



Key Stage One Curriculum Objectives Overview

Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<p>Geography: Wonderful World</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>Hanningfield Reservoir</p>	<p>History: War and Remembrance</p> <p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.</p> <p>To find out about events beyond living memory that are significant globally and nationally.</p>	<p>History: Travel and transport</p> <p>To develop an awareness of the past, through finding out about changes within living memory.</p> <p>To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Duxford</p>	<p>Geography: Let's go to China</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>To use world maps, atlases and globes to identify the countries studied at this key stage.</p> <p>To ask geographical questions.</p>	<p>History: Great Explorers</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>The National Maritime Museum / The Polar Museum- Cambridge</p>	<p>Geography: Our School</p> <p>To develop knowledge of the location of significant places.</p> <p>To use simple observation/ fieldwork skills to study the immediate surroundings.</p> <p>To understand sense of place in relation to home and school.</p> <p>To devise a simple map and use basic symbols in a key.</p> <p>To describe the location of features and routes on a map.</p> <p>To develop & follow directional vocabulary.</p> <p>To recognise a range of map symbols and understand their use.</p>

Computing

Reception Digital Citizenship & Technology (DL) Lv1	Reception Little Computers (CS) Let's Celebrate (DL)	Reception A is for Algorithm (CS) Art Attack (DL)	Reception Junior Explorers (CS) Fantastic Tales (DL)
Year 1 Digital Citizenship & Technology (DL) Lv1	Year 1 We are all Connected (CS) Pictures Tell a Thousand Words	Year 1 Walking with Dinosaurs (CS) Our Local Area (IT, DL)	Year 1 App Attack - Games Design (CS) Pictures Tell a Thousand Words
Year 2 Digital Citizenship & Technology (DL) Lv1	Year 2 You've got mail (CS, IT, DL) Whatever the Weather (IT)	Year 2 Code-tastic (CS) Super Sci-Fi (IT, DL)	Year 2 Let's Fix IT (CS) Vehicles (IT, DL)

CS= Computer Science

1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
2. Create and debug simple programs
3. Use logical reasoning to predict the behaviour of simple programs

DL= Digital Literacy

1. Recognise common uses of information technology beyond school
2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

IT= Information Technology

1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Art and DT

<p>DT: Fabricate To use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists and craft-makers, making links to their own work.</p> <p>To develop a wide range of art and design techniques.</p>	<p>DT: Dips and dippers</p> <p>Explore and evaluate a range of existing products</p> <p>To understand where foods comes from.</p> <p>Use the principles of a healthy and varied diet to prepare dishes</p> <p>To select from and use a range of tools and equipment to perform practical tasks (for example, cutting)</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking and drawings.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Art: Landscapes and cityscapes</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines.</p>	<p>Art: Nature Sculptures</p> <p>To learn to use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>
--	--	--	--

PE						
R/1	Gymnastics: A	Games: A and B	Gymnastics: A	Gymnastics: A	Gymnastics: A	Games: A and B
	Dance: A and C	Dance: A and C	Dance: A and C	Games: A and B	Dance: A and C	Games: A and B
1/2	Dance: A and C	Games: A and B	Games: A and B			
	Gymnastics: A	Gymnastics: A	Games: A and B	Gymnastics: A	Gymnastics: A	Games: A and B
					<p>Swimming: Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform a safe self-rescue in different water based situations.</p>	
<p>A: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of situations.</p> <p>B: Participate in team games, developing simple tactics for attacking and defending.</p> <p>C: Perform dances using simple movement patterns.</p>						

	Music					
Yr1	Hey you! (Old school hip hop) 1, 2, 3 and 4	Little Angels gets her wings (General Christmas) 1, 2, 3 and 4	In the groove (Blues, Latin, Folk, Funk, Baroque, Bhangra) 1, 2, 3 and 4	Rhythm in the way we Walk and Banana Rap (Raggae and Hip Hop) 1, 2, 3 and 4	Round and Round (Latin Bossa Nova, Film music, Big Band, Jazz, mash-up, Latin fusion) 1, 2, 3 and 4	Reflect, Rewind and Play (Western Classical music) 1, 2, 3 and 4
Yr2	Hands, Feet, Heart (South African Styles) 1, 2, 3 and 4	Little Angel gets her wings (Christmas) 1, 2, 3 and 4	Glockenspiel Stage 1 1, 2, 3 and 4	I wanna Play in a Band (Rock) 1, 2, 3 and 4	Zoo time (Reggae) 1, 2, 3 and 4	Reflect, Rewind and Replay (Western Classical music) 1, 2, 3 and 4
<p>1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>2. Play tuned and untuned instruments musically.</p> <p>3. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>4. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>						



Key Stage One Curriculum Objectives Overview

Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	<p>Geography: Our country</p> <p>To understand geographical similarities and differences through studying the human and physical geography.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>History: The Great Fire of London</p> <p>To develop an awareness of the past.</p> <p>To identify differences and similarities between ways of life in different periods.</p> <p>To know and understand key features of an event beyond living memory that are nationally significant.</p> <p>To understand key features of events, choosing and using parts of stories and asking and answering questions.</p> <p>Museum of London/ St.Paul's Cathedral - Fire Fire!</p>	<p>Geography: Our Weather</p> <p>To identify daily weather patterns.</p> <p>To understand seasonal weather patterns.</p> <p>To identify daily weather patterns in the UK weather (Forecasting).</p> <p>To identify daily weather patterns (dangerous/ adverse weather).</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>To understand the human/ physical geography of a cold area of the world.</p>	<p>History: Toys</p> <p>To learn about changes within living memory.</p> <p>To understand some of the ways in which we find out about the past.</p> <p>To use sources to ask and answer questions.</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>V&A: Museum of Childhood / Stansted Mountfitchet Toy Museum</p>	<p>Geography: Sensational Safari</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To use world maps, atlases and globes to identify the countries studied at this key stage.</p> <p>To devise simple maps.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Colchester Zoo</p>	

Computing				
Reception Digital Citizenship & Technology (DL) Lv1	Reception Little Computers (CS) Let's Celebrate (DL)	Reception A is for Algorithm (CS) Art Attack (DL)	Reception Junior Explorers (CS) Fantastic Tales (DL)	
Year 1 Digital Citizenship & Technology (DL) Lv1	Year 1 We are all Connected (CS) Pictures Tell a Thousand Words	Year 1 Walking with Dinosaurs (CS) Our Local Area (IT, DL)	Year 1 App Attack - Games Design (CS) Pictures Tell a Thousand Words	
Year 2 Digital Citizenship & Technology (DL) Lv1	Year 2 You've got mail (CS, IT, DL) Whatever the Weather (IT)	Year 2 Code-tastic (CS) Super Sci-Fi (IT, DL)	Year 2 Let's Fix IT (CS) Vehicles (IT, DL)	

CS= Computer Science

- 1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- 2. Create and debug simple programs
- 3. Use logical reasoning to predict the behaviour of simple programs

DL= Digital Literacy

- 1. Recognise common uses of information technology beyond school
- 2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

IT= Information Technology

- 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content

PE						
R/1	Gymnastics: A	Games: A and B	Gymnastics: A	Gymnastics: A	Gymnastics: A	Games: A and B
	Dance: A and C	Dance: A and C	Dance: A and C	Games: A and B	Dance: A and C	Games: A and B
1/2	Dance: A and C	Games: A and B	Games: A and B			
	Gymnastics: A	Gymnastics: A	Games: A and B	Gymnastics: A	Gymnastics: A	Games: A and B
					<p>Swimming: Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform a safe self-rescue in different water based situations.</p>	
<p>A: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of situations.</p> <p>B: Participate in team games, developing simple tactics for attacking and defending.</p> <p>C: Perform dances using simple movement patterns.</p>						

Art and DT				
<p>Art- Colour Chaos</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists.</p>	<p>Art: Let's Sculpt</p> <p>To use a range of materials creatively to design and make products.</p> <p>To know about the work of a range of artists, craft makers and designers, making links to their own work.</p> <p>To use painting and sculpture to develop and share their ideas and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>DT: The lighthouse keeper's lunch</p> <p>Explore and evaluate a range of existing products.</p> <p>Select from and use a wide range of materials according to their characteristics.</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Art: Self-portraits</p> <p>To develop a wide range of art and design techniques in using colour and pattern.</p> <p>To know about the work of a range of artists, describing the differences and similarities between practices and disciplines.</p> <p>Develop a wide range of art and design techniques using colour and pattern.</p>	<p>DT: Fabric bunting</p> <p>Explore and evaluate a range of existing products.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing).</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing).</p> <p>Select from and use a wide range of materials and components, including textiles, according to their characteristics.</p> <p>Evaluate their ideas and products against a design criteria.</p>

	Music					
Yr1	Hey you! (Old school hip hop) 1, 2, 3 and 4	Little Angels gets her wings (General Christmas) 1, 2, 3 and 4	In the groove (Blues, Latin, Folk, Funk, Baroque, Bhangra) 1, 2, 3 and 4	Rhythm in the way we Walk and Banana Rap (Raggae and Hip Hop) 1, 2, 3 and 4	Round and Round (Latin Bossa Nova, Film music, Big Band, Jazz, mash-up, Latin fusion) 1, 2, 3 and 4	Reflect, Rewind and Play (Western Classical music) 1, 2, 3 and 4
Yr2	Hands, Feet, Heart (South African Styles) 1, 2, 3 and 4	Little Angel gets her wings (Christmas) 1, 2, 3 and 4	Glockenspiel Stage 1 1, 2, 3 and 4	I wanna Play in a Band (Rock) 1, 2, 3 and 4	Zoo time (Reggae) 1, 2, 3 and 4	Reflect, Rewind and Replay (Western Classical music) 1, 2, 3 and 4
<p>1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>2. Play tuned and untuned instruments musically.</p> <p>3. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>4. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>						



Key Stage One Curriculum Objectives Overview

Rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C	<p>History: The Gunpowder Plot</p> <p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.</p> <p>To find out about events beyond living memory that are significant nationally.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Geography: Magical Mapping</p> <p>To devise simple maps; and use and construct basic symbols in a key</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>To use atlases and globes to identify the UK and its countries</p> <p>To name and locate the world's seven continents and five oceans</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Geography: Our local area</p> <p>To recognise human and physical features.</p> <p>To use simple fieldwork and observational skills to study the surrounding environment.</p> <p>To understand basic geographical features: houses (human features).</p> <p>To develop knowledge about the children's locality - jobs (human features).</p> <p>To use basic geographical vocabulary to refer to key human/physical features.</p> <p>Field studies each lesson</p>	<p>History: Kings and Queens</p> <p>To develop an awareness of the past, knowing where people and events studied fit within a chronological framework.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>A knowledge of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.</p> <p>Buckingham Palace / Colchester Castle</p>	<p>History: Nurturing Nurses</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Geography: Beside the seaside</p> <p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To use basic geographical vocabulary to refer to human and physical features.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. Frinton-On-Sea</p>
	<p>The Tower of London</p>					

Computing

<p>Reception Digital Citizenship & Technology (DL) Lv1</p> <p>Year 1 Digital Citizenship & Technology (DL) Lv1</p> <p>Year 2 Digital Citizenship & Technology (DL) Lv1</p>	<p>Reception Little Computers (CS) Let's Celebrate (DL)</p> <p>Year 1 We are all Connected (CS) Pictures Tell a Thousand Words</p> <p>Year 2 You've got mail (CS, IT, DL) Whatever the Weather (IT)</p>	<p>Reception A is for Algorithm (CS) Art Attack (DL)</p> <p>Year 1 Walking with Dinosaurs (CS) Our Local Area (IT, DL)</p> <p>Year 2 Code-tastic (CS) Super Sci-Fi (IT, DL)</p>	<p>Reception Junior Explorers (CS) Fantastic Tales (DL)</p> <p>Year 1 App Attack - Games Design (CS) Ready, Steady, Go</p> <p>Year 2 Let's Fix IT (CS) Vehicles (IT, DL)</p>
--	---	---	--

CS= Computer Science

1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
2. Create and debug simple programs
3. Use logical reasoning to predict the behaviour of simple programs

DL= Digital Literacy

1. Recognise common uses of information technology beyond school
2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

IT= Information Technology

1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Art and DT					
Art: L.S.Lowry	DT: Our fabric faces	DT: Moving pictures, traditional tales	DT: Sensational salads	Art: Miro	
<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Explore and evaluate a range of existing products.</p>	<p>Explore and evaluate a range of existing products.</p>	<p>Understand where food comes from.</p>	<p>To use drawing to develop and share their ideas, experiences and imagination.</p>	
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Select from and use a range of textiles according to their characteristics.</p>	<p>Explore and use mechanisms (for example sliders), in their products.</p>	<p>To explore and evaluate a range of existing products.</p>	<p>To know about the work of a range of artists and designers, making links to their own work.</p>	
<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing).</p>	<p>Explore and use mechanisms (for example levers) in their products.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	
	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks.</p>	<p>To use a range of materials creatively to design and make products.</p>	
	<p>Generate, develop, model and communicate their ideas through talking, drawing and templates.</p>	<p>Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.</p>		<p>To use painting and sculpture to develop and share their ideas and imagination.</p>	
		<p>Evaluate their ideas against design criteria.</p>			

PE						
R/1	Gymnastics: <i>A</i>	Games: <i>A and B</i>	Gymnastics: <i>A</i>	Gymnastics: <i>A</i>	Gymnastics: <i>A</i>	Games: <i>A and B</i>
	Dance: <i>A and C</i>	Dance: <i>A and C</i>	Dance: <i>A and C</i>	Games: <i>A and B</i>	Dance: <i>A and C</i>	Games: <i>A and B</i>
1/2	Dance: <i>A and C</i>	Games: <i>A and B</i>	Games: <i>A and B</i>			
	Gymnastics: <i>A</i>	Gymnastics: <i>A</i>	Games: <i>A and B</i>	Gymnastics: <i>A</i>	Gymnastics: <i>A</i>	Games: <i>A and B</i>
					<p>Swimming: <i>Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform a safe self-rescue in different water based situations.</i></p>	
<p><i>A: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of situations.</i></p> <p><i>B: Participate in team games, developing simple tactics for attacking and defending.</i></p> <p><i>C: Perform dances using simple movement patterns.</i></p>						

Music						
Yr1	Hey you! (Old school hip hop) 1, 2, 3 and 4	Little Angels gets her wings (General Christmas) 1, 2, 3 and 4	In the groove (Blues, Latin, Folk, Funk, Baroque, Bhangra) 1, 2, 3 and 4	Rhythm in the way we Walk and Banana Rap (Raggae and Hip Hop) 1, 2, 3 and 4	Round and Round (Latin Bossa Nova, Film music, Big Band, Jazz, mash-up, Latin fusion) 1, 2, 3 and 4	Reflect, Rewind and Play (Western Classical music) 1, 2, 3 and 4
Yr2	Hands, Feet, Heart (South African Styles) 1, 2, 3 and 4	Little Angel gets her wings (Christmas) 1, 2, 3 and 4	Glockenspiel Stage 1 1, 2, 3 and 4	I wanna Play in a Band (Rock) 1, 2, 3 and 4	Zoo time (Reggae) 1, 2, 3 and 4	Reflect, Rewind and Replay (Western Classical music) 1, 2, 3 and 4
<p>1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>2. Play tuned and untuned instruments musically.</p> <p>3. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>4. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>						