>Can find out how the shapes of solid objects made from some materials can be changed by squashing,</p> | <p>for survival (water, food and air)</p> <p>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</p> <p>Can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Can identify that most living things live in habitats to which they are suited and describe how different</p> |
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| | | <p>Seasonal Changes</p> <p>Can observe changes across the four seasons</p> <p>Can observe and describe weather associated with the seasons and how day length varies.</p> | <p>plants, and how they depend on each other</p> <p>Can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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>bending, twisting and stretching.</p> <p>Seasonal Changes</p> <p>Can observe changes across the four seasons</p> <p>Can observe and describe weather associated with the seasons and how day length varies.</p> | <p>habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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> |
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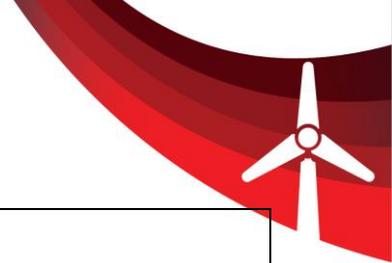
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| History | KS1 | Changes within living memory: History of transport including moon landing Significant individuals: Amy Johnson | Event: Great Fire of London Significant individual: Florence Nightingale / Mary Seacole | Changes within living memory: History of seaside Significant individual: Lowry and Pieter Bruegel | Event: Sinking of Titanic Significant individuals: Scott of the Antarctic |
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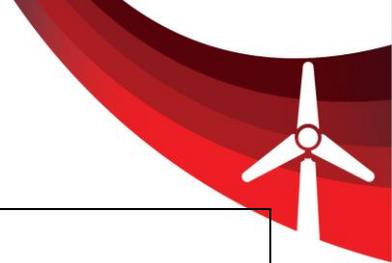
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| Geography | KS1 | Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | Geographical similarities and differences through studying the human and physical geography of a small area in of UK and a contrasting small area and 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 | Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | Geographical similarities and differences through studying the human and physical geography of a small area in of UK and a contrasting small area and 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 |
| | KS1 – across topics | Name and locate the world’s seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: | | | |



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| | | <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> |
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| Computing | KS1 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | | | |
| Art | KS1 | <p>Pupils should be taught:</p> <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. | | | |
| DT | KS1 | Mechanisms | Structures | Mechanisms | Structures |
| <p>Cooking: use the basic principles of a healthy and varied diet to prepare dishes</p> | | | | | |



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| | | understand where food comes from. | | | |
| Music | KS1 | <p>Pupils should be taught to:</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | | | |
| | KS1 | <p>EYFS: Going Places (high low)</p> <p>Working word: (texture)</p> <p>Y1: Machines (Beat)</p> <p>Seasons (pitch)</p> <p>Y2: Our Land (exploring sounds)</p> <p>Seasons (Pitch)</p> | <p>EYFS: Special People: Beat and tempo)</p> <p>Growth and Change (loud and quiet)</p> <p>Our Senses (timbre)</p> <p>Y1: Ourselves (exploring sounds)</p> <p>Our bodies (beat)</p> <p>Y1: Animals (pitch)</p> <p>Y2: Pattern (beat)</p> <p>Animals (pitch)</p> | <p>EYFS: Going Places (high low)</p> <p>Working word: (texture)</p> <p>Y1: Machines (Beat)</p> <p>Seasons (pitch)</p> <p>Y2: Our Land (exploring sounds)</p> <p>Seasons (Pitch)</p> | <p>EYFS: Special People: Beat and tempo)</p> <p>Growth and Change (loud and quiet)</p> <p>Our Senses (timbre)</p> <p>Y1: Ourselves (exploring sounds)</p> <p>Our bodies (beat)</p> <p>Y1: Animals (pitch)</p> <p>Y2: Pattern (beat)</p> <p>Animals (pitch)</p> |



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| RE | KS1 | Believing Story Celebrations | Leaders and teachers Myself/ Belonging Symbols | Believing Story Celebrations | Leaders and teachers Myself/ Belonging Symbols | |
| PSHE | KS1 | JIGSAW SCHEME OF WORK | | | | |
| PE | KS1 | Real PE – Fundamentals REAL PE | | | | |
| | ½ termly | Ball Skills – Team games Invasion | Relays | Gymnastics | Dance | Ball Skills – Team games Striking and fielding |
| MFL | KS1 | French | | | | |