Hudson Road
Primary School

KEY STAGE 1 CURRICULUM
Subject Content

Foundation subjects, including Science, in alphabetical order

KS1 ART

SUBJECT CONTENT……Pupils should be taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

KS1 DESIGN TECHNOLOGY

SUBJECT CONTENT……Pupils should be taught to:

Design	Make	Evaluate	Technical knowledge
▪ design purposeful, functional, appealing products for themselves and other users ▪ based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	▪ select from and use a range of tools and equipment to perform practical tasks [for ▪ example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria	▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

KS1 GEOGRAPHY

SUBJECT CONTENT……Pupils should be taught to:

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	▪ 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	▪ 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 ▪ use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	▪ 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 ▪ 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

KS1 HISTORY

SUBJECT CONTENT……YEAR 1 Pupils should be taught:

TERM 1	TERM 2	TERM 3
Changes within living memory	Significant Historical event (Ways of life). People and places in their own locality	Significant Historical event (Ways of life). People and places in their own locality

SUBJECT CONTENT……YEAR 2 Pupils should be taught:

TERM 1	TERM 2	TERM 3
Significant people who have contributed to national and international achievements	Events beyond living memory (significant nationally and globally)	Events beyond living memory (significant nationally and globally)

KS1 ICT /COMPUTING

SUBJECT CONTENT……YEAR 1 Pupils should be taught to:

Computer Science	Data	Communication	Digital Literacy & Research	Multimedia
Programming: ▪ move a programmable toy in different directions ▪ combine commands to follow a route ▪ explain what an algorithm is ▪ describe and write algorithms to complete specific tasks **How Computers Work:** ▪ recognise different types of computers and where they are used within and outside of school. ▪ name the parts of a computer and describe its simple functions.	**Graphs:** ▪ sort items into sets ▪ draw a simple graph, e.g. pictogram / block graph ▪ explain what the graph shows	**Word processing:** ▪ use letters, basic punctuation, spacebar and enter key to type words and sentences quickly ▪ use backspace to make corrections ▪ use shift key for punctuation	**Research:** ▪ read words, look at pictures and watch videos on a website ▪ explore a website using hyperlinks ▪ understand about E-Safety	**Creating images:** ▪ paint with different colours ▪ paint neatly using undo or eraser tool to correct mistakes ▪ change the brush size or style for effect **Photography:** ▪ use a digital still camera to take a picture **Audio:** ▪ record an audio recording ▪ play back an audio recording

KS1 ICT /COMPUTING continued

SUBJECT CONTENT……YEAR 2 Pupils should be taught to:

Computer Science	Data	Communication	Digital Literacy & Research	Multimedia
Programming: • enter a sequence of commands before running them • correct errors in programs • predict the outcome of a program by reading the steps **Simulations:** • explore a computer simulation that copies real life **How Computers Work:** • describe and name the functions of the parts of a computer, including the 'hidden' parts. • know that information is stored in different formats, e.g. 'wmv', 'mp4'	**Bar Charts:** • collect and record data purposefully • present data in a bar chart • answer and ask questions about bar charts	**Word processing:** • edit and improve work by changing, adding or removing words • change the font size, colour and style to change their work	**Research:** • find out facts by navigating websites • know each website has a unique address • navigate to a website via favourites and typing in address • know not all the information found on the internet will be accurate • use a search engine to find facts using key word search • know what to do if they find something inappropriate online	**Photography:** • understand the need to frame the image and keep the camera still • discuss the quality of an image and make decisions e.g. delete a blurred image **Video:** • record a video recording • understand the need to frame the image and move the camera carefully • play back a video recording

KS1 MUSIC

SUBJECT CONTENT……Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS1 PHYSICAL EDUCATION

SUBJECT CONTENT……Pupils should have (end of Key Stage)

MOVEMENT	USING SKILLS/ TECHNIQUES	COOPERATION
Developed fundamental movement skills, becoming increasingly confident and competent	Accessed a broad range of opportunities to extend their agility, balance and coordination	Worked individually and with others. Engaged in cooperative physical activities
COMPETITION	**CHALLENGE**	**PREPARATION FOR LIFE AND PARTICIPATION**
Engaged in competitive physical activities (both against self and against others)	Engaged in a range of increasingly challenging situations	Accessed a broad range of opportunities to support their health and fitness.

KS1 PERSONAL, SOCIAL AND HEALTH EDUCATION

SUBJECT CONTENT……Pupils should taught to:

HEALTH AND WELL-BEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
begin to understand:- ▪ what is meant by a healthy lifestyle ▪ how to maintain physical, mental and emotional health and wellbeing ▪ ways of keeping physically and emotionally safe ▪ how to make informed choices about health and wellbeing and to recognise sources of help with this ▪ how to respond in an emergency	**begin to understand:-** ▪ how to recognise and manage emotions within a range of relationships ▪ how to recognise risky or negative relationships including all forms of bullying and abuse ▪ how to respond to risky or negative relationships and ask for help	**begin to understand:-** ▪ about respect for the self and others and the importance of responsible behaviours and actions ▪ about different groups and communities ▪ about the importance of respecting and protecting the environment ▪ about where money comes from, keeping it safe and the importance of managing it effectively

KS1 RELIGIOUS EDUCATION

SUBJECT CONTENT……YEAR 1 Pupils should be taught:

TERM 1	TERM 2	TERM 3
CHRISTIANITY / ISLAM	**CHRISTIANITY**	**ISLAM / BUDDHISM**
What can we learn about Christianity from visiting a church? *Introducing features of a church, worship (including Harvest), leaders;* **How do Muslims worship at home and at the mosque?** Expressions of Belief/ Authority	**Why is Jesus special to Christians?** *Introducing Jesus, beliefs and stories about Jesus;* Belief / Authority	**How is Qur'an treated as sacred?** Belief / Authority
Why are gifts given at Christmas? (What is the meaning of Christmas?)	**What is the Easter story?** (What is the meaning of Easter?)	**What can we find out about Buddha?** *Introducing beliefs and stories about Buddha:* Belief / Authority

SUBJECT CONTENT……YEAR 2 Pupils should be taught:

TERM 1	TERM 2	TERM 3
CHRISTIANITY / ISLAM	**CHRISTIANITY**	**ISLAM / BUDDHISM**
How is Qur'an treated as sacred? Belief / Authority	**What does it mean to belong to Christianity?** *Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals* Expressions of Belief / Impact of Belief	**What does it mean to belong to Islam?** Expressions of Belief/ Authority
Why is the bible special to Christians? *Introducing the Bible, how it is treated, beliefs about God shown in the Bible* Belief / Authority / Expressions of Belief **How and why is light important at Christmas?** (What is the meaning of Christmas?)		**How do Buddhists show their belief?** *Introducing worship ceremonies and how commitment and belonging is shown:* Expressions of Belief / Impact of Belief

KS1 SCIENCE - YEAR 1

YEAR 1 Pupils should:

Sc 1	WORKING SCIENTIFICALLY: - opportunities for children to.....

- Explore the world around them and raise their own questions;
- Experience different types of scientific enquiries, including practical activities;
- Begin to recognise ways in which they might answer scientific questions;
- Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them;
- Observe changes over time, and, with guidance, they should begin to notice patterns and relationships;
- Ask people questions and use simple secondary sources to find answers.
- Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out.
- With help, record and communicate their findings in a range of ways;
- Begin to use simple scientific language.

(Pupils are not expected to cover each aspect for every area of study.)

Sc2 BIOLOGY

PLANTS	ANIMALS INCLUDING HUMAN BEINGS
1. Use the local environment throughout the year to explore and answer questions about plants growing in their habitat. 2. Observe the growth of flowers and vegetables that they have planted. 3. Work scientifically: observe closely, (magnifying glasses); Compare and contrast familiar plants; 4. Describe how they identify and group them; Draw diagrams showing the parts of different plants including trees. 5. Pupils might keep records of how plants have changed over time, e.g. the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.	1. Use the local environment throughout the year to explore and answer questions about animals in their habitat. 2. Understand how to take care of animals taken from their local environment and the need to return them safely after study. 3. Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. 4. Work scientifically: use observations to compare and contrast animals (first hand; videos; photographs), describing how they identify and group them; 5. Group animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Sc3 CHEMISTRY

Explore, name, discuss and raise and answer questions about everyday materials, naming materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.

Explore and experiment with a variety of materials as suggested, plus e.g.: brick, paper, fabrics, elastic, foil.

Work scientifically: perform simple tests to explore questions, e.g. 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

Sc4 PHYSICS

SEASONAL CHANGE: Observe and talk about changes in the weather and the seasons.

(NB. Warned danger of looking directly at the Sun, even when wearing dark glasses.)

Work scientifically: make tables and charts about the weather; and make displays of what happens in the world around them, including day length, as the seasons change.

KS1 SCIENCE - YEAR 2

YEAR 2 Pupils should:

Sc2 BIOLOGY

PLANTS

1. Should use the local environment throughout the year to observe how different plants grow.
2. Should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. (NB. seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.)
3. Might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Pupils should:

ANIMALS INCLUDING HUMAN BEINGS

1. Should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.
2. Should also be introduced to the processes of reproduction and growth in animals.

(*The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs*.)

3. Might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. *(The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, and adult.)*

Pupils should:

Sc3 CHEMISTRY

1. Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).
2. Should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.
3. Might find out about people who have developed useful new materials, e.g. John Dunlop, Charles Macintosh or John McAdam.
4. Might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Pupils should:

Sc4 PHYSICS

SEASONAL CHANGE: Observe and talk about changes in the weather and the seasons.

(NB. Warned danger of looking directly at the Sun, even when wearing dark glasses.)

Work scientifically: make tables and charts about the weather; and make displays of what happens in the world around them, including day length, as the seasons change.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT ACROSS THE CURRICULUM

OFSTED… focuses on SMSC both within judgements on Leadership and Management, and Overall Effectiveness……
'***In reporting, inspectors must also consider the spiritual, moral, social and cultural development of the pupils at the school.'***
GOVERNORS…might effectively ask; ***'How is the children's SMSC Development being promoted across different areas of the curriculum?'***

ENGLISH Developing SMSC through……	MATHEMATICS Can provide a contribution to SMSC by……	SCIENCE Contributes to SMSC development through…	ICT Contributes to SMSC development through…
• Developing confidence and expertise in language, enabling an individual and social identity; • Enabling children to understand and engage with feelings and values embodied in high quality texts and genres; • Developing children's awareness of moral and social issues in fiction, journalism, magazine, radio, television and film; • Helping the understanding of how language changes over time, the influences of spoken and written language and social attitudes to the use of language;	• Enabling children to acknowledge the important contribution made to mathematics by non-western cultures;	• Encouraging children to reflect on the wonder of the natural world; • Becoming aware of how science and technology can affect society and the environment; • Considering the moral dilemmas that can result in scientific developments; • Developing respect for differing opinions, e.g. creation; • Co-operation in practical activity; • Becoming aware that scientific developments are the product of many different cultures;	• Preparing children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; • Making clear the guidelines about the ethical use of the internet; • Acknowledging advances in technology and appreciation for human achievement

HISTORY Contributes to SMSC development by…….	GEOGRAPHY Contributes to SMSC development through…	ART Contributes to SMSC development by…….	DESIGN TECHNOLOGY Contributes to SMSC development through…
• Learning about the creation and evolution of British society; • Enabling children to reflect on issues such as slavery, the holocaust and imperialism; • Becoming aware of the moral implications of the actions of historical figures;	• Having opportunities to reflect on the creation, earth's origins, future and diversity; • Reflecting on the fair distribution of the earth's resources and issues surrounding climate change; • Studying people and physical geography, to enable children to reflect on the social and cultural characteristics of society;	• Developing children's aesthetic appreciation; • Evoking feelings of 'awe' and 'wonder'; • Enabling children to reflect on nature, their environment and surroundings; • Studying artists…. 1. with spiritual or religious themes 2. who raise issues concerning ethics, i.e. war/poverty/suffering	• reflection on products and inventions, the diversity of materials and ways in which designs can improve the quality of life; • Becoming aware of the moral dilemmas created by technological advances; • Understanding how different cultures have contributed to technology; • Having opportunities to work as a team, recognising other's strengths, sharing equipment;

P.E Development is actively promoted by……	FRENCH/ MFL Contributes to SMSC development by……
• Experiencing activities which promote co-operation, teamwork, competition, rules, self -discipline and fair play; • Exploring the sports and traditions of a variety of cultures; • Experiencing activities that provide opportunities for self-reflection, awareness and challenge;	• Gaining insights into the way of life, cultural traditions, moral and social developments of other people; • Developing social skills through group activities and communication exercises; • Improving listening skills through oral/aural work;