




# Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	<b>Paws, Claws and Whiskers</b> 	<b>Moon Zoom</b> 	<b>Memory Box</b> 
<b>Key Vocabulary</b> <b>Tier 3 words</b> <b>Tier 2 words</b>	Camouflage, carnivore, <b>claw</b> , climate, <b>domestic</b> animal, enclosure, fable, <b>farm</b> , feathers, fur, <b>habitat</b> , herbivore, <b>markings</b> , omnivore, paw, <b>pet</b> , predator, prey, scales, whiskers, zoo, zoo keeper.	Alien, astronaut, constellation, crash-landed, gravity, Martian, moon, moon buggy, NASA, outer space, planet, robot, <b>rocket</b> , science fiction, <b>signal</b> , solar system, space, spacecraft, specimen, star UFO, <b>universe</b> , zero gravity.	Artefact, <b>baby</b> , birthday, calendar, <b>celebration</b> , christening, <b>diary</b> , <b>event</b> , family, generation. Grandparent, <b>history</b> , holiday, <b>memory</b> , museum, <b>new</b> , <b>old</b> , parent, postcode, <b>relative</b> , toddler, wedding.

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<b>Project overview</b>	<p>Soft fur, sharp claws and twitching whiskers. What's your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a nap – a cat nap!</p>	<p>CRASH! What's that in the playground? Let's go outside and take a look. Stand back everyone – it looks like a UFO has crash-landed! Find out who might have landed by exploring the craft and investigating scattered scientific specimens. Create a 'Welcome to Earth' box for an alien explorer. What can you put in it to help explain what life is like on our planet? Would you like to be an astronaut? You'll need a pretty sturdy spacecraft if you do. Start off small by making an air-propelled rocket. WHOOSH! How far can you make it travel? Find out the names of the planets. There's Mercury, Neptune, Mars and – do you know any others? I've forgotten the rest! Then, an alien is found! Can you help get him home? It's got the experts in a right kerfuffle. Professor Pong doesn't know what to do! Are you ready for take off? Hold tight. 5 4 3 2 1... LIFT OFF!</p>	<p>Can you remember being small? Being a baby and learning to crawl? Do you recall a favourite toy, maybe a teddy bear or a best-loved book? Look back at family photos of special occasions, perhaps holiday snapshots or a birthday or two! Remember a wedding or a christening and find a funny photo of your parents when they were young! Learn how to write a diary of days gone by and find out about the days before you were born: it's called history and it's all about the past. Then make a special box; a memory box, to keep special things. In years to come, you can revisit them and remember how you looked when you were young. Memories are special. Let's make some more!</p>
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# Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

*To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.*

Cycle A	Term 1 - Autumn
<p><b>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b>  <b>Text in this colour describes example activities to support the main theme of the topic.</b></p>	
<b>Main Topic</b>	<b>Paws, Claws and Whiskers (Geography)</b>
<b>History</b>	
<b>Geography</b>	<p><b>A map</b> is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p> <p><b>A continent</b> is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Devon is situated in the South West of England in the Continent of Europe.</p> <p><b>The five oceans</b> are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Devon and Cornwall are exposed to the full force of the prevailing south-westerly winds that blow in from the Atlantic Ocean. To the north is the Celtic Sea, and to the south is the English Channel.</p> <p><b>Locational Knowledge</b></p> <p><b>EYFS</b></p> <p>Know that I have visited places that are different from where I live.</p> <p>Know that to visit different places I will need to travel e.g. by bus, ferry, car, bike, plane.</p>

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Know where I live.

Know where I have been on holiday.

### **Yr 1**

Know how to identify hot and cold areas in the world map and begin to understand climate in simple terms – e.g. consider what they might wear.

Know the four countries of the UK.

Know some of the main towns and cities in the UK inc. Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast, Bristol.

### **Yr 2**

Know the continents of the world and find them in an atlas (Europe, North America, South America, Africa, Asia, Antarctica, Oceania).

Know the names of the world's oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern).

Know some of the main towns and cities of England, Ireland, Scotland, Wales inc. Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast, Bristol, Birmingham, Dublin.

### **Place Knowledge**

### **EYFS**

Know some of the features of the immediate environment.

Know that the polar regions are different to where we live.

Know that African fauna is different to where we live and suggest reasons for this.

### **Yr 1**

Know how to use simple geographical vocabulary to describe features of locations e.g. hill, local, road, coastline, woods.

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Know how to consider geographical questions e.g. what is it like to live in this place?

Know how to express views about a place, people or environment.

Know how to identify similarities and differences between the local environment and one other place.

### **Yr 2**

Know how to describe key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season.

Know how to consider geographical questions e.g. where is this place?, what is it like?, how has it changed?

Know how to express own views about a place, people, environment.

Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

### **Human Features**

### **EYFS**

Know some simple human features/landmarks of where we live and on the journey to school.

Know familiar landmarks on a photograph or Google Earth to establish the location.

### **Yr 1**

Know how to recognise simple human features of an area on an aerial photo or simple map, showing an awareness that objects look different from above.

Know how to describe the human geography of where they live.

Know how humans have attempted to overcome extreme conditions.

### **Yr 2**

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Know how to recognise how places have become the way they are e.g. shops.

Know how a physical or human process has changed an aspect of the local environment – consider questions such as Do you think that people ever spoil the area or make it better? How?

### **Physical Features**

#### **EYFS**

Know some of the physical features of the local environment.

Know how the local area changes throughout the year.

Know the cycle of the seasons and how this affects what they can see.

#### **Yr 1**

Know the name of the four seasons and describe typical weather conditions for each.

Know how to describe in simple terms how wind or water has affected the geography of an area.

Know how to recognise simple physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.

#### **Yr 2**

Know how to locate the equator and North and South Poles and explain how the weather affects these areas.

### **Skills, Maps Work and Fieldwork**

#### **EYFS**

Know that maps exist and that they can show where places are.

Know that maps show you where places are in the world.

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Know where Great Britain is.

Know how to draw a simple line map identifying some of the key landmarks that they will see on the route.

Know how to take photographs of the things they see on a walk.

Know how to record the physical changes in a season – using a tick chart.

### **Yr 1**

Know how to observe and record.

Know how to communicate in different ways e.g. pictograms, pictures, simple maps, sketches, labelled diagrams.

Know how to answer simple questions regarding straight forward geographical patterns.

Know how to use simple field sketches and use a camera.

Know how to keep a weather chart and answer questions about the weather.

Know how to use maps, pictures and stories to find out about different places.

Know how to collect data during fieldwork such as the number of trees.

Know how to make simple maps and plans.

Know how to explore maps of the local area.

Know how to draw a simple picture map (could be from a story) and label particular features.

### **Yr 2**

Know how to observe and record in different ways e.g. sketches, diagrams, ICT, charts.

Know how to use information texts and the web to gather information about the world's human and physical geography.

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	<p>Know how to use compass directions (N,S,E,W) to describe locations.</p> <p>Know how to use simple field sketches and diagrams, use a camera.</p> <p>Know how to use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.</p> <p>Know how to collect and organise simple data from first and second hand sources including fieldwork.</p> <p>Know how to explain simple patterns and offer an explanation.</p> <p>Know how to compare two settlements using globes, maps, plans (at a range of scales).</p> <p>Know how to use contents/index to locate a country and draw information from a map.</p> <p>Know how to draw simple maps or plans using symbols for a key.</p>
<b>Science</b>	<p><b>Animals are living things.</b> Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p><b>Different animal groups have some common body parts</b>, such as eyes and a mouth, and some different body parts, such as fins or wings.</p> <p><b>Carnivores</b> eat other animals (meat).</p> <p><b>Herbivores</b> eat plants.</p> <p><b>Omnivores</b> eat other animals and plants.</p> <p>Farm animals are a part of local industry. Farm animals are bred for many purposes. Chickens give us our eggs, Cows and Goats provide us with nutritious milk. Different breeds of sheep produce many kinds of wool fibres which are made into clothing. Cows (beef), Sheep (lamb) and Pigs (bacon and pork) provide us with meats.</p> <p><b>Animals Including Humans</b></p> <p><b>EYFS</b></p> <p>Know the names of minibeasts that live in my immediate environment such as ant, worm, snail, spider.</p> <p>Know the names of minibeasts such as woodlouse, beetle, ladybird, slug, dragonfly, moth and bee.</p>



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Know that some minibeasts with wings can fly and others without wings cannot.

Know the names of some farm animals including pig, sheep, cow, horse, duck and chicken.

Know the names of some African safari animals including giraffe, tiger, lion, elephant, rhino and zebra.

### **Yr 1**

Know that animals vary in many ways having different structures such as wings, tails, ears etc.

Know that animals have different skin coverings such as scales, feather and hair.

Know a range of animals from each of the vertebrate group e.g. birds, fish, mammals, reptiles. (Children don't need to know the terms reptile, mammal etc or know the key characteristics of each although they will probably be able to identify birds and fish based on their characteristics).

Know that animals eat certain things.

Know that some animals eat other animals and these are called carnivores.

Know that some animals eat plants and these are called herbivores.

Know that some animals eat both plants and animals and these are called omnivores.

### **Yr 2**

Know that animals, including humans have offspring which grow into adults.

Know that in humans and some animals, these offspring will be young, such as babies or kittens that grow into adults.

Know that in other animals, such as chickens or insects there may be eggs laid that hatch to young or other stages which then grow into adults, for example, butterflies.

Know that the young of some animals do not look like their parents such as tadpoles.

Know that all animals, including humans, have the basic needs of feeding, drinking and breathing that must be met in order to survive.

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### **Living Things and Their Habitats**

#### **EYFS**

Know that living things and our natural environment must be respected.

#### **Yr 1/2**

Know that all objects are either living, dead, or have never been alive.

Know that living things are plants (including seeds) and animals.

Know that animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food.

Know the names of a range of plants and animals that live in a habitat and micro-habitat.

Know that a habitat provides the basic needs of the animals and plants such as shelter, food and water e.g. a plant can provide shelter for an animal.

Know that within a habitat there are different microhabitats e.g. in a woodland there are microhabitats in the leaf litter, on the bark of a tree, on the leaves.

Know that micro-habitats have different conditions such as light or dark and damp or dry.

Know that these conditions affect which plants and animals live there.

Know that the plants and animals in a habitat depend on each other for food and shelter etc.

Know that animals obtain their food from plants and other animals and that this can be represented on a food chain.

### **Knowledge of Working Scientifically**

#### **EYFS**

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Know how to have my own ideas.

Know how to use my senses and look closely.

Know how to question why things happen and how things work.

Know how to notice similarities and differences.

Know how to talk about plants, animals, natural and found objects.

Know how to begin to use scientific vocabulary.

Know how to use equipment and tools carefully.

Know how to test ideas and record results through writing, drawings or photographs.

Know how to create simple representations of people and objects.

### **Yr 1**

Know how to select appropriate yes/no questions to aid sorting.

Know how to be able to compare objects based on obvious, observable features such as size and colour.

Know how to sort objects and living things into two groups using a simple table.

Know how to talk about the number of objects in each groups e.g. which has more or less.

Know how to make simple observations of changes guided by prompt questions.

Know how to use non standard units of measure using simple equipment such as egg timers.

Know how to begin to say what happened in an investigation.

### **Yr 2**

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	<p>Know how to ask one or two simple questions linked to a topic.</p> <p>Know how to use simple secondary sources to find information from books and computers with help.</p> <p>Know how to use secondary sources of information to help in answering questions.</p> <p>Know how to observe changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>Know how to use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>Know how to ask a yes/no question to aid sorting.</p> <p>Know how to identify the headings for the two groups.</p> <p>Know how to be able to compare objects based on given criteria.</p> <p>Know how to begin to spot simple patterns e.g. making links between properties and objects.</p> <p>Know how to say what happened in the investigation and whether or not the results were a surprise.</p>
<b>Art and design</b>	<p><b>The primary colours</b> are red, yellow and blue.</p> <p><b>Collage</b> is an art technique where different materials are layered and stuck down to create artwork.</p> <p><b>Soft pencils</b> create darker lines. <b>Hard pencils</b> create lighter lines.</p> <p><b>Use of Sketchbook</b></p> <p><b>Yr 1</b></p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p>

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### **Yr 2**

Know how to use annotation in their books to show how their ideas have progressed.

Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.

Know how to use their sketchbooks to show knowledge and art history they have learnt.

### **Drawing**

#### **EYFS**

Know how to express ideas and feelings through a variety of marks.

Know how to use a variety of lines to express their ideas and feelings.

Know they can use different resources to create different effects.

### **Yr 1**

Know they can make markings with a range of materials.

Know how to experiment drawing lines (wavy, straight, zig zags).

Know how they found creating each line.

### **Yr 2**

Know that different materials will produce different outcomes.

Know how to control their material and develop this.

Know which materials they enjoy using and explain why.

### **Painting**

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### **EYFS**

Know that two colours can be combined to make a new colour (primary colours).

Know and name the primary colours (red, blue and yellow) and secondary colours (purple, green and orange) and black, brown and white.

Know that adding white to a colour makes it lighter and adding black to a colour makes it darker.

### **Yr 1**

Know how to mix colours and create a colour wheel and notice what happens if you add more of one colour.

Know how to paint with expression.

### **Yr 2**

Know how to mix a variety of colours for different purposes.

Know which colours to choose and why.

Know how to paint with creativity and expression.

### **Collage**

### **EYFS**

Know how to stick different paper on top of each other to create a themed picture.

### **Yr 1/2**

Know how to tear, overlap and stick materials.

Know how to tear, overlap and stick materials.

Know how to use scissors to cut out a range of shapes.

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Know that I can fold and crumple paper to create different textures.

Know what complimentary colours are and can use this knowledge to arrange primary and complimentary coloured papers.

Know what colours would be classed as hot and cold.

Know how to work with others to complete a large scale collaborative piece.

### **Colour**

#### **EYFS**

Know names of colours and mixing red, blue and yellow make other colours.

#### **Yr 1**

Know the primary colours and how to mix them to create secondary colours.

Know how to create shades of colours.

#### **Yr 2**

Know how to mix and apply and refine colour mixing for purpose using wet and dry media.

Know why they chose to use particular colours.

### **Line**

#### **EYFS**

Know how to mark make different lines.

#### **Y1**

Know how to use, express and experiment with line for a purpose.

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Know how to use appropriate language to describe lines.

### **Y2**

Know how to draw lines with increased skill and confidence.

### **Pattern**

#### **EYFS**

Know what patterns are.

#### **Yr 1**

Know that patterns are found in nature.

Know how to design and make patterns in a range of materials.

#### **Yr 2**

Know that there are natural and man-made patterns.

### **Texture**

#### **EYFS**

Know that different materials have different textures and can describe them.

#### **Yr 1**

Know how to use materials to create texture.

#### **Yr 2**

Know how to identify and describe different textures.

Know which materials are appropriate when creating particular textures.

Draw a pencil drawing of their favourite animal focusing on any patterns in their fur or scales etc.



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	<p>Paint a picture of their favourite animal, adding details such as fur, feathers, paws, claws, scales or whiskers. When painting, explore mixing and matching colours beforehand using ready-mixed and powder paints. Talk about their work using colour-related vocabulary. Use pencils to add finer textural details when the paint is dry.</p> <p>Each child creates a collage of an animal that lives in their group's given habitat - thinking carefully about the colours and texture of their fur, feathers or scales. The class is split into 4 for different habitats – e.g. rainforest, polar region, African Safari, farmland. Then add their animal collage to a group piece where everyone helps to create a collage of the habitat where their animals live.</p>
<b>Music</b>	<p><b>Carnival of the Animals by Saint-Saens</b>  <b>A piece of music</b> played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.</p> <p><b>Listen and Appraise</b></p> <p><b>EYFS</b></p> <p>Know how to describe music and environmental sounds with the words loud, quiet, high, low, slow, fast.</p> <p>Know how to explain in very simple terms the reason they like or dislike a piece of music.</p> <p>Know what the pulse of a piece of music is and that the pulse keeps a steady beat.</p> <p><b>Yr 1</b></p> <p>Know 5 songs/pieces off by heart or recognise them well.</p> <p>Know what the songs/pieces are about.</p> <p>Know and recognise the sound and names of some of the instruments used in the piece of music.</p> <p>Know they can enjoy moving to music by dancing, marching, being animals.</p> <p><b>Yr 2</b></p> <p>Know 5 songs/pieces off by heart or recognise them well.</p>

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Know that some songs or pieces of music have a chorus or response part.

Know that songs have a musical style.

Know they can enjoy moving to music by dancing, marching, being animals.

Know that songs can tell a story or describe an idea.

### **Singing**

#### **EYFS**

Know how to use my voice to speak, chant or sing.

Know how to be confident to join in with singing.

#### **Yr 1**

Know how to confidently sing five songs from memory.

Know about voices singing different pitches – high and low.

Know how to make different sounds with their voices and say words in rhythm.

Know how to start and stop when following a leader.

#### **Yr 2**

Know how to confidently sing five songs from memory.

Know that unison is everyone singing at the same time.

Know that songs include other ways of using the voice e.g. rapping – spoken word.

Know why we need to warm our voices up.

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Know what voices singing in different pitches means.

Know how to make different sounds with their voices and say words in rhythm.

Know how to find a comfortable singing position.

Know how to start and stop when following a leader.

### **Playing**

#### **EYFS**

Know how to clap a short and simple rhythmic pattern.

Know that instruments and objects can make a different sound when hit, blown or plucked.

Know the terms rhythm and pitch as rhythm being long and short sounds that happen over the pulse and pitch being high and low sounds.

#### **Yr 1**

Know the names of the instruments they are playing.

Know how to treat instruments with care and respect.

Know how to listen to and follow musical instructions from a leader.

#### **Yr 2**

Know the names of untuned percussion instruments played in class.

Know how to treat instruments with care and respect.

Know how to play the part in time with the steady pulse.

Know how to listen to and follow musical instructions from a leader.

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### **Improvisation**

#### **Yr 1/2**

Know that improvisation is about making up your own tunes on the spot.

Know that when someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them.

Know that everyone can improvise.

### **Dimensions of Music**

#### **EYFS**

Know and sing many common nursery rhymes and accompany them with actions.

#### **Yr 1**

Know that music has a steady pulse like a heartbeat.

Know that we can create rhythms from words, our names, favourite colours and animals.

Know how to find the pulse in a piece of music.

Know how to listen to a rhythm and clap it back.

Know how to create rhythms for others to copy.

Know how to listen and sing back.

#### **Yr 2**

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	<p>Know that music has a steady pulse like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite colours and animals.</p> <p>Know that rhythms are different from the steady pulse.</p> <p>Know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Know how to find the pulse in a piece of music.</p> <p>Know how to listen to a rhythm and clap it back.</p> <p>Know how to copy back short rhythmic phrases based on words.</p> <p>Know how to create rhythms for others to copy.</p> <p>Know how to listen and sing back and carry out vocal warm ups.</p> <p>Know how to use voices to sing back using 'la'.</p> <p>Listen to different sections of Carnival of the Animals – can they describe why each section represents that animal?</p> <p>Perform animal songs and rhymes to an audience. Use percussion and voices to add extra animal character.</p>
<b>Computing</b>	<p><b>Technology is used in many ways</b> to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community.</p> <p><b>Technology In Our Lives</b></p> <p><b>EYFS</b></p> <p>Know that information sites such as Infant Encyclopedia, CBeebies Topics and Glossopedia can be used to find information digitally.</p> <p>Know how to explore old technology such as phones, keyboards, old PCs etc.</p> <p>Know how to use different technologies such as a printer, photocopier, tablets, laptops and interactive whiteboards.</p>

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Know how to travel the world using Google Earth software – they see photos and visit 3d buildings.

Know how to make decisions about photos that show their learning experiences.

### **Y1**

Know how technology is integrated in our daily lives and recognise this within familiar environments.

Know how uses technology and why they might choose to do so.

Know some of the benefits of using technology and know the benefits and disadvantages it may bring.

Know how to click on a link to a website to find information.

### **Y2**

Know how and why technology is used in the classroom.

Know what technology is used in homes and within the community.

Know that other people have created the information that we use on the internet.

Know the differences between the internet and things in the physical world.

### **Multimedia**

#### **EYFS**

Know how to type a label using simple software.

Know how to use a tablet and laptop keyboard and a mouse.

Know how to take a photo of things linked to learning – these are added to software for labelling.

Know how to record sounds (e.g. of animal noises, or of their animal compositions).

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	<p>Know how to use 2Paint or other simple software to paint a picture of an animal.</p> <p><b>Yr 1</b></p> <p>Know that a keyboard is an input device and that this can be used to create text on screen.</p> <p>Know how to use the backspace and space bar on the keyboard.</p> <p>Know how to save and then open a piece of work to continue working on it at a later stage.</p> <p><b>Yr 2</b></p> <p>Know how to use the keyboard on my device to add, delete and space text for others to read.</p> <p>Know how to save and open files on the device I use.</p> <p>Know how to use technology to organise and present my ideas in different ways.</p> <p>Using technology research about an animal found in a different country. Use technology to organise and present their animal findings in different ways e.g. by typing information, adding drawings and photos, labelling pictures, include sound recordings.</p>
<b>Design and Technology</b>	<p><b>Design criteria</b> are the explicit goals that a project must achieve.</p> <p><b>Design</b></p> <p><b>EYFS</b></p> <p>Know how to develop their own ideas and then decide which materials to use to express them.</p> <p>Know how to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Know how to use words to convey what they want to design, make and why.</p> <p>Know how to design collaboratively, sharing ideas, resources and skills.</p> <p>Know how to explore existing materials and select the best material.</p>

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### **Yr 1/2**

Know how to use pictures and words to convey what they want to design/make.

Know how to propose more than one idea for their product (Y2 – several ideas).

Know how to use reclaimed materials to develop more than one idea.

Know how to model and explore ideas with reclaimed materials.

Know how to select appropriate techniques explaining first...next...last...

Know how to explore ideas by rearranging and investigating materials.

Know how to select pictures to help develop ideas.

Know how to use drawings to record ideas as they are developed.

Know how to describe their models and drawings of ideas and intentions including what will make it successful.

### **Yr 2**

Know how to add notes to drawings to help explanations.

### **Make**

### **EYFS**

Know how to join different materials using glue, paper fasteners and tape.

Know how to use one handed tools and equipment e.g. making snips in paper with scissors.

Know how to develop their small motor skills so that a range of tools can be used competently, safely and confidently.

Know how to safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

### **Yr 1**

Know how to discuss their work as it progresses.

Know how to select materials from a limited range (Y2 and because of the characteristics) that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know how to explain what they are making.

Know how to explain which materials they are using and why (Y2 ...they are right for the task).

Know the names of tools they are using (Y2 ...and why they are right for the task).

Know how to describe what they need to do next.

Know how to use simple finishing techniques (Y2 ... and begin to describe the importance of a high level finish).

Know how to use the technical vocabulary when talking to an adult (and their peers).

### **Evaluate**

### **EYFS**

Know how to explain what they like and do not like about items they have made and attempt to say why.

Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Know how to share creations, explaining the process they have used.

### **Yr 1/2**

Know how to explore existing products and investigate how they have been made.

Know how to talk about their design as they develop and identify good and bad points.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items they have made and attempt to say why (Y2 ..with some degree of precision).

Know how to discuss in simple terms how closely their finished product meets their design criteria.

### **Yr 2**

Know how existing products do / do not achieve their purpose.

### **Structures**

#### **EYFS**

Know how to use construction kits e.g. Lego.

Know how to use basic skills such as using scissors and a hole punch.

Know simple joining techniques for card and paper e.g. glue, tape.

### **Yr 1/2**

Know how to explore how to make structures stronger.

Know how to investigate different techniques for stiffening a variety of materials.

Know how to test different methods of enabling structures to remain stable.

Know how to join appropriately for different materials and situations e.g. glue/tape.

Know how to mark out materials to be cut using a template.

Know how to use a glue gun with close supervision.

Design and create an imaginary version of a familiar animal. Plan and make a model of their new design, changing aspects such as its colour or markings. Evaluate their work afterwards.

# Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

*To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.*

Cycle A	Term 2 - Spring
<p><b>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b>  <b>Text in this colour describes example activities to support the main theme of the topic.</b></p>	
<b>Main Topic</b>	<b>Moon Zoom</b>
<b>History</b>	<p>Tim Peake is a British Astronaut who spent 185 days in space aboard the International Space Station in 2015 and 2016.  Helen Sharman was the first British Astronaut to travel to space, visiting the Russian Mir Space Station in 1991.  These are inspirational people which the children will need to know about.</p> <p>Major space events could include the first dog in space (1957), first human in space (1961), first humans on the Moon (1969), launch of Hubble Space Telescope (1990), first British person in space (1991) and final launch of the American Space Shuttle Program, STS-135 (2011).</p> <p><b>Chronology</b></p> <p><b>EYFS</b></p> <p>Know details about my immediate family and community – order photos of my life.</p> <p><b>Yr 1</b></p> <p>Know how to describe achievements of a studied figure.</p>

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to describe a day in the life of a studied figure.

### **Yr 2**

Know how to sequence historical studied events.

Know how to develop an understanding of why what is being studied is important to that time.

### **Historical Enquiry**

#### **Yr 1**

Know how to give reasons for accomplishments based on what has been discussed.

Know how to recognise primary and secondary sources and how they are different.

Know how to begin to evaluate sources and know that they may not always be true.

Know how to begin to use primary and secondary sources and explain why primary sources such as letters may be reliable.

Know how artefacts can help to create a picture of the past.

#### **Yr 2**

Know how to begin to gather primary evidence to build a simple historical argument.

Know how to use evidence to compare why some people could be regarded as history makers (i.e. they broke the mould).

Know how to offer reasons for changes over time.

### **Interpretations of History**

#### **Yr 1**

Know how to recognise the main motives for a significant character.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

### **Yr 2**

Know what history makers might achieve and explain what they would like to be remembered for.

### **Continuity and Change**

### **Yr 1/2**

Know how space travel has changed over the years.

### **Cause and Consequence**

### **Yr 1/2**

Know how space travel and exploration has helped our everyday lives.

### **Similarities and Differences**

### **EYFS**

Know how space rockets and space travel have changed over time and how some elements have stayed the same.

### **Yr 1/2**

Know elements of space travel that have stayed the same and which elements have changed.

Know why a situation that a person finds themselves in might make their achievements even greater than they would be today.

### **Significance**

### **EYFS**

Know about a significant event in history e.g. first man on the moon.

### **Yr 1**

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

	<p>Know how to describe in simple terms why an achievement was significant.</p> <p>Know how to describe in simple terms why an individual could be described as significant.</p> <p><b>Yr 2</b></p> <p>Know how to use simple reasons to suggest why objects may be considered significant.</p> <p>Know how to explain what it means for an action to be considered historically significant.</p> <p>Know how to explain why people are significant.</p>
<b>Geography</b>	<p><b>Satellite imagery</b> – what it is and how to use it.</p> <p><b>Physical features</b> are naturally-created features of the Earth.</p> <p><b>Positional language</b> includes behind, next to and in front of.</p> <p><b>Directional language</b> includes left, right, straight ahead and turn.</p> <p><b>Locational Knowledge</b></p> <p><b>EYFS</b></p> <p>Know that I have visited places that are different to where I live</p> <p>Know that to visit different places I will need to travel.</p> <p>Know where I live.</p> <p>Know where I have been on holiday.</p> <p><b>Yr 1</b></p> <p>Know how to identify hot and cold areas in the world map and begin to understand climate in simple terms.</p> <p><b>Yr 2</b></p>

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Know the names of the continents of the world and find them on an atlas (Europe, North America, South America, Africa, Asia, Antarctica, Oceania).

Know the names of the world oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern).

Know how to locate rainforests on a satellite image.

### **Place Knowledge**

#### **EYFS**

Know some of the features of my immediate environment.

Know the polar regions are different to where we live and how.

Know that Africa is different to where we live and how.

#### **Yr 1**

Know how to use simple geographical vocabulary to describe features of location e.g. hill, roads, coastline, woodland.

Know how to consider geographical questions e.g. what is it like to live in this place?

Know how to express own views about a place, people or environment.

Know how to identify similarities and differences between the local environment and one other place.

#### **Y2**

Know how to describe key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, farmland, woodland, coastline, local, vegetation, cliff, sea, season.

Know how to consider geographical questions e.g. where is this place? What is it like? How has it changed?

Know how to express own views about a place, people, environment.

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Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

### **Human Features**

#### **EYFS**

Know some simple human features/landmarks of where they live and on the journey to school.

Know some familiar landmarks on a photograph or Google Earth to establish location.

#### **Yr 1**

Know how to recognise simple human features on an aerial photograph, photo from space or simple map, showing awareness that objects look different from above.

Know how to describe the human geography of where they live.

Know how humans have attempted to overcome extreme conditions.

#### **Yr 2**

Know how to suggest ways of improving the local environment.

Know how to describe how a physical or human process has changed an aspect of the local environment – consider questions such as Do you think that people ever spoil the area or make it better? How?

### **Physical Features**

#### **EYFS**

Know some of the physical features of the local environment.

Know how the local area changes throughout the year.

Know the cycle of the seasons and how this affects what they can see.



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### **Yr 1**

Know the names of the four seasons and describe typical weather conditions for each.

Know how to describe in simple terms how wind or water has affected the Geography of an area.

Know how to recognise simple physical features on an aerial photograph, photo from space or simple map showing an awareness that objects look different from above.

### **Yr 2**

Know how to locate the equator and North and South Poles and explain how the weather affects these areas.

### **Skills, Maps Work and Fieldwork**

### **EYFS**

Know that maps exist and that they can show where places are.

Know that maps show you where places are in the world.

Know where Antarctica and Great Britain are.

Know how to draw a simple line map identifying some of the key landmarks they will see on a route.

Know how to take photographs of the things they see on a walk.

Know how to record the physical changes in a season.

### **Yr 1**

Know how to communicate in different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams.

Know how to answer simple questions regarding straight forward geographical patterns.

Know how to keep a weather chart and answer questions about the weather.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to use maps, pictures and stories to find out about different places.

Know how to make simple maps and plans.

Know how to explore maps and aerial photos of the local area.

Know how to draw a simple picture map (could be from a story) and label particular features.

### **Yr 2**

Know how to observe and record in different ways e.g. sketches, diagrams, ICT, charts.

Know how to use information texts and the web to gather information about the world's human and physical geography.

Know how to use compass directions (N,S,E,W) to describe locations.

Know how to use simple field sketches and diagrams, use a camera.

Know how to use plan view or aerial photos to recognise landmarks and describe geographically the human and physical features.

Know how to collect and organise simple data from first and second hand sources including fieldwork.

Know how to compare two settlements using globes, maps, plans – at a range of scales.

Know how to use contents/index to locate a country and draw information from a map.

Know how to draw simple maps or plans using symbols for a key.

Explore the Earth from above on mapping websites, identifying basic geographical features such as a sea, ocean, land, island, forest, city, lake and river.

Look at England, Devon and the villages our schools are in.

Look at a contrasting country – what physical and human features can be seen from above?

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	What can be seen from space?
<b>Science</b>	<p><b>Properties of everyday materials</b> Materials have different properties so they can be used in a range of ways. Some objects are made from more than one material.</p> <p><b>EYFS</b></p> <p>Know that some objects have similar properties through hands on exploration.</p> <p>Know that some objects have different properties through hands on exploration.</p> <p>Know that bread dough changes after it has been in the oven.</p> <p>Know that some objects float and some sink.</p> <p>Know that water freezes in cold temperatures.</p> <p>Know that ice melts in warmer temperatures.</p> <p>Know that some objects are attracted to a magnet.</p> <p>Know that some objects are not attracted to a magnet.</p> <p>Know about cause and effect, including pressing a light switch turns on a light, pulling a lever makes water come out of a tap, pressing a button makes the car move.</p> <p><b>Yr 1</b></p> <p>Know that all objects are made of one or more materials.</p> <p>Know that some objects can be made from different materials such as plastic, metal or wood.</p> <p>Know that materials can be described by their properties such as shiny, stretchy, rough etc.</p> <p>Know that some materials such as plastic can be in different forms with very different properties.</p>

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### **Yr 2**

Know what material an object is made from.

Know that all objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. E.g. a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water.

Know that when choosing what to make an object from, the properties needed are compared with the properties of possible materials, identified through simple tests and classifying activities.

Know that a material can be suitable for different purposes.

Know that an object can be made of different materials.

Know that objects made of some materials can be changed in shape by bending, stretching, squashing and twisting e.g. clay can be shaped by squashing, stretching, rolling, pressing etc.

Know that the property of the material can depend on how the material has been processed e.g. thickness.

Know that a material may come in different forms which have different properties.

### **Knowledge of Working Scientifically**

### **EYFS**

Know how to have my own ideas.

Know how I can use my senses and look closely.

Know how to question why things happen and how things work.

Know how to notice similarities and differences.

Know how to talk about plants, animals, natural and found objects.

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Know how to begin to use scientific vocabulary.

Know how to use equipment and tools carefully.

Know how to create simple representations of people and objects.

Know how to test ideas and record results through writing, drawing or photographs.

### **Yr 1**

Know how to ask a few simple questions about the world around us.

Know how to, as part of a group, choose equipment to use, decide what to do and what to observe or measure, in order to answer the question.

Know how to make simple observations of changes guided by prompt questions.

Know how to use non standard units to measure using simple equipment such as egg timers.

Know how to begin to say what happened in an investigation.

### **Yr 2**

Know how to ask a question about what might happen in the future based on observation.

Know how to perform simple comparative tests choosing equipment to use, what to measure or observe in order to answer a question.

Know how to use simple equipment safely e.g. hand lenses and egg timers.

Know how to use measurements and equipment with increasing independence.

Know how to progress from non-standard units to reading mm, cm, m, ml, l etc.

Know how to answer the question in simple sentences using their observations or measurements.

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	<p>Know how to spot simple patterns e.g. making links between properties and objects.</p> <p>Carry out a number of investigations relating to properties of materials to enable children to find patterns and test hypotheses. Link to art activity.</p> <p>Make air-propelled rockets and launch them into 'outer space'. Decide which sheet material (tissue paper, newspaper, printing paper, card, acetate sheet or foil) to use for the rockets. Use scientific vocabulary related to the properties of the materials to explain their choices.</p>
<b>Art and design</b>	<p><b>Different materials</b> can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p> <p><b>Use of Sketchbook</b></p> <p><b>Yr 1</b></p> <p>Know how to use the sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p><b>Yr 2</b></p> <p>Know how to use annotation in their books to show how their ideas have progressed.</p> <p>Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.</p> <p>Know how to use their sketchbooks to show knowledge and art history they have learnt.</p> <p><b>Drawing</b></p> <p><b>EYFS</b></p> <p>Know how to express their ideas and feelings through a variety of marks.</p> <p>Know how to use a variety of lines to express their ideas and feelings.</p>

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Know they can use different resources to create different effects.

### **Yr 1**

Know that you can make markings with a range of materials.

Know how to experiment drawing lines (wavy, straight, zig zags) and 2D shapes.

Know how to explain how they found creating each line.

### **Yr 2**

Know that different materials will produce different outcomes.

Know how to control their material and develop this.

Know what shading means and begin to practise shading in their pieces with 3D shapes.

Know how to explain which materials they enjoy using and why.

### **3D Art**

### **Y1/2**

Know that there are different patterns, colours and shapes in the environment.

Know that clay can be pulled, pinched and smoothed to create a piece inspired by nature.

Know how to add patterns and texture to clay using different techniques.

### **Collage**

### **EYFS**

Know how to stick different paper on top of each other to create a themed picture.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know different shapes and describe them.

Know how to use materials to create texture.

### **Y 1/2**

Know how to tear, overlap and stick materials.

Know how to use scissors to cut out a range of shapes.

Know how to fold and crumple paper to create different textures.

Know what complimentary colours are and can use this knowledge to arrange primary and complimentary coloured papers.

Know what colours would be classed as hot and cold.

Know how to work with others to complete a large-scale collaborative piece.

### **Colour**

#### **EYFS**

Know names of colours and mixing red, blue and yellow make other colours.

#### **Yr 1**

Know the primary colours and how to mix them to create secondary colours.

Know how to create shades of colours.

#### **Yr 2**

Know how to mix, apply and refine colour mixing for purpose using wet and dry media.

Know why they chose to use particular colours.



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	<p>Natural materials such as driftwood, seaweed and pebbles are washed up on Exmouth beach regularly. (Local artist Anna Fitzgerald experiments with such materials to create works of art.)</p> <p>Know how to use appropriate materials to make a specified model, especially recycled materials and natural materials.</p> <p>Invent new planets and name them after everyday materials such as Planet Wood, Planet Plastic and Planet Fabric. Use hula hoops as the planets, labelling them with their planetary names. Sort a wide selection of everyday, recyclable material onto the planets based on the material from which they are made. Create more planet names based on the properties of different materials (Planet Smooth, Planet Bendy and Planet Waterproof are good examples).</p> <p>On large paper, cut out their planet shape. Paint their planets using their knowledge of how to mix paints for secondary colours and shades of colour. Then add some interest into the background by creating a collage of different paper and card of a similar colour. Then stick some of the recyclable material from their hula hoop onto the planet to enhance the collage. The recyclable materials could be painted to match the tones within the whole planet.</p> <p>Label their planet.</p>
<b>Music</b>	<p>Know that nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p><b>Listen and Appraise</b></p> <p><b>EYFS</b></p> <p>Know how to describe music and environmental sounds with the words loud, quiet, high, low, fast, slow.</p> <p>Know to explain in very simple terms the reason they like or dislike a piece of music.</p> <p>Know what the pulse of a piece of music is and that the pulse keeps a steady beat.</p> <p><b>Yr 1</b></p> <p>Know 5 nursery rhymes and sing off by heart.</p> <p>Know the meanings of the rhymes.</p>

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### **Yr 2**

Know 5 nursery rhymes and sing off by heart.

Know some songs have a chorus or a response/answer part.

Know that songs have a musical style.

Know how songs can tell a story or describe an idea.

Know about traditional songs and rhymes from past generations such as "The Bell Ringing" -a Devon Folk song.

Sing Old Mac Donald Had a Farm as an example of a traditional song with features such as repetition and call and response.

Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound.

Know that sound effects are used to represent movement/objects.

Know the names of some classroom percussion instruments and describe the sounds they make.

Choose appropriate instruments and sounds to create sound effects for a purpose.

### **Playing**

### **EYFS**

Know how to clap a short and simple rhythmic pattern.

Know that instruments and objects can make a different sound when you hit, blow or pluck them.

### **Yr 1/2**

Know the names of the instruments they are playing.

Know how to treat instruments carefully and with respect.

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	<p>Know how to play an instrumental part that matches their challenge.</p> <p>Know how to listen and follow musical instructions from a leader.</p> <p>Know how to play the part in time with the steady pulse.</p> <p>Create sound effects to accompany their moon buggy on its travels in space – use percussion instruments and play in different ways to explore timbre e.g. quickly, slowly, hard and soft.</p> <p><b>Dimensions of Music</b></p> <p><b>EYFS</b></p> <p>Know and know how to sing many common nursery rhymes and accompany them with actions.</p> <p><b>Yr 1/2</b></p> <p>Know that music has steady pulse like a heartbeat.</p> <p>Know what a rhythm is - a group of quick and slow beats that is usually repeated in a song or piece of music.</p> <p>Know that we can create rhythms from words, our names, favourite animals, favourite foods.</p> <p>Know how to listen to a rhythm and clap it back.</p> <p>Know how to create rhythms for others to copy.</p> <p>Sit in a circle and pat a rhythm (noise of aliens approaching) on knees, encourage children to join in. Change rhythm and see if children can repeat back and join in with new rhythm.</p>
<b>Computing</b>	<p>Software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas.</p> <p><b>Technology In Our Lives</b></p> <p><b>EYFS</b></p>

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Know that information sites such as Infant Encyclopedia, CBeebies Topics and Glossopedia can be used to find information digitally.

Know how to make decisions about photos to show their learning experiences.

Know how to experience travelling the world using Google Earth.

### **Yr 1**

Know how technology is integrated in our daily lives and recognise this within familiar environments.

Know who uses technology and why they might choose to do so.

Know some of the benefits of using technology and know the benefits and disadvantages it may bring.

Know how websites are used to display ideas/work e.g. European Space agency.

Know how to click on a link to a website to find information

### **Yr 2**

Know how and why technology is used in the classroom.

Know that other people have created the information on the internet.

Use the internet to research about the history of space travel and to find photos taken from space to support the geography work.

An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.

### **Programming**

### **EYFS**

Know how to explore the buttons of floor robots and remote control toys, being guided to discover ways to make the object move.

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Know how to follow a set of instructions.

Know how to communicate instructions to each other and to supporting adults.

Know how to explore apps such as Beebot to make things happen.

Know, with adult support, to be willing to make mistakes and learn from them – building the foundations for debugging.

Know how to build environments for floor robots and work together to navigate the robot or remote control toy around obstacles.

Know how to count steps and movements of floor robots.

### **Yr 1**

Know how to give instructions to a partner using simple, directional language: forward, backward, left, right.

Know that algorithms must be created in the correct order for something to work.

Know how to correctly sequence a floor robot to make it do what I want.

Know how to look for mistakes within a sequence and accurately debug parts of the algorithm.

Know how to predict and justify what will happen following a short sequence of instructions.

Know how to debug a BeeBot program by looking for errors in the sequence and correcting these.

Know what actions will be needed to make something happen and use the word 'algorithm'.

Know how to programme a floor robot to navigate to different locations by describing what happens when each button is pressed on the Bee Bot.

### **Yr 2**

Know how to give instructions to a partner using directional language forward, backward, left and right, half turn, quarter turn and right angle.

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	<p>Know the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Know from looking at a program what will happen when the program is started.</p> <p>Know how to use programming software to make objects move.</p> <p>Know how to watch a program execute and spot where it goes wrong so that it can be debugged.</p> <p>Direct a floor robot around an outdoor alien terrain. Program simple instructions into their robot and test their instructions for accuracy. Direct the floor robot around the route using appropriate vocabulary and avoiding obstacles such as 'moon rocks'. Execute and improve their algorithms. Children may also need to debug their programme.</p>
<b>Design and Technology</b>	<p>Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose.</p> <p><b>Design</b></p> <p><b>EYFS</b></p> <p>Know how to develop their own ideas and then decide which materials to use to express them.</p> <p>Know how to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Know how to use words to convey what they want to design/make and why.</p> <p>Know how to design collaboratively, sharing ideas, resources and skills.</p> <p>Know how to explore existing materials and select the best material.</p> <p><b>Yr 1/2</b></p> <p>Know how to select pictures to help to develop ideas.</p> <p>Know how to propose more than one idea for their product.</p> <p>Know how to use drawings to record ideas as they are developed.</p>

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to explore ideas by rearranging and investigating materials.

Know how to describe their models and drawings of ideas and intentions including what will make it successful.

Know how to add notes to drawings to help explanations.

### **Make**

#### **EYFS**

Know how to make imaginative and complex 'small worlds' with construction kits.

Know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Know how to safely use a variety of materials, tools and techniques – experimenting with design, form and function.

#### **Yr 1/2**

Know how to discuss their work as it progresses.

Know how to select materials from a limited range that will meet the design criteria.

Know how to select and name the tools needed to work the materials (Y2... and why they are right for the task).

Know how to explain what they are making.

Know how to describe what they need to do next.

Know how to use simple finishing techniques.

### **Evaluate**

#### **EYFS**

Know how to explain what they like and do not like about items they have made and attempt to say why.

Know how to share their creations, explaining the process they have used.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

### **Yr 1/2**

Know how to talk about their design as they develop and identify good and bad points.

Know how to note changes made during the making process as annotation to plans / drawings.

Know to say what they like and do not like about items they have made and attempt to say why (Y2 with some degree of precision).

Know how to discuss in simple terms how closely their finished product meets their design criteria and how well it meets the needs of the user.

### **Mechanisms**

### **EYFS**

Know how to work with card and paper to make simple flaps and hinges.

Know how to use simple joining skills.

### **Yr 1/2**

Know that an axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.

Know how to try out different axle fixings and evaluate their strengths and weaknesses.

Know how to use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reel.

Know how to roll paper to create tubes.

Know how to attach wheels to a chassis using an axle.

Know how to cut dowel using hacksaw and bench hook.

Know how to fold, tear and cut paper and card.



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Show picture of first Lunar roving vehicle used on the moon in 1971 and 1972 better known as a moon buggy.  
Design and make a simple Moon buggy with corrugated cardboard or plastic, pushing axles through the voids and attaching wheels. Test the vehicles and improve them where necessary before testing them on grass, tarmac, sand, soil and carpet.

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

*To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.*

Cycle A	Term 3 - Summer
<p><b>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b>  <b>Text in this colour describes example activities to support the main theme of the topic.</b></p>	
Main Topic	Memory Box (History)
<b>History</b>	<p><b>Chronology</b> is a way of sequencing past events in the order that they happened. Ordering events on a <b>timeline</b> can help us to remember them.</p> <p>Many things change overtime such as aspects of everyday life including; houses, jobs, objects and entertainment. Transport, toys and technology are examples of things that are likely to change as time goes on.</p> <p>Branscombe school was opened on March 18th 1878. The building was extended upstairs in 2003. On the morning of 20 January 2007 the MSC Napoli came ashore off Branscombe. Within hours this became front page news around the world and thousands of sightseers descended on the village of Branscombe to get a close-up look at the vessel.</p> <p>Broadhembury school was built in 1867. Children from Broadhembury School played an important role in a Time-Capsule Event on Tuesday 21st July 2015, which was buried in the newly built Memorial Hall.</p>

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Farway school was built in 1835.

### **Chronology**

#### **EYFS**

Know my own life story and family history – sharing family photos.

Know that familiar situations were different in the past (traditional tales – would we do this now?)

Know details about my immediate family and community – ordering photos of my life.

#### **Yr 1**

Know about key people in your family over time.

Know about key people in the community over time.

Know about key events in the community over time.

#### **Yr 2**

Know some ways in which historians divide time (BC/AD) and suggest reasons for doing it.

Know how to sequence historical studied events or items over time.

Know how to create a personal timeline.

Know how to develop an understanding of why what is being studied is important to that time.

### **Historical Enquiry**

#### **Y1**

Know how to recognise primary and secondary sources and how they are different.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to evaluate sources and know that they may not always be true.

Know how to use primary and secondary sources and explain why primary sources (e.g. letters) may be reliable.

Know how artefacts can help create a picture of the past.

Know how to suggest the significance of a personal artefact.

### **Yr 2**

Know how to begin to gather primary evidence to build a simple historical argument.

Know how to offer reasons for changes over time.

### **Interpretations of History**

#### **Y1**

Know how to give reasons for why a particular area was chosen for a building.

#### **Y2**

Know how to reflect on what history makers might achieve and explain what they personally would like to be remembered for.

### **Continuity and Change**

#### **Y1/2**

Know how to compare and contrast items with the past and modern day e.g. toys, houses, transport, clothes, hobbies, communication, school objects.

### **Cause and Consequence**

#### **Y1/2**

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to give reasons for any big changes in history in the community where the school is based.

### **Similarities and Differences**

#### **EYFS**

Know how vehicles have changed over time.

Know that school has similarities and differences with the past (talk to grand parents etc).

#### **Y1**

Know how to compare how rich and poor lived at different times in the family or village's history.

#### **Y2**

Know how to simply discuss how some significant events alter social norms and act as a catalyst for social change e.g. WW1, WW2, beginning of schooling etc.

### **Significance**

#### **EYFS**

Know about a significant event in family or village history.

#### **Yr 1**

Know why an achievement in family or village history was significant.

Know why a family or village individual could be described as significant.

#### **Yr 2**

Know how to use simple reasons to suggest why objects may be considered significant.

Know what it means for an action to be considered historically significant (major impact on people's lives, beliefs or ideas).

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

	Know how to choose people who they feel are significant and explain why.
<b>Geography</b>	<p><b>Locational Knowledge</b></p> <p><b>EYFS</b></p> <p>Know where I live.</p> <p><b>Yr 1</b></p> <p>Know the names of the four countries of the UK.</p> <p><b>Yr 2</b></p> <p>Know the name and locations of the main cities of England, Wales, Scotland and Ireland (London, Birmingham, Cardiff, Edinburgh, Belfast, Dublin).</p> <p><b>Place Knowledge</b></p> <p><b>EYFS</b></p> <p>Know some of the features of the immediate environment.</p> <p><b>Yr 1/2</b></p> <p>Know how to express own views about a place and what it is like to live in a place.</p> <p>Know how to recognise how places have become the way they are e.g. buildings, shops.</p> <p>Know how to identify similarities and differences between the local environment and one other place.</p> <p>Know how to describe key features of a place.</p> <p><b>Human Features</b></p>

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

### **EYFS**

Know some simple human features of where we live / on journey to school.

Know familiar local landmarks on a photograph.

### **Yr 1**

Know simple human features on an aerial photograph or simple map.

Know how to describe the human geography of where we live or go to school.

### **Yr 2**

Know how to recognise how places have become the way they are e.g. shops.

Know how the jobs people do may be different in different parts of the world.

Know what facilities a town or village might need.

Know how to suggest ways of improving the local environment.

### **Skills, Maps Work and Fieldwork**

### **EYFS**

Know that maps exist and that they can show where places are.

Know how to draw a simple line map identifying some of the key landmarks that they will see on the route to school.

Know how to take photographs of the things they see on a walk.

### **Yr 1/2**

Know how to observe and record buildings on a street.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

	<p>Know how to communicate in different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams.</p> <p>Know how to answer simple questions regarding straight forward geographical patterns e.g. what are the busiest times outside school.</p> <p>Know how to use simple field sketches and use a camera.</p> <p>Know how to use maps, pictures and stories to find out about different places.</p> <p>Know how to collect data during fieldwork such as the number of houses/shops.</p> <p>Know how to make simple maps/picture maps and label particular features.</p> <p>Carry out a variety of fieldwork activities in the locations close to school to support the history element of comparing the location over time and reasons for any change.</p>
<b>Science</b>	<p><b>All humans are babies</b> when they are born.</p> <p><b>Babies</b> need love, warmth, milk and sleep to be happy and healthy.</p> <p><b>All living things die.</b> This means they are not alive anymore. It is normal to feel sad but thinking about nice memories can make you feel less sad.</p> <p><b>The basic body</b> parts are; the head, arms, legs, nose, eyes, ears, mouth, hands and feet.</p> <p><b>The five senses</b> are; hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.</p> <p><b>Animals Including Humans</b></p> <p><b>EYFS</b></p> <p>Know how to talk about what I can see.</p> <p>Know and describe what I can see, hear and feel.</p> <p>Know the basic parts of the body such as head, stomach, arms, hands, legs, feet and back.</p> <p><b>Yr 1</b></p>

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know that animals eat certain things.

Know that humans have key parts in common but that these vary from person to person.

Know that humans and other animals find out about the world using their senses.

Know how humans use their sense of sight, touch, taste, hearing and smelling.

Know that these senses are linked to particular parts of the body.

Know that we often use our fingers and hands to feel objects but we can feel with many parts of our body.

### **Yr 2**

Know that animals, including humans, have offspring which grow into adults.

Know that in humans and some animals these offspring will be young such as babies or kittens that grow into adults (cats).

Know that all animals, including humans, have the basic needs of feeding, drinking and breathing that must be met in order to survive.

Know that, to grow into healthy adults, they also need the right amounts and types of food and exercise.

Know the foods in each section of the 'Eatwell Plate' and know why it is important to have a balanced diet.

Know that good hygiene is important in preventing infections and disease.

### **Knowledge of Working Scientifically**

### **EYFS**

Know how to have my own ideas.

Know how to use my senses and look closely.

Know how to question why things happen and how things work.



## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to notice similarities and differences.

Know how to talk about plants, animals, natural and found objects.

Know how to begin to use scientific vocabulary.

Know how to use equipment and tools carefully.

Know how to test ideas and record results through writing, drawings or photographs.

Know how to create simple representations of people and objects.

### **Yr 1**

Know how to select appropriate yes/no questions to aid sorting.

Know how to be able to compare objects based on obvious, observable features such as size and colour.

Know how to sort objects and living things into two groups using a simple table.

Know how to talk about the number of objects in each groups e.g. which has more or less.

Know how to make simple observations of changes guided by prompt questions.

Know how to use non standard units of measure using simple equipment such as egg timers.

Know how to begin to say what happened in an investigation.

### **Yr 2**

Know how to ask one or two simple questions linked to a topic.

Know how to use simple secondary sources to find information from books and computers with help.

Know how to use secondary sources of information to help in answering questions.

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

	<p>Know how to observe changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>Know how to use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>Know how to ask a yes/no question to aid sorting.</p> <p>Know how to identify the headings for the two groups.</p> <p>Know how to be able to compare objects based on given criteria.</p> <p>Know how to begin to spot simple patterns e.g. making links between properties and objects.</p> <p>Know how to say what happened in the investigation and whether or not the results were a surprise.</p> <p>Explore their senses by touching, smelling, listening to and tasting things that babies use, such as baby toiletries, clothes, foods, toys and feeding utensils.</p> <p>Describe what they think of the baby items, what the different items are for and what the foods taste like (spicy, sweet or bland). Explain how the items differ from the ones they have today.</p> <p>Label the parts of a baby's body that are associated with the different senses.</p>
<b>Art and design</b>	<p><b>Family at Breakfast by Pablo Picasso</b></p> <p><b>Words relating to colour, shape, materials and subject matter</b> can be used to explore works by significant artists. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p><b>Use of Sketchbook</b></p> <p><b>Y1</b></p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p><b>Y2</b></p>

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to use annotation in their books to show how their ideas have progressed.

Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.

Know how to use their sketchbooks to show knowledge and art history they have learnt.

### **Drawing**

#### **EYFS**

Know how to express their ideas and feelings through a variety of marks.

Know how to use a variety of lines to express their ideas and feelings.

Know they can use different resources to create different effects.

#### **Yr 1**

Know how to make markings with a range of materials.

#### **Yr 2**

Know that different materials will produce different outcomes.

Know how to control their material and develop this.

Know what shading means.

### **Painting**

#### **EYFS**

Know that two colours can be combined to make a new colour (primary colours).

Know that adding white to a colour makes it lighter, black to a colour makes it darker.

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### **Yr 1**

Know how to mix colours and create a colour wheel and notice what happens if you add more of one colour.

Know how to paint with expression.

### **Yr 2**

Know how to mix a variety of colours for different purposes.

Know which colours to choose and why.

Know how to paint with creativity and expression.

### **Colour**

### **EYFS**

Know names of colours and mixing red, blue and yellow make other colours.

### **Yr 1**

Know the primary colours and how to mix them to create secondary colours.

Know how to create shades of colours.

### **Yr 2**

Know how to mix, apply and refine colour mixing for purpose using wet and dry media.

Know why they chose to use particular colours.

### **Tone**

### **EYFS**

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	<p>Know that you can get different tones of one colour (dark blue, light blue).</p> <p><b>Yr 1</b></p> <p>Know what tone is and how to apply this to their own work.</p> <p><b>Yr 2</b></p> <p>Know how to create tone using pencils and experiment with this when drawing.</p> <p>Look at a range of paintings that show different family occasions and celebrations. Focus on 'Family at Breakfast' by Picasso.</p> <p>Talk about what the paintings show and describe any artistic characteristics using simple artistic terms.</p> <p>Share their experiences of similar occasions.</p> <p>Draw ideas then paint a picture to show a family celebration they remember.</p>
<b>Music</b>	<p>A <b>composer</b> is a person who writes a piece of music.</p> <p>Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they provoked in listeners.</p> <p><b>Composition</b></p> <p><b>EYFS</b></p> <p>Know how to make a range of sounds with their voice.</p> <p>Know how to represent a sound by drawing.</p> <p><b>Yr 1/2</b></p> <p>Know that <b>composing</b> is like writing a story with music.</p>

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Know that the notes of a composition can be written down and changed if necessary – recording the notes can be done in a number of ways.

Know about the origins of Coldplay. (Coldplay, British rock group whose melodic piano-driven anthems lifted it to the top of the pop music world in the early 21st century. Christopher Martin born 2nd March 1977 in Exeter, Devon.) This should serve as an inspiration that successful artist started life similar to them in a local primary school.

### **Listen and Appraise**

#### **EYFS**

Know how to describe music and environmental sounds with the words loud, quiet, high, low, fast, slow.

Know how to explain in very simple terms the reason they like or dislike a piece of music.

Know what the pulse of a piece of music is and that the pulse keeps a steady beat.

#### **Yr 1/2**

Know how different instruments make different sounds and can be put together to create a piece of music.

Know that different parts of our body can make different sounds to create a piece of body music.

Know how to listen and clap back and then listen and clap back an answer.

### **Singing**

#### **EYFS**

Know how to use my voice to speak, sing or chant.

Know how to be confident to join in with singing.

#### **Yr 1**

Know that voices can **sing** in different **pitches** (high and low).

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Know how to make different sounds with their voices and say words in rhythm.

### **Yr 2**

Know that songs include other ways of using the voice e.g. rapping.

Know that voices can **sing** in different **pitches** (high and low).

Know how to make different sounds with their voices and say words in rhythm.

### **Improvisation**

#### **Y1/2**

Know that **improvisation** is about making up your own tunes on the spot.

Know that when someone improvises they make up their own tune that has never been heard before.

Know how to take it in turns to improvise using one or two notes.

Children work in pairs to improvise and compose a short tune using parts of their body. Body percussion.

### **Composition**

#### **EYFS**

Know how to make a range of sounds with their body.

Know how to represent a sound by drawing.

#### **Yr 1½**

Know that compositions can be written down and changed if necessary.

Children develop their body percussion compositions to include rhythm.

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	<p>Play rhythm games where children copy teacher or each other.</p> <p>Know how to create a simple melody with friends using one, two or three notes.</p> <p><b>Dimensions of Music</b></p> <p><b>EYFS</b></p> <p>Know how to sing many common nursery rhymes and accompany them with actions.</p> <p>Know that rhythm can be created from words and can be clapped.</p> <p>Know that rhythms can be created for others to copy.</p> <p>Make different sounds with their voices and say words in rhythm.</p> <p>Learn different songs which demonstrate how to change the pitch of their voice e.g. The leg bone's connected to the thigh bone, Heads, Shoulders, Knees and Toes – to link to science topic.</p>
<b>Computing</b>	<p><b>Technology In Our Lives</b></p> <p><b>EYFS</b></p> <p>Know that information sites such as Infant Encyclopedia, CBeebies Topics and Glossopedia can be used to find information digitally.</p> <p>Know how to make decisions about photos that show their learning experiences to an audience.</p> <p><b>Yr 1/2</b></p> <p>Know how to click on a link to a website to find information.</p> <p>Know that searches can be used to locate music and video clips.</p> <p>Know the differences between the internet and things in the physical world.</p> <p><b>Handling Data</b></p>



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### **EYFS**

Know how to take photos and video to capture learning.

Know where to store it to go back and reflect on learning.

Know how to talk about they learnt from photos and videos.

Know how to use QR codes to select information they want to find out.

### **Yr 1**

Know how to use technology to collect information, including photos, videos and sound.

Know how to sort different kinds of information and present it to others.

### **Yr 2**

Know that data can be collected in a variety of ways including a camera and sound recorders.

Know how to make and save a chart or a graph using data they have collected.

Know how to use a branching database.

Know what kind of information may be needed in order to investigate or answer a question.

### **Multimedia**

### **EYFS**

Know how to type a label using simple software.

Know how to take a photo.

### **Yr 1**

Know that a keyboard is an input device and that this can be used to create text on-screen.

Know how to use the backspace and space bar on the keyboard.

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	<p>Know how to save and then open a piece of work to continue working on it at a later stage.</p> <p><b>Yr 2</b></p> <p>Know how to use the keyboard on my device to add, delete and space text for others to read.</p> <p>Know how to save and open files on the device I use.</p> <p>Know how to use technology to organise and present my ideas in different ways.</p> <p>Create a poster of their life linked to The Memory Box theme. Within it include text, photos, pictures, (videos and sound). Carry out some research about an element of the topic and include charts or graphs or branching database.</p>
<b>Design and Technology</b>	<p><b>Fruit and vegetables</b> are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day.</p> <p><b>Different materials</b> are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p> <p><b>Design</b></p> <p><b>EYFS</b></p> <p>Know how to develop their own ideas and then decide which materials to use to express them.</p> <p>Know how to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Know how to use words to convey what they want to design/make and why.</p> <p>Know how to design collaboratively, sharing ideas, resources and skills.</p> <p>Know how to explore existing materials and select the best material.</p> <p><b>Yr 1/2</b></p> <p>Know how to use pictures and words to convey what they want to design/make.</p>

## Branscombe, Broadhembury, Farway CE Primary Schools - KS1 Rolling Programme

Know how to propose more than one idea (Y2 several ideas) for their product.

Know how to select appropriate technique explaining First... Next ... Last...

Know how to explore ideas by rearranging and investigating materials.

Know how to select pictures to help develop ideas.

Know how to use drawings to record ideas as they are developed.

Know how to describe their drawings of ideas and intentions including what will make it successful.

### **Make**

#### **EYFS**

Know how to join different materials using glue, paper fasteners and tape.

Know how to use one handed tools and equipment e.g. making snips in paper with scissors.

Know how to use a range of tools competently, safely and confidently.

Know how to use a variety of materials, tools and techniques safely, experimenting with colour, design, texture, form and function.

#### **Yr 1/2**

Know how to discuss their work as it progresses.

Know how to select materials from a limited range (Y2.. and because of the characteristics) that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know how to explain what they are making.

Know how to explain which materials they are using and why.

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Know how to name the tools they are using.

Know and describe what they need to do next.

Know how to carry out simple finishing techniques (Y2 and begin to describe the importance for a high level finish).

Know and use technical language when talking to an adult.

### **Evaluate**

#### **EYFS**

Know what they like and do not like about items they have made and attempt to say why.

Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Know how to share their creations, explaining the process they have used.

### **Food**

#### **EYFS**

Know how to undertake sensory activities when experiencing common fruit and vegetables.

Know how to experience cutting soft fruit and vegetables using appropriate techniques.

#### **Yr 1/2**

Know how to develop a food vocabulary using taste, smell, texture and feel.

Know how to group familiar food products e.g. fruit and vegetables and tell you what they do.

Know where food comes from.

Know how to explain how food grows.

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Know how to cut, peel, chop a range of ingredients and use a zester/juicer.

Know how to work safely and hygienically.

Know how to understand the need for a variety of foods in a diet.

Decide what types of food would be good for their teddy bears' picnic, making a shared shopping list. Make simple, healthy sandwiches for young children, creating a balance of sweet and savoury fillings.

### **Textiles**

#### **EYFS**

Know how to explore and use different fabrics.

Know how to cut and join fabrics with simple techniques.

#### **Yr 1/2**

Know how to cut out shapes that have been created by drawing round a template onto the fabric.

Know how to join fabrics by using e.g. glue, staples, tape.

Know how to decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.

Know how to colour fabrics using a range of techniques e.g. fabric paints, printing, painting.

Know how to describe how fabrics look and feel.

Know how to spot familiar fabrics.

### **Mechanisms**

#### **EYFS**

Know how to work with card and paper to make simple hinges.

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Know how to use simple cutting, shaping and joining skills – glue, paper fasteners and masking tape.

### **Yr 1/2**

Know how to join appropriately for different materials and situations e.g. glue, tape.

Know how to mark out materials to be cut using a template.

Know how to fold, tear and cut paper and card.

Know how to cut along lines, straight and curved.

Know how to use a hole punch.

Know how to insert paper fasteners for card.

Use various art and craft materials to make a celebration card for a special occasion. Cut and stick to create a collage effect, choosing coloured card, papers and fabrics from a wide selection.