



identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;

identify and describe the basic structure of a variety of common flowering plants, including trees.

observe and describe how seeds and bulbs grow into mature plants;

find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans : In learning about animals, including humans, pupils:

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;

identify and name a variety of common animals that are carnivores, herbivores and omnivores;

describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

notice that animals, including humans, have offspring which grow into adults;

find out about and describe the basic needs of animals, including humans, for survival (water, food and air);

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Living things and their habitats : In learning about living things and their habitats, pupils:

explore and compare the differences between things that are living, dead, and things that have never been alive;

identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;

identify and name a variety of plants and animals in their habitats, including micro- habitats;

describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Everyday materials and their uses

In learning about everyday materials and their uses, pupils;

distinguish between an object and the material from which it is made;

identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock;

describe the simple physical properties of a variety of everyday materials;

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses;

find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

In learning about seasonal changes, pupils:

observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.

## Little Gaddesden C of E Primary School

### Curriculum Map Key Stage 1 National Curriculum 2014

This curriculum map presents the statutory curriculum content for pupils in Key Stage 1 which is specified in the National Curriculum 2014. This forms the foundations of the Little Gaddesden Primary curriculum experience which aims to bring learning to life and life to learning and enables all our pupils to:

perform to their full potential	be curious & creative thinkers;
be independent and enthusiastic learners;	be confident individuals
develop into citizens of the future;	try new challenges;
be versatile;	develop resilience for when things go wrong
play a full part in all aspects of school life;	develop respect and responsibility;
develop positive attitudes to healthy lifestyles;	develop an awareness of the wider world;
show respect for others;	have a shared sense of community.

### National Curriculum 2014

**Art and design** : In art and design, pupils:

use a range of materials creatively to design and make products;

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

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.

**Computing** : In computing, pupils:

understand what algorithms are; how they are implemented as programs on digital devices;

and that programs execute by following precise and unambiguous instructions;

create and debug simple programs;

use logical reasoning to predict the behaviour of simple programs;

use technology purposefully to create, organise, store, manipulate and retrieve digital content;

recognise common uses of information technology beyond school;

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.

**Design and technology** : When designing and making, pupils:

design purposeful, functional, appealing products for themselves and other users based on design criteria;

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology;

**Make**

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ;

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics;

**Evaluate**

explore and evaluate a range of existing products;  
evaluate their ideas and products against design criteria;

#### Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable;  
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products;

#### Cooking and nutrition

use the basic principles of a healthy and varied diet to prepare dishes;  
understand where food comes from.

**English:** see separate curriculum leaflet

**Geography :** In Geography, pupils:

#### Develop locational knowledge

name and locate the world's seven continents and five oceans;  
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;

#### Place knowledge

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;

#### Develop an understanding of human and physical geography

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;

key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**History :** In history, pupils develop an understanding of:

#### changes within living memory.

Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements.

Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee,

Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];

significant historical events, people and places in their own locality.

#### **Languages (Optional at Key Stage 1)**

At Little Gaddesden Primary, pupils may learn French at a after school club.

#### **Mathematics : see separate curriculum leaflet**

**Music :** In music, pupils:

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

#### **PSHE :**

We aim to promote the Personal, Social & Health Education of every pupil. It is vitally important for us that all our children are adequately prepared for the future. The new SEAL (Social & Emotional Aspects of Learning) materials produced by the DfE provide excellent starting points for our work.

**Physical Education :** In PE, pupils:

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 activities;  
participate in team games, developing simple tactics for attacking and defending;  
perform dances using simple movement patterns.

#### **Religious Education :**

The Religious Education curriculum follows the teachings of the Church of England. We aim to set positive standards of behaviour and morality, based on Christian ideals, rather than merely accepting or reflecting existing social or moral standards. In addition to detailed study of Christianity, our children look at four other major religious beliefs, with comparative work on cultural diversity.

*Parents have the legal right to withdraw their children from Religious Education. In this event, details for alternative provision would be discussed with the Headteacher.*

#### Collective Worship

Our daily act of Collective Worship, designed to develop Christian knowledge and spirituality, is central to the life of our school. The whole school regularly attends special services in the Parish Church, at which parents and villagers are welcome.

*Parents have the legal right to withdraw their children from the act of Collective Worship.*

In RE, pupils:

study the main stories of Christianity;  
study at least one other religion (choose from Buddhism, Hinduism, Islam, Judaism or Sikhism);  
study other religions of interest to pupils;

**Science :** In working scientifically, pupils

ask simple questions and recognise that they can be answered in different ways; observe closely, using simple equipment; perform simple tests; identify and classify; use their observations and ideas to suggest answers to questions; gather and record data to help in answering questions.

**Plants :** In learning about plants, pupils: