

EAST BIERLEY CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM

COHORT: _____



Please discuss topics and coverage with the previous class teacher to ensure topics are progressive. Please record coverage at the end of topics in order to pass this to the next class teacher.

In pairs of year groups please discuss what topic areas you would like to cover (due to links in English etc and agree some key aspects prior to planning your first topic.

Year 1 themes

Year 2 themes

Year 1 Breadth	
About the different types of work people do and about different places of work	
To explore how people's way of life, their own and their family's, change with location and time	
To make healthy eating choices and prepare simple healthy choices	
Plants	
Animals	
Everyday materials	
Light	
Seasonal Changes	
To find out about key features of their own locality	
To explore changes within living memory (where appropriate, these should be used to reveal aspects of change in national life).	
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	
Use simple fieldwork and observational skills to study the geography of their school and its grounds and environment.	

Year 2 Breadth	
Explore the lives of significant individuals in the past who have contributed to national and international achievements.	
Explore significant historical events, people and places in their locality.	
Name and locate the world's seven continents and five oceans.	
Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.	
That some substances can help or harm the body	
About where money comes from and the choices people make to spend money on things they need and want	
To evaluate their ideas and products against design criteria.	
Build structures, exploring how they can be made stronger, stiffer and more stable.	
To take account of simple properties of materials when deciding how to cut, shape, combine and join them, and consider users and purposes when designing	
Explore and use mechanisms (levers, slider, wheels and axles) in their products.	
All living things and their habitats	
Plants	
Animals, including humans	
Use simple compass directions and locational and directional language. Describe the location of features on a map.	
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	
Uses of everyday materials	
Sound	

Key Stage 1 Breadth			
To investigate issues, express views and take part in decision making activities to improve their immediate environment or community		To listen and observe carefully, taking account of simple instructions	
Study at local scale		To experiment with designs, shapes, colours and sounds, using ICT where appropriate	
Fieldwork investigations outside the classroom.		Listen with concentration and understanding to a range of high-quality live and recorded music.	
Why healthy eating and physical activity are beneficial		Play tuned and untuned instruments musically.	
To use the basic principles of a healthy and varied diet to prepare dishes.		To use their knowledge and understanding in practical work and when evaluating their findings and products	
About the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people		To explore simple mechanisms and structures to investigate how they work	
To manage personal hygiene		Design purposeful, functional, appealing products for themselves and others users based on design criteria.	
To identify different relationships that they have and why these are important		Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	
The importance of rules and to recognise the difference between right and wrong and what is fair and unfair		Select from and use a range of tools and equipment to perform practical tasks.	
How to recognise, manage and control strong feelings and emotions		Select from and use a range of tools and equipment to perform practical tasks.	
Ways to contribute to enterprise activities		Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	
To understand where food comes from.		Explore and evaluate a range of existing products.	
To explore a wide range of media and materials to create artworks		Build structures, exploring how they are made stronger, stiffer and more stable.	
To improvise and depict imagined worlds, (art, dance, drama, music).		COMPUTING (see National Curriculum)	
To model the real world through the arts.		Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North or South poles.	
To try out a range of tools and techniques with a range of materials for artistic purposes		Basic Geographical vocabulary to refer to Key Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)	

To design and create.		Basic Geographical vocabulary to refer to Key Human Features (city, town, village, factory, house, office, port, harbour, shop)	
To select own resources and materials.		To devise a simple map and use and construct basic symbols in a key.	
To develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space.		Explore events beyond living memory that are significant or globally.	
To be taught about the work of a range of artists, craft makers and designers – similarities and differences.		Understand geographical similarities and differences through a physical study – United Kingdom and in a contrasting non-European country.	
To explore movement skills and create movement patterns in response to stimuli			
To use role play to empathise and explore stories.			
To sing songs – using their voices expressively.			

Purple	History, Geography
Blue	PE, PSHCE, Cooking and Nutrition
Red	Art, Drama, Music, Dance
Green	Science, Computing, DT