



Kinsley Academy Long Term Curriculum Map - KS1



R.E.	Computing	PE	History	Art & Design	Design Technology	Music	Geography
<p>Learning about religion and belief Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.explore a range of religious stories and sacred writings and talk about their meanings 2.name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate 3.identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives 4.explore how religious beliefs and ideas can be expressed through the arts and communicate their responses 5.identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion and belief Pupils should be taught to:</p> <ol style="list-style-type: none"> 6.reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness 7.ask and respond imaginatively to puzzling questions, communicating their ideas 8.identify what matters to them and others, including those with religious commitments, and communicate their responses 9.reflect on how spiritual and moral values relate to their own behaviour 10.recognise that religious teachings and ideas make a difference to individuals, families and the local community. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2.create and debug simple programs 3.use technology purposefully to create, organise, store, manipulate and retrieve digital content 4.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. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 2.participate in team games, developing simple tactics for attacking and defending 3.perform dances using simple movement patterns. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ol style="list-style-type: none"> 1.changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 2.events beyond living memory that are significant nationally or globally (e.g. <i>the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>) 3.the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. <i>Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell</i>) 4.significant historical events, people and places in their own locality. 	<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1.to use a range of materials creatively to design and make products 2.to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3.to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4.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. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1.design purposeful, functional, appealing products for themselves and other users based on design criteria 2.generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 3.select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 4.select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ol style="list-style-type: none"> 5.explore and evaluate a range of existing products 6.evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ol style="list-style-type: none"> 7.build structures, exploring how they can be made stronger, stiffer and more stable 8.explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <ol style="list-style-type: none"> 9.use the basic principles of a healthy and varied diet to prepare dishes 10.understand where food comes from. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ol style="list-style-type: none"> 1.name and locate the world's seven continents and five oceans 2.name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ol style="list-style-type: none"> 3.understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 4.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>Human and physical geography</p> <ol style="list-style-type: none"> 5.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 6.key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> 7.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 8.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 9.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 10.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.

PSHE

<p>Core Theme 1. Health and wellbeing Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> a. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health b. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences c. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals d. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings e. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) f. the importance of and how to maintain personal hygiene g. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others h. about the process of growing from young to old and how people's needs change i. about growing and changing and new opportunities and responsibilities that increasing independence may bring j. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls k. that household products, including medicines, can be harmful if not used properly l. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)) m. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them n. 14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' 	<p>Core Theme 2. Relationships Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> a. to communicate their feelings to others, to recognise how others show feelings and how to respond b. to recognise how their behaviour affects other people c. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises d. to recognise what is fair and unfair, kind and unkind, what is right and wrong e. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class f. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) g. to offer constructive support and feedback to others h. to identify and respect the differences and similarities between people i. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another j. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) k. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) l. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say m. that there are different types of teasing and bullying, that these are wrong and unacceptable n. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<p>Core Theme 3. Living in the wider world Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> a. how to contribute to the life of the classroom b. to help construct, and agree to follow, group and class rules and to understand how these rules help them c. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) d. that they belong to various groups and communities such as family and school e. what improves and harms their local, natural and built environments and about some of the ways people look after them f. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving g. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices
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