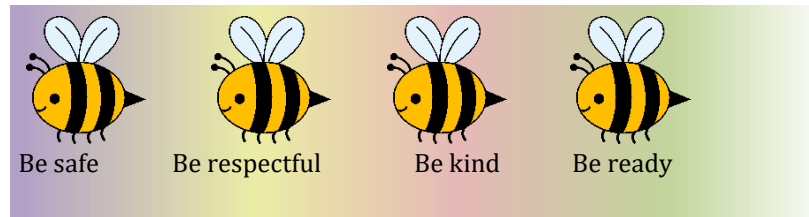
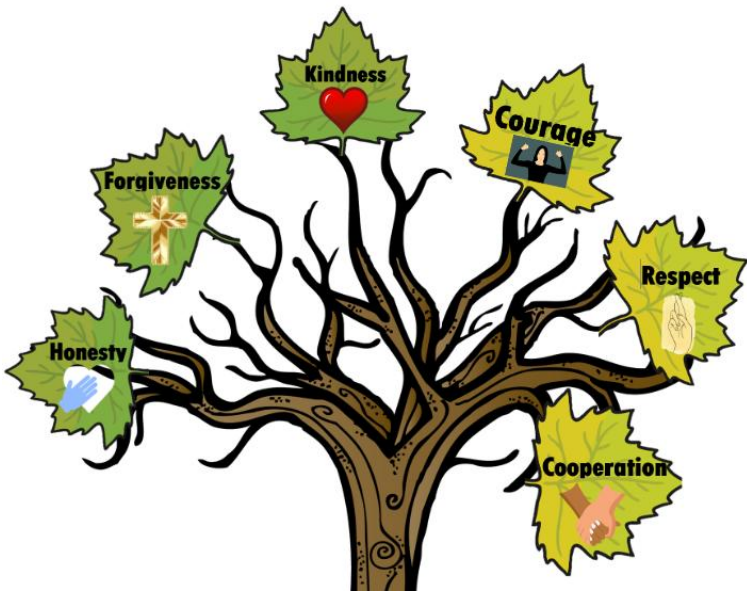


Key for links across curriculums	
Highlighted yellow	From NC
Highlight pink	From PSHE association
Red writing	Science curriculum
Purple writing	Geography curriculum
Orange writing	DT Curriculum
Brown writing	Computing curriculum



Butleigh Complete KS1 Curriculum

March 2026



Aspire to be your best self by **living, learning and growing together** in God's love

K1 Coverage Overview

KS1 Coverage grid		Year A	Year B	Year C	Year D
Science	Practical Science	In each half term			
	Living things and their habitats				
	Animals including humans				
	Plants				
	Everyday materials				
	Seasonal changes	In each half term			
Geography	My immediate area				
	The UK				
	A contrasting locality				
	Skills and fieldwork				
	Alternate location knowledge				
	UK Locational knowledge				
History	Global events beyond living memory				
	Changes within living memory				
	Significant individuals				
	Significant in my locality				
	Historical skills				
	Chronology				
	Historical themes				
Art	Drawing				
	Painting				
	Sculpture				
	Craft and design				
	Experiment and create				
	The legacy of art and artists				
Music	Music from historical periods				
	Different genres and styles				
	Different cultures and traditions				
	Work of composers and musicians				
	Study				
	Composing				
	Performing				
DT	Construction				
	Mechanisms				
	Food				
	Design				
	Make				
	Evaluate				
	Cooking and nutrition				
PE	Skills: running jumping throwing catching				
	Dance				
	Competitive games				
	Gymnastics				
	OAA				
	Swimming				
Computi	Using a Computer				
	Programming				
	Digital Literacy				

n g	E-Safety: Content				
	E-Safety: Conduct				
	E-Safety: Contact				

KS1 Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Beautiful Butleigh	Celebrations: A moment in time	North American	Rivers	History of Street /Bristol	The Olympics
Science	Animals (plus earth and space)		Materials and matter + (earth &space)	Human body (plus earth and space)	Plants (plus earth and space)	
History		Local history, changes in living memory: celebrations			Significant individual: Isambard Brunel	Beyond living memory: Ancient Greece and the birth of the Olympics
Geography	Local place knowledge: Butleigh		Non-European place knowledge: San Francisco	Human and physical geography: River Danube		
DT		Construction Design, Make, Evaluate			Food Cooking and nutrition	Mechanisms Design, Make, Evaluate
Art	Drawing The legacy of art and artists		Painting Experiment and create	Craft and design Experiment and create		Sculpture The legacy of art and artists
RE	God (Understanding Christianity)	Incarnation (Understanding Christianity)	Salvation (Understanding Christianity)	Bible stories	Bible stories	Judaism
RSHE	TEAM (relationships)	Think positive (Health and wellbeing)	Diverse Britain (Living in the wider World)	Be yourself (Relationships)	It's your body (Health and wellbeing)	Aiming high (Living in the Wider World)
Music	Nursery Rhymes	Nativity	In the Groove – Singing in different styles	Round and round - glockenspiels	Your imagination - composing songs	History and language of music
PE	Introduction to PE (EYFS) Invasion games (KS1)	Dance	Gymnastics	Ball Skills	Athletics Swimming (Year R)	Striking and fielding Swimming (Year 1 and 2)
Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B - Programming animations

KS1 Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Egyptians	Landscapes	Kenya	Everyday life	Europe: Italy	Romans
Science	Animals (plus earth and space)		Materials and matter (plus earth and space)	Human body (plus earth and space)	Plants (plus earth and space)	
History	Significant individual: Harold Carter			Changes in living memory: everyday life- music, technology, fashion		Events beyond living memory: Romans
Geography		Place knowledge: UK	Non-European comparison: Kenya		Human and physical knowledge: Italy	
DT			Cookery (enrichment Year R)	Mechanisms Design, Make, Evaluate	Construction Design, Make, Evaluate Cookery (enrichment Year 2)	Cookery (enrichment Year 1)
Art	Painting: masks	Craft and design: printmaking (enrichment H)	Drawing	Painting: self-portraits (enrichment H)		Sculpture: natural
RE	Creation (Understanding Christianity)	Incarnation (Understanding Christianity)	Gospel (Understanding Christianity)	Salvation (Understanding Christianity)	Judaism	
RSHE	VIPS (Relationships)	Safety first (Health and wellbeing)	One World (Living in the wider World)	Digital wellbeing (Relationships)	Money Matters (Living in the wider world)	Growing up (Health and wellbeing)
Music	Nursery Rhymes and Traditional Songs	Nativity	Singing	Performing	Composing	History and language of music
PE	Attack, defend, shoot	Dance	Gymnastics	Send and return	Speed Agility Travel	Hif catch run
Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B - Programming animations

KS1 Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unique Somerset		Castles	Jungle	Farming	Fossil Hunting
Science	Animals (plus earth and space)		Materials and matter + (earth & space)	Human body (plus earth and space)	Plants (plus earth and space)	
History	Local history: Glastonbury Abbey		Events beyond living memory: Monarchy			Significant individual: Mary Anning
Geography	Local human and physical geography: Somerset levels			Non-European place knowledge: Amazon rainforest	British geography: Farming in the UK	
DT	Construction:				Mechanisms	Drawing
Art	Painting		Sculpture: recycled art	Craft and Design: Collage		
RE	God (Understanding Christianity)	Incarnation (Understanding Christianity)	Bible stories	Salvation (Understanding Christianity)	Bible stories	Judaism (Understanding Christianity)
RSHE	TEAM (relationships)	Think positive (Health and wellbeing)	Diverse Britain (Living in the wider World)	Be yourself (Relationships)	It's your body (Health and wellbeing)	Aiming high (Living in the Wider World)
Music	Nursery Rhymes	Nativity	In the Groove – Singing in different styles	Round and round - glockenspiels	Your imagination - composing songs	History and language of music
PE	Introduction to PE (EYFS) Invasion games (KS1)	Dance	Gymnastics	Ball Skills	Athletics Swimming (Year R)	Striking and fielding Swimming (Year 1 and 2)
Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B - Programming animations

KS1 Year D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Two cities	All at Sea	Explorers	Our coast	Are all deserts hot?	Transport
Science	Animals (plus earth and space)		Materials & matter (plus earth & space)	Human body (plus earth and space)	Plants (plus earth and space)	
History	Significant event beyond living memory: Great Fire of London		Significant person: Neil Armstrong/Ameila Airhart			Changes in living memory: transport
Geography	UK place knowledge: Wells and London			Human and physical: coastal features	Non-European comparisons: Deserts Alaska and Sahara.	
DT			Mechanisms Design, Make, Evaluate			Construction Design, Make, Evaluate
Art	Painting	Craft and design		Drawing and Painting	Sculpture: clay	
RE	Creation (Understanding Christianity)	Incarnation (Understanding Christianity)	Gospel (Understanding Christianity)	Salvation (Understanding Christianity)	Judaism	
RSHE	VIPS (Relationships)	Safety first (Health and wellbeing)	One World (Living in the wider World)	Digital wellbeing (Relationships)	Money Matters (Living in the wider world)	
Music	Nursery Rhymes and Traditional Songs	Nativity	Singing	Performing	Composing	History and language of music
PE	Attack, defend, shoot	Dance	Gymnastics	Send and return	Speed Agility Travel	Hit catch run
Computing	Computing systems and networks – Technology around us	Creating media – Digital painting – Buildings	Programming A – Moving a robot around a Columbus map.	Data and information – Grouping data	Creating media – Digital writing	Programming B - Programming animations – moving a vehicle sprite

RE – AMV Baths and Wells for non-Christian topics and Understanding Christianity

A+ C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS/1	God	Incarnation	Bible stories	Salvation	Bible stories	Judaism Unit 5: What do Jewish people believe about God and the Covenant?
Y2/3/4	People of God	Incarnation	Islam Unit 2: What do Moslem people believe about Islam and Iman?	Salvation	Gospel / Bible stories	Hinduism Unit 3: What do Hindu people believe about Dharma, Deity and Atman?
Y5/6	People of God	Incarnation	Unit 8: What do Moslem people believe about Islam and Iman?	Salvation	Gospel	Hinduism Unit 9: What do Hindu people believe about Dharma, Deity and Atman?

B+ D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS/1	Creation	Incarnation	Gospel	Salvation	Judaism Unit 6: What do Jewish people believe about Torah?	
Y2/3/4	Creation/Fall	Incarnation	God	Kingdom of God	Judaism Unit 1: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	
Yr 5/6	Creation/Fall	Incarnation	God	Kingdom of God	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	

Music

Musical contexts	To study music from a range of historical periods	To study music from a range of genres and styles	To study music from a range of cultures and traditions	To study the work of great composers and musicians
Musical experience	To have the opportunity to learn a musical instrument		To use technology appropriately to compose and refine musical pieces	To learn to sing

	Year 1	Year 2	Lower KS2	Upper KS2
Study of music	To listen with concentration and understanding to a range of high-quality live and recorded music		To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
			To listen with attention to detail	
	To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing	To experiment with, create, select and combine sounds using the inter-related dimensions of music	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

	Year 1	Year 2	Lower KS2	Upper KS2
Composing music	To combine sounds to make a story, choosing and playing instruments or sound-makers	To create music in response to a non-musical stimulus	To explore knowledge of musical components by composing music to create a specific mood	To create musical pieces that contain at least two parts and fulfils a given brief
	To improvise simple vocal chants, using question and answer phrases	To work with a partner to improvise simple question and answer phrases, to be sung creating a musical conversation	To use their voice to improvise on a familiar song or melody	To use their voice to create and compose music on their own and with others
	To invent rhythm and pitch patterns and perform these for others, taking turns	To work with a partner to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.	To develop an understanding of musical composition	To organise and manipulate ideas within musical structures
	To follow pictures and symbols to guide singing and playing	To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	To capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology	To use and understand staff and other musical notations

	Year 1	Year 2	Lower KS2	Upper KS2
Performing music	To sing collectively and at the same pitch, responding to simple visual directions	To use their voices expressively and creatively by singing songs and speaking chants and rhymes	To sing musically with increasing confidence and control	To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
	To use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat	To play tuned and untuned instruments musically	To play instruments musically with increasing confidence and control	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

To sing simple songs, chants and rhymes from memory

To recall sounds with increasing aural memory

To reproduce sounds from aural memory

The inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Science

	Year 1	Year 2	Year 3
Working Scientifically	To ask questions about the world around me	To ask simple questions and recognise that they can be answered in different ways	To ask relevant questions and suggest a test that could answer them
	To explore the world around me	To perform simple tests	To set up simple practical enquiries
	To use simple measuring equipment	To observe closely using simple equipment	To make careful observations, taking accurate measurements
	To record simple data	To gather and record data to help in answering questions	To gather data in a systematic and useful way
	To compare objects and materials and sort and group them	To use the skills of identifying and classifying	To record and present data in a variety of ways to help in answering questions
	To talk about what I have found out		To produce written, oral or presentations of findings
	To begin noticing patterns and relationships with help	To use their observations and ideas to suggest answers to questions	To use results to draw simple conclusions
	To access secondary sources with help	To use secondary sources to find answers	To use straightforward scientific evidence to answer questions or support findings

	Year 1	Year 2	Year 3
Biology - Animals including humans	To understand how to take care of familiar animals, including those from their local environment	To investigate and describe the basic needs of animals, including humans, for survival (food, water, air)	To know that animals, including humans, need the right types and amount of nutrition
	To be aware of why exercise is important for good health	To describe the importance for humans of exercise and eating the right amounts of different food	To know that animals, including humans, cannot make their own food; they get nutrition from what they eat
	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)	To know the names of some of the major bones in humans	To identify that humans, and some other animals, have skeletons for support and protection
	To identify, name, draw and label the basic parts of the human body	To know that humans and other animals have muscles	To identify that humans, and some other animals, have muscles for support and movement
	To say which part of the body is associated with each sense		To know the main body parts associated with the skeleton and muscles
			To know that different parts of the body have special functions
	To know how and why to brush my teeth	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health	To know some of the organs involved in the digestive system
	To know how and why to keep myself clean	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health	To know the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health
	To say how they are similar and different to their friends	To know and practice simple hygiene routines that can stop germs from spreading	To identify the different types of teeth in humans and their simple functions
	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To recognise the ways in which we are all unique	To recognise their individuality and personal qualities
To understand growing and changing from young to old	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	To name the main parts of the body including external genitalia (vagina, penis, testicles, nipples, anus)	
	To understand growing and changing from young to old and how people's needs change	To draw timelines to indicate stages of growth and developments of humans	

	Year 1	Year 2	Year 3
Biology - Plants	To identify and describe the basic structure of a variety of common plants and trees (leaves, flower, stem etc.)		To identify and describe the functions of different parts of flowering plants (flowers, leaf, stem, root)
	To identify and name a variety of common wild and garden plants including deciduous and evergreen trees		

	To observe the growth of flowers and vegetables I have planted	To observe and describe how seeds and bulbs grow into mature plants.	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
		To describe how plants need water, light and a suitable temperature to grow and stay healthy	To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room)
	To explore and study plants growing in our environment throughout the year		To know how the requirements of plants to live and grow vary from plant to plant
	To carefully observe and group plants	To compare, contrast and sort plants based on observations	To group plants into categories based upon characteristics
			To investigate the way in which water is transported within plants

	Year 1	Year 2	Year 3
Biology – Living things and their habitats	To have explored some local habitats and looked at the living creatures found there	To identify and name a variety of plants and animals in their habitats including micro-habitats	To recognise that living things can be grouped in a variety of ways
	To identify and name a variety of common animals including fish, amphibians, reptiles birds and mammals		To use classification keys to assign living things to groups
	To sort things in to living or not living	To explore and compare the differences between things that are living, dead and things that have never been alive	To understand that plants and animals are alive and that they feed, grow and reproduce
	To know some animals that can be found in familiar habitats	To know how different animals and plants depend on each other	To recognise how animals in an environment can be hurt by damage to that environment
	To know that a habitat is a home for a variety of plants and animals	To identify that most living things live in habitats to which they are suited	To recognise how animals and plants are adapted to the environments in which they live and how they depend upon one another
	To know that some animals eat plants and some animals eat other animals	To describe how different habitats provide for the basic needs of different kinds of animals and plants	To explore how local habitats can change throughout the year.
	To identify and name a variety of common animals that are carnivores, herbivores and omnivores	To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify different sources of food	To construct simple food chains for familiar habitats
	To know that some familiar animals change throughout their lives	To notice that animals, including humans have offspring which grow into adults	To describe reproduction in some animals
		To investigate the life cycles of a variety of familiar animals and insects	

	Year 1	Year 2	Year 3
Chemistry- Everyday materials	To distinguish between an object and the material from which it is made	To identify and compare the suitability of a variety of different everyday materials for particular uses	To understand that everyday objects can be made by combining the properties of different materials (e.g. spoon with a metal head and plastic handle)
	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock		
	To describe the simple physical properties of a variety of everyday materials (hard, stretchy, shiny, rough, bendy, waterproof, absorbent, opaque)	To know that the same material can have many different uses based upon its properties	
	To compare and group together a variety of everyday materials on the basis of their simple physical properties		
	To solve problems using a knowledge of the properties of different materials		To carry out tests and explore differences between materials
	I know that the shape of objects can be changed by squashing, bending, twisting and stretching	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	To explore how some materials change when they are heated or cooled
To be able group solids, liquids and gases			

Not KS1 curriculum

	Year 2	Year 3
Physics - Light	To compare sources of light (dark, dull, bright, darkest, brighter etc.)	
	To explore transparent, translucent and reflective objects	To notice that light is reflected from surfaces
		To know that light travels in straight lines

	To recognise that light from the sun can be dangerous and there are ways to protect the eyes	
	To explore making shadows	To recognise that shadows are formed when the light from a light source is blocked by an opaque object
		To find patterns in the way that the size of shadows change

Rocks – fossils	Year 2	Year 3
	To closely observe rocks for grains, crystals and fossils with a hand lens	To compare and group together different kinds of rock based on their appearance and simple physical properties
	To closely observe and make accurate sketches of soil make up	To recognise that soils are made from rocks and organic matter
	To closely observe fossils	To describe in simple terms how fossils are formed when things that have lived are trapped in rock

Physics - Forces and magnets	Year 2	Year 3
	To describe how things move on a surface using simple language (fast, slow, very fast, very slow)	To compare how things move on different surfaces
	To talk about forces in terms of pushes and pulls	To notice that some forces need contact between two objects, but magnetic forces can act at a distance
	To investigate how magnets act against different materials and other magnets	To observe how magnets attract and repel each other
		To observe that magnets attract some materials and not others
		To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet
		To be able to identify some magnetic materials
To identify magnets as having two poles		
	To predict whether two magnets will attract or repel each other, depending on which poles are facing	

Seasonal changes	Year 1	Year 2
	To observe changes across the four seasons	To know how the four seasons affect the behaviour of plants and animals
		To identify seasonal and daily weather patterns in the United Kingdom
	To observe and describe whether associated with the seasons and how day length varies	To know that seasons might be different in different countries
	To talk about how the weather conditions in a place are similar or different	To compare weather 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

National curriculum units as prescribed					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically
Plants	Plants	Plants			
Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans
	Living things and their habitats		Living things and their habitats	Living things and their habitats	Living things and their habitats
Seasonal changes					
		Rocks			Evolution and inheritance
		Light			Light
			Sound		
		Forces and magnets		Forces	
			Electricity		Electricity
				Earth and space	
Everyday materials	Uses of everyday materials		States of matter	Properties & changes of materials	

Geography

Areas of study	My school grounds and immediate area	The UK (all four countries)	A contrasting non-European locality
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	Year 1	Year 2	Lower KS2
Geographical skills & fieldwork	To use location and directional language [for example, near and far; left and right] to describe the location of features and routes on a map	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	To use the eight points of a compass to build their knowledge of the United Kingdom and the wider world
	To recognise features of my town or school on an aerial photograph	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	To construct simple maps of my classroom or school	To devise a simple map; and use and construct basic symbols in a key	To use the four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world
	To use simple fieldwork and observational skills to study the geography of my school and its grounds	To use simple fieldwork and observational skills to study the key human and physical features my surrounding environment.	To use fieldwork to observe, measure, record and present the human and physical features in the local area
	To look at books and photographs of different locations	To research locations	To use a range of sources to collect information about a location

	Year 1	Year 2	Lower KS2
Place Knowledge	To understand geographical similarities and differences through studying the human and physical geography of a: <ul style="list-style-type: none"> small area of the United Kingdom small area in a contrasting non-European country A2 		To understand geographical similarities and differences through the study of human and physical geography of a: <ul style="list-style-type: none"> region of the United Kingdom a region in a European country a region within North or South America
			To answer questions about how two locations are similar or different

	Year 1	Year 2	Lower KS2
Alternate locational knowledge and skills	To recognise that places contain physical/natural and human/made features	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
	To know the names of some countries of the world	To name and locate the world's seven continents and five oceans	To name major world geographical features such as: The Nile, The Amazon Rainforest, The Sahara Desert, The Himalayas
	To use world maps, atlases and globes to identify countries	To use world maps, atlases and globes to identify countries, continents and oceans studied	To use a map to locate the world's countries with a focus on Europe

	Year 1	Year 2	Lower KS2
UK Locational knowledge and skills	To use world maps, atlases and globes to identify the United Kingdom and its countries	To name, locate and identify characteristics of the four countries of the United Kingdom	To name and locate counties and cities of the United Kingdom
	To find my town on a map of the United Kingdom	To name and locate the four capital cities of the United Kingdom	
	To know that that the United Kingdom is an island	To name and locate the United Kingdom's surrounding seas	To identify human and physical characteristics of the United Kingdom and land-use patterns

	Year 1	Year 2	Lower KS2
Human & physical geography	To observe changes across the four seasons	To identify seasonal and daily weather patterns in the United Kingdom	To know the difference between climate and weather
	To talk about how the weather conditions in a place are similar or different	To compare weather 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	To identify latitude and longitude To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle
	To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and weather	To 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	To make predictions about a locality by studying its geographical location and features
	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office and shop	To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop	To answer questions about how two locations are similar or different

History

Areas of study	Events beyond living memory that are significant nationally or globally	Changes within living memory	Significant individuals in the past who have contributed to national and international achievements	Significant historical events, people and places in my on locality
	A – The Olympics B – Romans C – Monarchy (Kings and Queens) D - Vikings!/Titanic	A – Field to Food (History of farming) B – Everyday life (Shops/technology houses) C – Jungle (Deforestation) D - Transport	A – Frozen Planet (Arctic explorers) B – Egyptians (Harold Carter) C – Fossil hunting (Mary Anning) D – Out in of this word (Neil Armstrong/Amelia Earhart)	A – Beautiful Butleigh B – The Tor C – Glastonbury Abbey Dens and shelters (Historic houses) D - Festivals

	Year 1	Year 2	Lower KS2
Historical skills	To answer questions about my era using information I have learnt	To discuss my era showing I have understood it's key features	To answer questions about change, cause, similarity, difference and significance
	To know where I can find information about a person or event I am studying	To know different types of sources give me different information	To recognize a primary and secondary source of historical information
		To use sources to find information about a person or event I am studying	To know that people in history might have different view of an event To know that some sources of information about history might not be reliable
	To study historical artefacts and think about what they tell me about the past	To identify which artefact is the most useful to me	To evaluate how useful a source is to find out about an event, person or time
	To use words like true, fact and proof when discussing historical topics	To know not everything written about history is true	To understand bias and propaganda in sources

	Year 1	Year 2	Lower KS2
Chronology	To know what time period the people I am studying come from	To recognise features of different eras and use this to place people, transport, technology and other features studied	To know and understand concurrent periods and events in British and world history
	To sort pictures, names artefacts and events into past and present	To order pictures, names artefacts and events into past and present on a timeline	To place events, periods and people studied within a coherent timeline
	To know some ways that the world has changed between my era and now	To identify similarities and differences between the time of my event or person and the present	To know time periods/events that took place before and after the period I am studying

	Year 1	Year 2	Lower KS2
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Historical themes	To know how people or events I have studied are similar or different	To know why my era is significant	To know the legacy of a time period, its benefits and deficits in shaping our society
	To know how my school/school area is different now to how it was in the past	To know that Britain has been shaped by its history	To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts
	To use words like older, newer, before, after, past and present when describing the people I have studied	To understand historical terms (century, war, peace, monarch, local history, national history, world history)	To know how Britain has influenced and been influenced by the wider world To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)

ART

Areas of study	Drawing	Painting	Sculpture	Craft and design
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	Year 1	Year 2	Lower KS2
Experiment invent and create	To explore a range of materials	To use a range of materials creatively to design and make products	To develop my control and use of materials
	To explore ideas from my own imagination	To use different techniques to develop and share my ideas, experiences and imagination	To develop my creativity and experimentation
	To explore some simple techniques including colour and shape	To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)	To explore different techniques and the effects they have on my work
	To think about what I want to create before I start	To develop my ideas for my art work over several pieces	To create sketch books to record my observations
	To say what I think about my own and other's work	To make links between the work and techniques of artists and my own	To explain how my work reflects a particular practice or discipline
	To imitate a particular style	To use pieces as inspiration for my own work	To create work which shows the influence of pieces I have studied

	Year 1	Year 2	Lower KS2
The legacy of art and artists	To study the work of a famous artist	To know the work of a range of artists, craft makers and designers	To have studied artists and looked for themes across their work
	To study art from a different culture	To compare the work of artists and describe the differences and similarities	To learn about great artists, architects and designers in history
	To say what I have done to match a particular style or discipline	To describe the differences and similarities between different practices and disciplines	To have studied a range of techniques from different times and cultures

DT

Areas of study	Construction	Mechanisms	Food
	To build structures, exploring how they can be made stronger, stiffer and more stable	To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	To learn how to prepare simple foods

	Year 1	Year 2	Lower KS2
Design	To think about how I want my product to look	To design purposeful, functional, appealing products for themselves and other users based on design criteria	To solve real and relevant problems within a variety of contexts
	To think about what I want my product to do	To design products with an awareness of purpose	To use research and develop design criteria to inform the design of products aimed at particular individuals or groups
	To plan out my product before I start making	To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	To generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and, information and communication technology

	Year 1	Year 2	Lower KS2
Make	To select tools and techniques needed to shape, assemble and join materials	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	To use a range of tools with accuracy and precision
	To select from a range of materials according to their characteristics	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	To use a range of factors to evaluate the usefulness of a material
	To explore different objects and designs and use ideas to my own work	To refine my design as my work progresses, discussing how I have improved it	To refine work and techniques as work progresses, continually evaluating the product design

	Year 1	Year 2	Lower KS2
Evaluate	To say what I like and don't like about existing designs	To explore and evaluate a range of existing products	To evaluate positive and negative features of existing products
	To give likes and dislikes of my own design	To evaluate their ideas and products against design criteria	To critique, evaluate and test their ideas and products and the work of others
			To understand how key events and individuals in design and technology have helped shape the world
			To draw on disciplines such as mathematics, science, engineering, computing and art

	Year 1	Year 2	Lower KS2
Cooking and Nutrition	To know some healthy and unhealthy foods	To use the basic principles of a healthy and varied diet to prepare dishes	To design meals that represent a healthy, balanced diet
	To assemble or cook healthy ingredients with assistance	To assemble and cook healthy ingredients	To assemble or cook healthy ingredients, adapting recipes to meet my needs
	I can name some foods that come from the farm	To understand where food comes from	To understand foods that are grown in this country and those that come from different regions and climates around the world
			To plan recipes thinking about the cost of different ingredients
	To know I need to wash my hands before preparing food and that equipment must be washed up afterwards	To prepare ingredients hygienically using appropriate utensils	To consider safety and hygiene when working with food

E-Safety - RSHE/Computing

	EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Content	To know how the internet and digital devices can be used safely to find things out and to communicate with others		To know the role of the internet in everyday life	
	To select from a list of apps, games and websites that a trusted adult gives me	To describe the things I enjoy about age appropriate apps, games and websites I am guided to use	To use age appropriate apps, games and websites from a list I have agreed with others	To choose apps, games and websites that are appropriate for my age and explain my reasons to friends
	To know that some material online is protected	To know that pictures, videos or music online belongs to someone	To think about whether I can use images that I find online in my own work	To explain how to check who owns photos, text and clipart
	To know that just because someone has a belief it doesn't make it true	To know that having a belief does not give anyone the right to break the law or hurt others	To show awareness of the harm that can be caused by terrorism and extremism (Including online)	
	To know not all information seen online is true		To explain how digitally altered images in the media make me feel	
	To be careful about the icons I click or tap when I use technology devices		To use search tools to find appropriate information and decide whether I can trust it	To identify key words to use when searching safely online and think about the reliability of information I find
			To identify adverts online, including those within Google searches	To ignore or close adverts and pop-ups that appear on my device and explain my reasons
	To use links to websites to find information		To identify some possible risks to devices	To explain why I need to protect my computer or device from harm
		To ask a trusted adult before downloading files and games from the Internet	To explain why I need to ask a trusted adult before downloading files and games from the internet	

	EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Conduct	To agree and use sensible rules to keep me safe when I use technology	To agree and use sensible rules to keep me safe when I use technology	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to make good choices when I use technology
	To tell a trusted adult what I want to use a device for	To talk to a trusted adult about how I will keep myself safe before I use a device	To use the safety features of websites as well as reporting concerns to a trusted adult	To use appropriate strategies to deal with comments online
	To tell a trusted adult when something worrying or unexpected happens when I am using a device			To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult
	To know what my personal information is and keep it private	To explain why I need to keep my passwords and personal information private	To use a secure password and explain why they are important	
	To know that something I put online can be seen by others	To know how something can spread once it is put online	To protect my personal information when I do different things online	
	To know that something I put online can be seen by others	To know how something can spread once it is put online	To know that anything I share online will stay there to be seen and used by others	
	To know hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	To comment positively and respectfully	To describe the ways that people get bullied when they use different technologies and consider what I post	To make safe choices when using technology to communicate responsibly with others
	To use devices for the time I am allowed and tell you what else I like doing	To know what bullying is and that people can be hurt by words and actions; that people can say hurtful things online	To make good choices about when and why I use devices	
To show a trusted adult when something worrying or unexpected happens when I am online		To know to take a break and do something else when I have been using a device for too long		
		To know where and how to report concerns and get support with issues online		

	EYFS/Year 1	Year 2	Year 3	Year 4	
E-Safety - Contact	To know that not everyone is who they say they are online	To know that sometimes people may behave differently online, including by pretending to be someone they are not	To know what is appropriate in friendships and wider relationships (including online)		
	To use different technologies, with a trusted adult, to communicate responsibly with others		To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour		
	To talk about why it is important to be kind and polite online and in real life		To always communicate kindly and respectfully and can describe the impact where this does not happen		
	To know I need to ask permission before carrying out certain actions (including online)	To know there are situations when they should ask for permission and also when their permission should be sought	To understand the need to seek and give permission (consent) in different situations		
	To know that some people on the internet are unkind to others		To explain how I feel when someone responds to something I have shared online		
	To recognise there is a difference between friends I know in real life and people I play with online		To identify similarities and differences in my relationships with people I know and people I see in the media/online	To recognise that online friendships affect my feelings	
	To know that friends should not ask friends to do something that makes them uncomfortable		To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary		
			To know how to manage difficult friendship situations (including online) and seek help or advice from others, if needed		

With reference to the ELIM E Safety statements. Although taught as a unit, this should be revisited at least every term

KS1 Computing

	Year 1	Year 2	Lower KS2
Using a computer	To safely turn a computer on and off	To turn on a computer, log on to it, log off it and shut it down	To open multiple windows, applications or program and move between them
	To click on a specified icon, file or app	To can use the spacebar, back space, enter, shift and arrow keys	To find a range of file types in different locations and copy and paste them into a different location
	To close down an app or program when I have finished using it	To name and save a document in a specified location	To save and organise a range of file types in specific places (e.g. create new folders)
	To write my ideas using a keyboard	To use technology purposefully to organise, store, and retrieve digital content	To access websites and retrieve information from them

	Year 1	Year 2	Lower KS2
Programm ing	To understand that an algorithm is a set of instructions	To understand what algorithms are; how they are implemented as programs on digital devices (using programmable toys or coding apps)	To use short hand phrases in my programs that I can reuse
	To control a programmable toy to perform a specific task	To create simple programs	To create and debug a program that performs a task and suggest ways that it could be improved
		To debug simple programs	To use logical thinking to solve an open-ended problem by breaking it up into smaller parts
		To use logical reasoning to predict the behaviour of simple programs	To detect and correct errors in algorithms and programs (debug)
	To explore simple coding software	To understand programs execute by following precise and unambiguous instructions (using programmable toys or coding apps)	To use reasoning skills to predict the behaviour of more complex programs
			To work with variables and various forms of input and output

	Year 1	Year 2	Lower KS2
Digital literacy	To use technology to create digital content	To use technology purposefully to create and manipulate digital content	To use a range of graphics and text formatting from a range of software confidently when presenting data and information for a range of audiences
	To use a range of technology for different purposes	To use applications and devices in order to communicate ideas, work, and messages	To use applications and devices in order to communicate ideas, work, messages and demonstrate control
	To know some uses of technology around my home and school	To recognise common uses of information technology beyond school	To understand how computers can monitor and control physical systems
	To know that some programs are stored on a device and some are accessed on the internet	To know that the internet is a collection of different pages that can be made by anyone	To describe the world wide web as the part of the internet that contains websites
	To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, undo, redo, save, open, close, start, text, image, app, program, web, internet, software, window, minimise, restore, screen, click, drag, log on, log off, keyboard, keys, mouse, button, double click, drag, Google, address, safe, program, instruction, order, program, turn, left, right, clockwise, anticlockwise, repeat, online, trusted, friend, information, safety, safe, stranger	To use key vocabulary to demonstrate knowledge and understanding: paint, colour, brush, tools, settings, undo, redo, text, image, launch, application, software, window, minimise, restore, screen, close, click, drag, log on, log off, keyboards, keys, mouse, button, double click, drag, filter, Google, search engine, email, internet, subject, address, sender, safe, secure, algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, sequence, repeat, repeat forever, invisible, grow, shrink, safe, reliable, online, trusted, information, safety, personal, share, stranger, internet	To use key vocabulary to demonstrate knowledge and understanding: draw, object, shape, line, line colour, fill colour, group, ungroup, font, text, box, format, image, wrap text, link, object, hyperlink, minimise, restore, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck, audio, sound, video, movie, embed, link, file format, animate, animation, still image, loop, record, stop, play, stop motion, stop frame, Google Docs, insert, Google, search engine, image, subject, address, sender, secure, world wide web, social media, decompose, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions,

commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable, accept, reliable, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public

PE

Areas of study	To play competitive games and apply basic principles suitable for attacking and defending	To master basic movements including running, jumping, throwing and catching	To perform dances using a range of movement patterns	To take part in outdoor and adventurous activity challenges both individually and within a team	To participate in activities to develop flexibility, agility, strength, control and balance
Core themes	To develop competence to excel in a broad range of physical activities	To be physically active for sustained periods of time	To engage in competitive sports and activities	To lead healthy, active lives	

Physical skills include: running, jumping, throwing, catching (separately or in context)

	KS1	Lower KS2	Upper KS2
Health and fitness	To explain how my body feels before, during and after exercise	To describe how my body changes before and after exercise	To evaluate an activity in terms of its physical benefits to me
	To describe the importance for humans of exercise and eating the right amounts of different food	To describe the fitness components and explain how often and how long I should exercise to be healthy	To recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions
	To know it is important to warm up before exercise	To explain why we need to warm up and cool down	To self-select and perform appropriate warm up and cool down activities.
	To use equipment appropriately and move and land safely.	To identify possible dangers when planning an activity	To manage risks in my activity and environment

	KS1	Lower KS2	Upper KS2
Cognitive skills	To engage in competitive (both against self and against others) and co-operative physical activities	To positively engage with others in collaborative and competitive situations	To enjoy communicating, collaborating and competing with each other
	To participate in team games, developing simple tactics for attacking and defending	To read and react to different game situations as they develop	To recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents
	To follow simple rules to a game	To follow the rules of the game and play fairly	To show good attitude and sportsmanship
	To try several times if at first I don't succeed and ask for help when appropriate	To react positively when things become difficult and persevere with a task and improve my performance	To compare their performances with previous ones and demonstrate improvement to achieve their personal best
	To refine performances using advice from others	To accept critical feedback and make changes	To develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

	KS1	Lower KS2	Upper KS2
Social skills	To listen, help, praise and encourage others in their learning	To show patience and support others, listening to them about our work	To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
		To cooperate well with others and give helpful feedback	To give receive sensitive and balanced feedback to improve others
	To pick a group to work with based upon how well we work together	To help organise roles and responsibilities and guide a small group through a task	To involve others and motivate those around me to perform better

	KS1	Lower KS2	Upper KS2
Swimming	To show water confidence by fully submerging in water	To swim effectively over a distance of at least 10 metres	To swim competently, confidently and proficiently over a distance of at least 25 metres

	To propel 5m through water without touching the side or floor	To use an effective front and back stroke	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
	To show safety awareness around the pool	To enter and exit the pool safely without the use of the steps	To perform safe self-rescue in different water-based situations

MFL

Twinkl Plan it

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Greetings Hello, Goodbye	How are you? Greetings and basic phrases	Days and months	Getting to know you	All around town	Pleased to meet you	Let's visit a French town
Autumn 2				All about me	On the move	All about ourselves	Let's go shopping
Spring 1	Animals	Colours and numbers	Parts of the body	Food glorious food	Going shopping	That's tasty	This is France
Spring 2				Family and Friends	Where in the world	Family and friends	All in a day
Summer 1	Songs and rhymes	Songs and rhymes	Songs and rhymes	Our School	What's the time?	School life	
Summer 2				Time	Holidays and hobbies	Time travelling	Precious planet



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view.pdf



National
Curriculum Links



Plan It Links French
Progression Map an

[PlanIt Primary French Lessons - Primary French Planning \(twinkl.co.uk\)](https://www.twinkl.co.uk) – Links to topics

RSHE

Twinkl Plan it

	KS1 A	KS1 B	LWKS2 A	LWKS2 B	UP KS2 A	UP KS2 B
Autumn 1	KS1 TEAM (Relationships)	KS1 VIPs (Relationships)	LKS2 TEAM (Relationships)	LKS2 VIPs (Relationships)	UKS2 TEAM (Relationships)	UKS2 VIPs (Relationships)
Autumn 2	KS1 Think Positive (Health and Wellbeing)	KS1 Safety First (Health and Wellbeing)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Safety First (Health and Wellbeing)	UKS2 Think Positive (Health and Wellbeing)	UKS2 Safety First (Health and Wellbeing)
Spring 1	KS1 Diverse Britain (Living in the Wider World)	KS1 One World (Living in the Wider World)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 One World (Living in the Wider World)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 One World (Living in the Wider World)
Spring 2	KS1 Be Yourself (Relationships)	KS1 Digital Wellbeing (Relationships)	LKS2 Be Yourself (Relationships)	LKS2 Digital Wellbeing (Relationships)	UKS2 Be Yourself (Relationships)	UKS2 Digital Wellbeing (Relationships)
Summer 1	KS1 It's My Body (Health and Wellbeing)+ RSE GROWING UP X2	KS1 Money Matters (Living in the Wider World)	LKS2 It's My Body (Health and Wellbeing))+ RSE GROWING UP X2	LKS2 Money Matters (Living in the Wider World)	UKS2 It's My Body (Health and Wellbeing))+ RSE GROWING UP X2	UKS2 Money Matters (Living in the Wider World)
Summer 2	KS1 Aiming High (Living in the Wider World)	KS1 Growing Up (Health and Wellbeing)	LKS2 Aiming High (Living in the Wider World)	LKS2 Growing Up (Health and Wellbeing)	UKS2 Aiming High (Living in the Wider World)	UKS2 Growing Up (Health and Wellbeing)

[Link to KS1 Schemes of Work](#)

[Link to LKS2 Schemes of Work](#)

[Link to UKS2 Schemes of Work](#)



**Progression
Map.pdf**



KS1 - Health and Wellbeing.pdf



KS1 - Living in the Wider World.pdf



KS1 - Relationships.pdf



LKS2 - Health and Wellbeing.pdf



LKS2 - Living in the Wider World.pdf



LKS2 - Relationships.pdf



UKS2 - Health and Wellbeing.pdf



UKS2 - Living in the Wider World.pdf



UKS2 - Relationships.pdf