

Witton Church Walk
KS1 Curriculum Overview

KS1	Autumn A Where my wellies take me	Spring A A Day in the life of	Summer A Voyage of discovery	Autumn B Growing up global	Spring B Seeds of change	Summer B I wonder...science
English	 <p><u>Book list suggestions:</u> Light House Keepers Lunch One upon a wild Wood The Secret Sky Garden. The extraordinary gardener Storm by Sam Usher How to wash a woolly mammoth by Michelle Robinson and Kate Hindley</p>	 <p><u>Book list suggestions:</u> Man on the moon by Simon Bartram One Giant Leap by Don Brown Toys in Space by Mini Grey</p>	 <p><u>Book list suggestions:</u> Major glad, Major Dizzy by Jan Oke The great fire of London by Emma Adams The Queen's Knickers by Nicholas Allan Lost and Found by Oliver Jeffers Nibbles Katy in London</p>	 <p><u>Book list suggestions:</u> The Last Wolf by Mini Grey The Last Tree in the city by Peter Carnavas Snowboy and the last tree standing by Hiawyn Oram How to Find Gold Lost and Found by Oliver Jeffers</p>	 <p><u>Book list suggestions:</u> Grandad's Secret Giant by David Lichfield Bear and the Piano by David Lichfield The bear, the piano, the dog and the fiddle by David Lilchfield Mixed by Arree Chung Goldilocks and the three bears Goldilocks and just the one bear by Leight Hodgkinson</p>	 <p><u>Book list suggestions:</u> The Curious Case of the Missing Mammoth by Ellie Hattie Little People, Big dreams range of books. Focus on Amelia Earhart and the Wright brothers. Read Rebel girls to support. Lost in the toy museum by David Lucas</p>
Science	<p>Seasonal change</p> <p>NC objective: Observe changes across the four seasons.</p> <p>NC objective: Observe and describe weather associated with the seasons and how day length varies.</p> <p>Everyday materials (Year 1)</p>	<p>Animals, including humans (Year 1)</p> <p>NC objective: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>NC objective: Identify and name a variety of common</p>	<p>Working scientifically</p> <p>NC objective: Asking simple questions and recognising that they can be answered in different ways.</p> <p>NC objective: Observing closely, using simple equipment.</p>	<p>Uses of everyday materials (Year 2)</p> <p>NC objective: 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>NC objective: Find out how the shapes of solid objects made</p>	<p>Plants (Year 2) Grow vegetables ready for DT in Summer B</p> <p>NC objective: Observe and describe how seeds and bulbs grow into mature plants.</p> <p>NC objective: Find out and describe how plants need water, light and a suitable</p>	<p>Working scientifically</p> <p>NC objective: Asking simple questions and recognising that they can be answered in different ways.</p> <p>NC objective: Observing closely, using simple equipment.</p>

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	<p>NC objective: Distinguish between an object and the material from which it is made.</p> <p>NC objective: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>NC objective: Describe the simple physical properties of a variety of everyday materials.</p> <p>NC objective: Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>animals that are carnivores, herbivores and omnivores.</p> <p>NC objective: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>NC objective: 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>Plants (Year 1) SM veg plots</p> <p>NC objective: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>NC objective: Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>NC objective: Performing simple tests.</p> <p>NC objective: Identifying and classifying.</p> <p>NC objective: Using their observations and ideas to suggest answers to questions.</p> <p>NC objective: Gathering and recording data to help in answering questions.</p>	<p>from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Animals, including humans (Year 2)</p> <p>NC objective: Notice that animals, including humans, have offspring which grow into adults.</p> <p>NC objective: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>NC objective: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>temperature to grow and stay healthy.</p> <p>Living things and their habitats</p> <p>NC objective: Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>NC objective: 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.</p> <p>NC objective: Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>NC objective: 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>NC objective: Performing simple tests.</p> <p>NC objective: Identifying and classifying.</p> <p>NC objective: Using their observations and ideas to suggest answers to questions.</p> <p>NC objective: Gathering and recording data to help in answering questions.</p>
	<p>Human and Physical Geography 6 lessons</p> <p>NC objective: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and</p>		<p>Skills and Fieldwork 10 lessons</p> <p>NC objective: Use aerial photographs and plan perspectives to recognise</p>	<p>Locational Knowledge 10 lessons</p> <p>NC objective: Name, locate and identify characteristics of the four countries and capital</p>		<p>Skills and Fieldwork</p> <p>NC objective: Devise a simple map; and use and construct basic symbols in a key.</p>


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<p>Geography</p>	<p>cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Skills and Fieldwork</p> <p>NC objective: 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.</p>		<p>landmarks and basic human and physical features.</p> <p>Human and Physical Geography</p> <p>NC objective: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Locational Knowledge</p> <p>NC objective: Name and locate the world's seven continents and five oceans.</p> <p>Place Knowledge</p> <p>NC objective: 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.</p> <p>Human and Physical Geography</p> <p>NC objective: Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</p>	<p>cities of the United Kingdom and its surrounding seas.</p> <p>Skills and Fieldwork</p> <p>NC objective: 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.</p>		<p>NC objective: 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>
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			soil, valley, vegetation, season and weather.			
History	<p>Within Living Memory 6 lessons</p> <p>NC objective: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Toys School Link to grandparents</p>	<p>Lives of significant people 10 lessons</p> <p>NC objective: 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. [for example, 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/or Florence Nightingale and Edith Cavell]</p> <p><i>Astronauts</i></p>			<p>Beyond Living Memory 10 lessons</p> <p>NC objective: 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><i>Guy Fawkes Easter Wright brothers The Great Fire of London</i></p>	<p>Local History & field work 10 lessons</p> <p>NC objective: Significant historical events, people and places in their own locality</p> <p><i>Place – salt museum, Anderton boat lift, Northwich Bridge.</i></p> <p><i>People – Salt miner, Smith-Barry family (rediscovered salt) Sir Joesph Verdin (ran a family salt business) John Arthur Saner (engineer for Northwich bridge)</i></p> <p><i>Events – Rediscovery of salt in 1670 at Marbury Hall. Salt transport (1732 River Weaver was improved) salt transported by boat rather than cart. Land subsidence (experiment with sturdy land).</i></p>

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<p>Computing</p>	<p>Programming and Development (unplugged)</p> <p>NC objective: 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>NC objective: Create and debug simple programs</p> <p>NC objective: Use logical reasoning to predict the behaviour of simple programs</p> <p>E-Safety</p> <p>NC objective: 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. - <i>Empathy</i></p>	<p>Multimedia (text, graphics and sound recording)</p> <p>NC objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - <i>Pic collage</i> - <i>Research</i> - <i>SeeSaw</i></p> <p>E-Safety</p> <p>NC objective: 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. - <i>Safer Internet Day</i> - <i>Talk about uses of ICT in their own homes</i></p>	<p>Multimedia (presentation and video)</p> <p>NC objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - <i>Simple video recordings</i> - <i>Stop motion</i> - <i>PowerPoint</i></p> <p>E-Safety</p> <p>NC objective: 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. - <i>Asking for help</i> - <i>Safe uses of technology ('Safe spaces')</i></p>	<p>Programming and Development (plugged)</p> <p>NC objective: 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>NC objective: Create and debug simple programs</p> <p>NC objective: Use logical reasoning to predict the behaviour of simple programs</p> <p>E-Safety</p> <p>NC objective: 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. - <i>Critical Thinking</i></p>	<p>Online</p> <p>NC objective: Recognise common uses of technology beyond school</p> <p>E-Safety</p> <p>NC objective: 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. - <i>Safer Internet Day</i> - <i>Safe uses of technology ('Is that your internet?' and 'Is that your search engine?')</i></p>	<p>Data and Data Representation</p> <p>NC objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content - <i>J2e.com</i></p> <p>E-Safety</p> <p>NC objective: 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. - <i>Resilience</i> - <i>Safe uses of technology ('Is that your password?')</i></p>
	<p>Textile</p>	<p>Printing</p>	<p>Painting</p> 	<p>Sculpture</p>	<p>Collage</p>	<p>Drawing</p>

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<p>Art</p>	 <p>Using materials</p> <p>NC objective: Use a range of materials creatively to design and make products.</p> <p>Range of artists</p> <p>NC objective: Know 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>	 <p>Use colour, pattern, texture, line, form, space and shape.</p> <p>NC objective: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>NC objective: Use painting to develop and share their ideas, experiences and imagination.</p> <p>Use colour, pattern, texture, line, form, space and shape.</p> <p>NC objective: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	 <p>Using materials</p> <p>NC objective: Use a range of materials creatively to design and make products.</p> <p>NC objective: Use sculpture to develop and share their ideas, experiences and imagination.</p>	 <p>Using materials</p> <p>NC objective: Use a range of materials creatively to design and make products.</p> <p>Use colour, pattern, texture, line, form, space and shape.</p> <p>NC objective: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	 <p>NC objective: Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Range of artists</p> <p>NC objective: Study 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>
<p>Artist Study</p>	<p>Hilary Waters Fayle</p>	<p>William Morris</p>	<p>Andy Warhol</p>	<p>Naomi J Kendall</p>	<p>Van Gogh</p>	<p>LS Lowry</p>
<p>Design Technology</p>	<p>What are the best materials to make a kite? Link to Grandparents Day</p> <p>Designing</p> <p>NC objective: Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Making</p> <p>NC objective: Select from and use a wide range of materials and components, including construction</p>	<p><u>STEM</u> Parent workshop Partnership project Whole school Make a rocket</p> <p>Designing</p> <p>NC objective: Children must communicate their ideas, through discussions, drawings, mock templates.</p> <p>Making</p> <p>NC objective: Select from and</p>	<p>Link to Healthy Living week Can they design their own multicultural picnic?</p> <p>Food technology</p> <p>NC objective: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>NC objective: Understand where food comes from.</p>	<p>Deconstruct, design and make a vehicle – wheels and axel, linking with project and texts</p> <p>Evaluating</p> <p>NC objective: Explore and evaluate a range of existing products. Children should evaluate their ideas against the design criteria.</p> <p>Technical Knowledge</p> <p>NC objective: Develop products, which explore the</p>	<p>Making Bird Feeders RSPB Partnership project Grozone- Parent workshop</p> <p>Free Standing Structures</p> <p>Deconstruct, design and make a bird feeder.</p> <p>Technical Knowledge</p> <p>NC objective: Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Link to Healthy Living week Can they design their own healthy picnic?</p> <p>Food technology</p> <p>NC objective: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>NC objective: Understand where food comes from.</p>

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	<p>materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluating</p> <p>NC objective: Evaluate their ideas and products against design criteria.</p>	<p>use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>		<p>use of mechanisms such as levers, sliders, wheels and axles.</p>		
Music	<p>Singing</p> <p>NC objective: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Create own music</p> <p>NC objective: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Playing an instrument</p> <p>NC objective: Play tuned and untuned instruments musically.</p>	<p>Listening and appreciate</p> <p>NC objective: Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Singing</p> <p>NC objective: Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Create own music</p> <p>NC objective: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Playing an instrument</p> <p>NC objective: Play tuned and untuned instruments musically.</p>	<p>Listening and appreciate</p> <p>NC objective: Listen with concentration and understanding to a range of high-quality live and recorded music.</p>
PSHCE	<p>Year 1 Get Heartsmart Don't forget to let the love in!</p>	<p>Year 1 Too much selfie isn't healthy Don't hold on to what's wrong!</p>	<p>Year 1 Fake is a mistake No way through Isn't true!</p>	<p>Year 2 Get heartsmart Don't forget to let the love in!</p>	<p>Year 2 Too much selfie isn't healthy! Don't hold on to whats Wong!</p>	<p>Year 2 Fake is a mistake No Way Through Isn't true!</p>
P.E	<p>Fundamental skills</p> <p>– <i>Jumping</i> – <i>Catching</i> – <i>Intra sports</i></p> <p>NC objective: Master basic movements including running, jumping and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Fundamental skills</p> <p>– <i>Gym</i> – <i>Intra sports</i></p> <p>NC objective: Master basic movements including running, jumping and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Fundamental skills</p> <p>– <i>Running</i></p> <p>NC objective: Master basic movements including running, jumping and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Fundamental skills</p> <p>– <i>Jumping</i> – <i>Catching</i> – <i>Intra sports</i></p> <p>NC objective: Master basic movements including running, jumping and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Fundamental skills</p> <p>– <i>Gym</i> – <i>Intra sports</i></p> <p>NC objective: Master basic movements including running, jumping and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Fundamental skills</p> <p>– <i>Running</i></p> <p>NC objective: Master basic movements including running, jumping and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>

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		<p>Dance NC objective: Perform dance using simple movement patterns.</p>	<p>Team games NC objective: Participate in team games, developing simple tactics for attacking and defending (basketball, hockey, football, netball, dodgeball, cricket, rounders).</p> <p>Sports day</p>		<p>Dance NC objective: Perform dance using simple movement patterns.</p>	<p>Team games NC objective: Participate in team games, developing simple tactics for attacking and defending (basketball, hockey, football, netball, dodgeball, cricket, rounders).</p> <p>Sports day</p>
Trips and WOW days	Local Walk and activities	Liverpool World Museum Catalyst Discovery Centre	Year 2 residential	Local Walk and activities	Liverpool Cathedral Walker Art Gallery	Visit to Northwich swing bridges Year 2 Residential
Places of worship & Art Gallery Visit	Chester Cathedral			Jewish Synagogue Walker Art Gallery- Liverpool		