

Carleton Rode Primary
2 YEAR CURRICULUM PLANNING

	KS1 Learning Challenge Question	KS1 Main Objectives
Autumn 1	<p>People and places</p> <p>All about me</p>	<p>PSHE- What makes me special topic (see PSHE plan)</p> <p>History</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Science</p> <p>Sc1/2.2d 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>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
Autumn 2	Let's celebrate	<p>RE- nativity and Christmas</p> <p>Music</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>DT1/2.1 Cooking & Nutrition</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p>

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Spring 1	<p>Meet the locals.</p>	<p>History significant historical events, people and places in their own locality.</p> <p>Geography</p> <ul style="list-style-type: none"> • 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 • 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 • 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. <p>Science- Rolled over <u>Year 1</u></p> <ul style="list-style-type: none"> ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Spring 2	<p>Light, Camera, action</p> <p>Art Focus</p>	<p>ART</p> <p><i>Ar1/1.1 to use a range of materials creatively to design and make products</i></p> <p><i>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>Ar1/1.4 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.</i></p>

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		<p>Computing</p> <p>Computing</p> <p>Pupils should be taught to:</p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Co2/1.2 create and debug simple programs</p> <p>Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Co2/1.5 recognise common uses of information technology beyond school</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>
Summer 1	Lost and found	<p>Science- identifying and classifying</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Science- Year 2</u></p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats

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Summer 2	Let's create.	<p>Science</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal,</p>

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plastic, glass, brick, rock, paper and cardboard for different uses

Sc2/3.1b compare how things move on different surfaces.

Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Design Technology

DT1/1.1 Design

DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT1/1.2 Make

DT1/1.2a select from and use a range of tools and equipment to perform [practical tasks](#)

DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT1/1.3 Evaluate

DT1/1.3a explore and evaluate a range of existing products

DT1/1.3b evaluate their ideas and products against design criteria

DT1/1.4 Technical Knowledge

DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable

DT1/1.4b explore and use [mechanisms](#), in their products.

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Year 2		
Autumn 1	Who am I?	<p>PSHE- What makes me special topic (see PSHE plan)</p> <p>RE</p> <p>History-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
Autumn 2	OWN CHOICE	See notes below for coverage
Spring 1	How do we look after animals?	<p>Key Stage 1 Science identifying and classifying</p> <p>Science- <u>Year 1</u></p> <ul style="list-style-type: none"> ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>Year 2</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

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Spring 2	OWN CHOICE	See notes below for coverage
Summer 1	What do farmers do?	<p>Science-Year 1</p> <ul style="list-style-type: none"> ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. <p>Year 2</p> <ul style="list-style-type: none"> ▪ 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 ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Summer 2	OWN CHOICE	See notes below for coverage