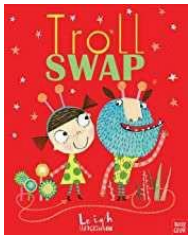
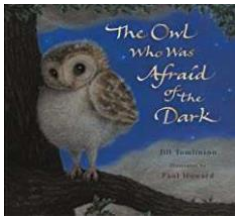
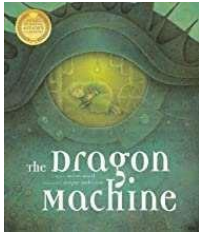
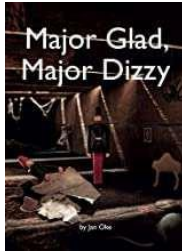
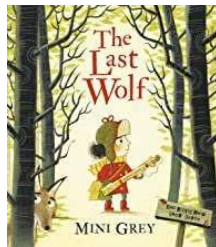


Clutton KS1 Cycle A

KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	 Focus: Fiction-character focus	 Focus: Non-chronological report	 Focus: Fiction-adventure	 Focus: Recount-diary entry	 Focus: Letter-writing in the role	 Focus: Fiction-moral
Writing outcome	Fiction: story with focus on characters	Non-chronological report: report about owls	Fiction: story with adventure focus Extension: Instructions	Recount: diary entry from point of view of a toy	Letter: letter in role as the character persuading to save the trees	Fiction: story with moral focus
SCIENCE	Seasonal Changes	Animals and sensitive bodies	Materials Identifying materials	Animals including Humans Types of animals	Plants Names and structure	Investigating science through stories
Science End Points	To explore how seasonal changes affect trees, weather patterns	To identify and name body parts and conducting practical activities with the	To compare and group materials based on their properties.	To compare and group animals based on similarities and	To identify and name a variety of plants and investigate if beans	To consolidate knowledge of plants and animals through

	and daylight hours.	senses to spot patterns and answer questions.		differences in their characteristics, physical features and diets.	need water for growth.	picture books and practical investigations.
Curriculum Objectives	To know the name and order of the four seasons: spring, summer, autumn and winter.	To know the key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth).	To know objects are items or things. To know a material is what an object is made from.	To know a variety of common animals (including fish, amphibians, reptiles, birds and mammals).	To know a variety of common plants and how they differ. To know that deciduous trees lose their leaves seasonally but evergreen trees do not.	To know the basic structure, including leaves, flowers (blossom), fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees.
	To know that it is unsafe to look directly at the Sun	To know the five main senses: sight, smell, hearing, taste and touch.	To know a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns, tusks and shell).	To know the basic structure, including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees.	To know plants grow and change over time.
	To know the weather associated with the four seasons and how it changes (in the UK).	To know the skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing.	To know property refers to how a material can be described.	To know a carnivore is an animal that eats other animals and to give some examples.	To know the basic structure, including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees.	To know a variety of common animals (including fish, amphibians, reptiles, birds and mammals).
	To know that day length varies across the four seasons, with fewer daylight		To know materials can be grouped based on their physical properties.	To know a herbivore is an animal that eats	To begin to understand how	

	hours in the winter and more in the summer.			only plants and to give some examples. To know an omnivore is an animal that eats both animals and plants and to give some examples.	plants grow and change over time.	To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell). To know the diets of carnivores, herbivores and omnivores and give examples. To know the variety of everyday materials To know property refers to how a material can be described. To know the name and order of the four seasons: spring, summer, autumn and winter.
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Working Scientifically	Observes things closely. Performs a simple test. Identifies things in the natural and humanly-constructed world. Uses one or two basic observations and ideas to suggest an answer to a question. Gathers and records some simple data. Asks a few simple questions about what they notice.					
HISTORY	What is a monarch?			How have Toys Changed?		How am I making History?
History End Points	To show understanding of the role of a monarch and how it has changed over time; identifying the purpose, structure and evolution of castles.			To sequence toys on a time line, investigate artefacts from the past, identify how teddy bears have changed and what toys may be like in the future.		To use simple chronological language to sequence events, talk about memories and celebrations, compare childhood in the past and present,

						ask questions about the past, and describe how people and things may change in the future.
Curriculum objectives	To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.			To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know some similarities and differences between the past and their own lives. To know that we can find out about		To know some similarities and differences between the past and their own lives. To know that a timeline shows the order events in the past happened. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now.

	To know that historians use evidence from sources to find out more about the past. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that in the past monarchs had absolute power. To be aware of the achievements of significant individuals.			the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know some inventions that still influence their own lives today.		To know that within living memory is 100 years. To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that people celebrate special events in different ways. To know that photographs can tell us about the past.
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History enquiry skills	Ask questions about things which have happened in the past; Be able to say how we know about the past and how some artefacts might tell us things about the past; Observe or handle evidence (artefacts, pictures, online sources) to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Develop chronological understanding. Recognise that there are reasons why people in the past acted as they did.					
GEOGRAPHY		Would you prefer to live in a hot or cold place?	Why is our world wonderful?		What is it like to live by the coast?	
Geography End Points		To locate important places and features on a world map, compare different parts of the world, and explain how weather and climate vary between hot and cold places.	To identify the five oceans and spot key geographical features, use simple fieldwork skills to collect information, and present their findings using maps and charts.		To use maps and atlases to locate and the seas, oceans and coasts of the UK. To identify and explain the physical and human features of coastal areas,	
Curriculum objectives		To know some similarities and differences between	To be able to name the seven continents of the world.		To know that a sea is a body of water that is smaller than an ocean.	

		their local area and a contrasting non European country. To know what the Equator is To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.	To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know some key physical and human features of the UK. To know that maps need a key to explain what the symbols represent.		To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know that maps need a key to explain what the symbols represent. To know that a pictogram is a chart that uses pictures to show data.	
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• Use simple fieldwork and observational skills to study the geography of Clutton school and the key human and physical features of its surrounding environment.

• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Use simple compass directions (North, South, East and West) and locational and directional language

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

DT		Structures: Constructing a windmill/stable structures	Mechanisms: Wheels and axles		Cooking and nutrition: - Balanced diet	
D&T End Points		To investigate stable shapes and use understanding of balance to discover how wide or heavy bases improve stability in freestanding structures.	To develop an understanding of how wheels, axles and axle holders work while practising cutting straight and curved shapes with scissors.		To discover the importance of a balanced diet and creating a tasty, balanced wrap to meet a design	
Curriculum objectives		Designing • Generate initial ideas and simple design criteria through talking and using own experiences.	Designing -Generate initial ideas and simple design criteria through talking and using own experiences. -Develop and communicate ideas		Designing -Design appealing products for a particular user based on simple design criteria. -Generate initial ideas and design criteria through	

		• Develop and communicate ideas through drawings and mock-ups. Making • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating • Explore and evaluate a range of products/	through drawings and mock-ups. Making Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating -Explore and evaluate a range of products -Evaluate their ideas throughout and their products against original criteria.		investigating healthy snacks -Communicate these ideas through talk and drawings. Making -Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. -Select from a range of ingredients according to their suitability e.g. colour, texture and taste to create a chosen product. Evaluating -Evaluate ideas and finished products against design criteria, including intended user and purpose.	
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		materials for strength and suitability • Evaluate their ideas throughout and their products against original criteria.				
ART	Drawing: Exploring line and shape			Painting and mixed media: Life in colour		Sculpture and 3D: Clay houses
Art End Points	To explore line and shape; work and experiment with different materials through observational and collaborative pieces inspired by artists.			To investigate collage techniques through the work of Romare Bearden, focusing on colour mixing and creating texture using different tools.		To develop their ability to work with clay, to learn how to create simple thumb pots and explore the work of sculptor Rachel Whiteread.
Curriculum objectives	To experiment with different media: pencils, pastels, felt tip pens and chalk. To name, match and draw			To use a variety of brush sizes. To identify primary colours by name. To manipulate malleable material		To explore and handle clay safely and confidently. To manipulate clay using basic techniques

	lines/marks from observations. To observe and draw shapes. To investigate textures by describing, naming and rubbing.			in basic ways including rolling and kneading. To begin to work in different scales. To experiment with constructing and joining natural materials. To use various tools, such as brushes, pens and shapes. To use tools to alter the size and colour of shapes.		including rolling, kneading, pinching and flattening. To use simple tools to create lines, patterns and textures in clay. To join clay pieces together using simple techniques such as scoring and slipping with support. To create simple shapes and forms from observation, imagination or experience. To experiment with adding texture and
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						pattern using natural and man-made objects.
MUSIC:	Pulse and rhythm (Theme: My favourite things)	On This Island: (Singing)	Myths & Legends: (Rhythm & structure)	Musical Me: (pitch)	Fairytales: sound patterns	Under the sea (musical symbols)
Music End Points	To learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	To identify how music can represent different environments by singing songs and creating contrasting soundscapes.	To investigate musical structure by listening to, analysing and performing a song based on a well-known myth.	To develop pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments.	To examine a range of fairytales, pupils identify key moments in each story and clap along to repeated words and phrases, creating rhythmic patterns.	To explore the depths of the sea through music, movement, musical symbols and tuned percussion instruments.
Curriculum objectives	To know that notation is read from left to right. To use pictorial representations of	To know that sections of music can be described as fast or slow and the meaning of these terms. To know sections of music can be described as loud, quiet or silent and	To know that pictorial representations of rhythm show sounds and rests.	To know that notation is read from left to right. To know all pictorial representations of	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	To know that notation is read from left to right.

	rhythm show sounds and rests.	the meaning of these terms. To know sounds within music can be described as high or low sounds and the meaning of these terms.		music, representations further up the page are higher sounds and those further down are lower sounds. To know sounds within music can be described as high or low sounds and the meaning of these terms.		
COMPUTING:	Computing systems and Networks 1: What is a computer	Programming 1: Algorithms and debugging Scratch Jr	Online Safety safer internet day		Networks 2: Word processing	
Computing End points	To explore what a computer is by identifying different inputs and outputs and understanding how computers process information.	To develop algorithms and debugging through unplugged activities and online programming games.	To explore online safety, including how to stay safe online, manage emotions when something causes upset and understand responsibilities as a digital user.		To explore word-processing software by using keyboard shortcuts, importing images and applying simple editing tools such as bold, italics, underlining and font colour.	

Curriculum objectives	To know the difference between a desktop and a laptop computer. To know people control technology. To know some input devices that give a computer an instruction about what to do (output). To know that computers often work together.	To know: programming a computer or device involves giving it instructions to perform specific tasks. To know video games, phones, websites and apps are all created using programming. To know an algorithm is a set of instructions used to carry out a task. To know an algorithm becomes a program when it is coded.	To know that the internet is many devices connected to one another. To know what to do if you feel unsafe or worried online – tell a trusted adult. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe.		To know touch typing is the fastest way to type. To know I can make text a different style, size and colour. To copy and paste is a quick way of duplicating text.	
PE: Complete PE						
PE End points	Locomotion: Dodging	Ball skills: Hands 1 Gymnastics: Pathways	Ball skills: Feet Dance: Water	Ball skills: Hands 2 Dance: Explorers	Locomotion: Jumping Games for understanding	Team Building Health and Well being

	Gymnastics: Linking					
Curriculum objectives	Explore dodging Develop Dodging Apply dodging: explore attacking and defending Develop Linking Linking on apparatus Jump, roll, balance sequences/ on apparatus Creation of sequences Completion of sequences and performances	Develop dribbling/ passing and receiving Combine dribbling, passing and receiving keeping possession Develop dribbling/ passing and receiving to score a point pathways Explore/develop zig zag pathways on apparatus Explore/develop curved pathways on apparatus Creation of pathway sequences Completion of pathway sequences and performances	Develop dribbling, passing, receiving, keeping possession Combine, dribbling, passing, receiving, keeping possession to score a point Apply dribbling, passing and receiving as a team to score a point responding to a stimuli developing whole group movement improvisation and physical descriptions creating contrasting movement sequences, relationships and performances	Consolidate pupils application and understanding of underarm throwing Applying the underarm and overarm throw to win a game Applying the underarm throw to beat an opponent Responding to stimuli developing our motif with expression and emotion Applying choreography in our motifs Extending our motifs sequences, relationships and performance	Consolidate jumping apply jumping into a game Linking Jumping Explore jumping combinations Develop jumping combinations Attacking/defending as a team Understanding the transition between defence and attack Create and apply attacking/defensive tactics	Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: consolidate teamwork Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination:

						<i>Dribbling and kicking</i>
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