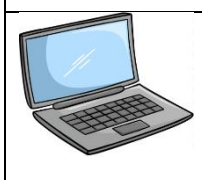
Cornerstones Curriculum: KS1 Knowledge Building Across Year A

Outlined below is what KS1 children are expected to know, remember and retain at the end of Year A of our rolling programme. Children's learning in our mixed-age classes is knowledge-rich due to its cyclical design and teacher's skill at encouraging retrieval year-on-year. Topics underpin our curriculum, however meaningful links have only been made when it strengthens or deepens the learning experience. This document links directly to our subject long-term plans, disciplinary progression documents and assessment framework.

Subject	Autumn	Spring	Summer
Learning threads leading the curriculum	Castles/Fairy tales The Local Area	Kings and Queens Great Britain The seaside and the sea	America Rainforests, jungles and woodlands
English	**Story (Dragons)**	**Let's Explore**	**Rainforests**
	Key texts: Tell me a dragon George and the Dragon The Egg Box Dragon The Egg Rapunzel Christmas Text: Mog's Christmas by Judith Kerr Y2- The Boy Who Grew Dragons, The Dragon in the Library, Dragon Racers by Peter Bunzel	**Key texts:** Leo and the Octopus The Pirates Next Door Grandad's Island The Storm Whale Dear Earth The Emperor's Egg Y2- The BFG (Year 3), Emerald and the Ocean Parade	**Key texts:** Wild The Bee Who Spoke Funny Bones The Great Kapoke Tree The Tiny Seed Y2 James and the Giant Peach, Marv and the Killer Plants, The Jungle Book
Science	**Seasonal Change** **Living things and their habitats**	**Seasonal Change** **Plants**	**Seasonal Change** **Plants** **Animals including humans**
	Seasonal change I know that Autumn and Winter are seasons of the year. I know when Autumn and Winter occurs. I know what the features of Autumn and Winter are and what happens to trees in this season (weather, animals, plants). **Living things and their habitats** **I know the differences between things that are alive, dead and things that have never been alive.** I know what a habitat is and can name habitats in my local area e.g., woodland, pond, grass etc. as well as habitats around the world e.g. rainforest. **I know that living things live in habitats to which they are suited and I know that habitats provide for the basic needs of animals e.g., shelter, space to move and grow, food and water.** I know the names of a variety of animals and plants that live in different habitats, including in microhabitats. **I know how animals obtain food from plants and other animals and can represent this in a food chain.**	**Seasonal change:** I know that Winter and Spring are seasons of the year. I know when Winter and Spring occurs. I know what the features of Winter and Spring are and what happens to trees in this season (weather, animals, plants). **Plants: (Y1)** **I know that plants are grown from seeds or bulbs.** I know what wild and garden plants are and can name a variety of common wild and garden plants. **I know the difference between evergreen and deciduous trees and can identify different evergreen and deciduous trees.** **I know the different parts of a plant including roots, stem, leaves, flower, petals, trunk, branches, fruit.** I know that we can eat different plants in the form of fruit and vegetables.	**Seasonal change:** I know that Spring and Summer are seasons of the year. I know when Spring and Summer occurs. I know what the features of Spring and Summer are and what happens to trees in this season (weather, animals, plants). **Plants (Y2)** I know that plants can grow from either seeds or bulbs. **I know that seeds and bulbs germinate and then grow into seedlings and then continue to grow into mature plants – plant life cycle.** I know that seeds and bulbs need to be planted at different times of the year and will germinate and grow at different rates. **I know that plants need water, light, and a suitable temperature to grow and survive.** **Animals, including humans (body – senses)** **I know the names of different parts of the human body including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth** **I know the 5 senses associated with the human body – touch, smell, hear, taste, sight** **I know which part of the body is associated with each sense.**
History	**Homes**	**Rule Britania**	**That's all folks!**
	Name some famous castles such as Windsor, Richmond and Edinburgh. Describe what a motte and bailey castle is and use that to decide if Richmond is one. Identify reasons that a castle was built at Richmond. **Name some of the ways in which castles were attacked and how they defended themselves.** **Know some of the jobs that people did in the castle and how people lived in them.** **Find ways in which the village has changed over the years.** Identify some buildings in the village and what they were used for.	**Know the word monarch and identify our current monarch.** Be able to explain why Princess Elizabeth become Queen Elizabeth II To describe the role of a coronation. Identify some of King Charles' relatives and their role. **Compare Queen Victoria and Queen Elizabeth II** Experience how school has changed since Victorian times. **Compare the palaces and how life was different for Queen Victoria and King Charles.**	**Know what an explorer is and how be able to name Christopher Columbus** Know that explorers used the stars to find their way around the country and the world. Recognise that explorers travelled on foot, by horse or by ship. **Describe and compare the differences in the way Columbus travelled then and how we travel now.** Identify the materials that travellers would wear in the past. Recognise what a native American looks like and some of their customs. **Recognise Rosa Parks and her action changed attitudes**
Geography	**Using maps**	**Great Big Britain**	**Rainforests and woodland**
	I know how to use compass points to navigate a map using locational and navigational language. I know how to use aerial photographs and plans to locate landmarks **I know how to use simple fieldwork and observational skills to study the geography of my school and surroundings.** **I know how to devise a simple map and use and construct basic symbols in a key.** I know how to design a map. I know how to create a 3D map using my own design. https://www.bandceducational.com/post/how-to-practise-ks1-geography-fieldwork-and-observational-skills	**I know that Britain is an island and surrounded by sea.** **I know the names of the five seas of the world.** **I know and can name some places in Britain that are by the sea.** I know and can name some physical and human features of coasts including some basic risk factors eg erosion (sea wearing away the cliffs), pollution, sea levels. I know and can explain why, it is important to take care of our seas. I can use geographical skills to find out about a local place by the sea (follow up with visit in summer term) I can explain some of the similarities and differences between a beach in Britain and a beach in another place in the world.	**I know what a rainforest is and can describe it in detail, including 'cloud forests', plants and animals.** I can relate my understanding of rainforests to seasonal changes. **I can locate the Brazilian rainforest on a world map (including naming 7 continents)** **I know, and can explain why it is important to protect the rainforest.** I can compare a British woodland to a tropical rainforest. https://www.forestryengland.uk/pdf-download/geography-lesson-plan https://learning.dk.com/uk/resources/articles/learning-to-save-the-rainforest-with-ks1
Art	**Colours of Autumn**	**Under the sea**	**Down in the jungle**

	I know how to sort and match colours **I know the names of primary colours** I know how to mix colours to make new ones **I know how to create designs using a limited colour pallet** I know how to develop a design for a stencil print I know how to use card as a painting tool	I know and can name different types of blue and how to mix them in paint. **I know how to create different textures and watery effects with a variety of media**. **I know how to create a stencil and repeat them to make different effects.** I know how to use rubbings to make more complex pictures. I know how to work up close and more boldly in larger scales. I know how to observe fine details closely when drawing.	I know about the life of the artist Henri Rousseau **I know how to explore the techniques used by Henri Rousseau.** I know how to use colour, shape and layering to create camouflage To know the meaning of Henri Rousseau's genre, Portrait-Landscape. **I know about the animals in Rousseau's paintings and how to interpret them artistically.** I know how to use my imaginations and skills to create my own pieces of art inspired by Rousseau.
Music	**Using my body**	**Seaside sound**	**Classical music**
	I know that notation is read from left to right. I know how to do pictorial representations of rhythm and to show sounds and rests.	I know that sections of music can be described as loud, quiet or silent and the meaning of these terms. I know that notation is read from left to right. **I know the names of at least three instruments.**	I know that sound can help tell a story. I know that an instrument or voice can be played at different speeds. **I know that pulse can be fast and slow.**
Computing	**Technology Everywhere**	**Work of art**	**Sort it out!**
	**Substantive Knowledge** **Technology around us (Computers and networks)** **Recognise common uses of information technology beyond school** Use technology purposefully to create, organise, store, manipulate, and retrieve digital content **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.** can identify rules that help keep us safe and healthy in and beyond the home when using technology **IT around us (Computers and networks)** **I know the uses and features of information technology** I know the uses of information technology in the school I know how to identify information technology beyond school I know how information technology helps us **I know how to use information technology safely** I know that choices are made when using information technology	**Substantive Knowledge** **Digital Painting** **Use technology purposefully to create, organise, store, manipulate, and retrieve digital content** **Digital photography (Creating media)** I know how to take a digital photograph **I know the difference between portrait and landscape** I know what makes a good photograph I know the effect that lighting has on a photograph I know that images can be changes and the tools I can use to change it I know how to recognise if a photograph has been changed	**Substantive Knowledge** **Grouping Data (Data and information)** I know how to label objects I know that objects can be counted **I know how to describe objects in different ways** I know how to count objects with the same properties I know how to compare groups of objects **I know how to answer questions about groups of objects** I know that work I create belongs to me (Y1) I can name my work so that others know it belongs to me (Y1) **Pictograms (Data and information)** **Use technology purposefully to create, organise, store, manipulate and retrieve digital content** **• 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** • I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset • I can explain how this could be either in real life or online • If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust • I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) • I can describe the people I can trust and can share this with; I can explain why I can trust them • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school.
RE	**Belonging** **Christmas**	**Good News!** **Easter**	**Sacred Places** **Muslims**
	Making sense of beliefs: Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people. **Understanding the impact:** **Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean** Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). **Making connections:** Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences **1.3** **Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.** Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. **Decide what they personally have to be thankful for at Christmas time.**	**1.4** Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. **Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).** Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. **1.5** **Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.** Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. **Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.** Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	**1.9** Making sense of belief: **Recognise that there are special places where people go to worship, and talk about what people do there** Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Understanding the impact: ·Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe **Give simple examples of how people worship at a church, mosque or synagogue** Talk about why some people like to belong to a sacred building or a community Making connections: Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places Talk about what they have learned and what has helped them to learn. **1.7** Making sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims **Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean**

			Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understanding the impact: Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action Making connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
PSHE	**Different Families** **My feelings**	**Keeping healthy** **Staying safe**	**Rules** **Money**
	Families and relationships: • I know what PSHE education is and how we can help everyone learn in these lessons. • **I know that different people can be in a family and that families look after us.** • **I know the importance and characteristics of positive friendships and who I can speak to if I am unhappy.** • I know the range of families I may encounter now and in the future. • I know how others show feelings and how to respond to these. • I know how courtesy and manners make us feel. • I know that friendships can have problems, but we can overcome these. • I know what is meant by a stereotype. Health and Wellbeing: • **I can describe and understand my feelings and develop simple strategies for managing these feelings.** • I know how to relax in different ways. • I recognise and celebrate my strengths and set simple but challenging goals. • I know the benefits of physical activity and rest. https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y1-2/year-1-2-cycle-a/families-and-relationships-2/ https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y1-2/year-1-2-cycle-a/mixed-age-y1-2-health-and-wellbeing/	Health and Wellbeing: • **I know how germs are spread and how we can stop them spreading.** • I know the risks associated with the sun. • I know what an allergy is. • I know that there are people in the local community who help to keep us healthy. Safety and my Changing Body: • I know how to respond to adults politely and safely. • I know that there are people in the local community who help to keep us safe. • I know ways to keep safe on and near roads. • I know what is safe to put into or onto my body. • I know what an emergency is and to make a phone call if needed. • I know the difference between secrets and surprises. • **I know the difference between acceptable and unacceptable physical contact.** • I know the concept of privacy and the correct vocabulary for body parts. • **I know that my own body is important and belongs to me.** https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y1-2/year-1-2-cycle-a/mixed-age-y1-2-health-and-wellbeing/ https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y1-2/year-1-2-cycle-a/mixed-age-y1-2-safety-changing-body-cycle-a/	Citizenship: • **I know the importance of rules.** • I know ways in which we are the same and different to other people. • I know the range of groups people belong to. • **I know the roles people have in the community.** • I know ways to look after the school environment. • I know the role people play in looking after the environment. Economic Wellbeing: • **I know what money is, where it comes from and how people make money.** • I know the difference between wants and needs. • I know how to keep cash safe. • I know the benefits of banks and building societies. • I know that skills and interests will help me decide what job to do. Transition: • **I know that change can cause mixed feelings.** https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y1-2/year-1-2-cycle-a/mixed-age-y1-2-citizenship-cycle-a/ https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y1-2/year-1-2-cycle-a/mixed-age-y1-2-economic-wellbeing-cycle-a/ https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y1-2/year-1-2-cycle-a/mixed-age-y1-2-transition-cycle-a/
PE	**Movement** **Dance** **Games**	**Keeping healthy** **Movement** **Gymnastics**	**Forest Schools** **Bats and balls** **Athletics**
	Fundamental Movement Skills I know why it is important to keep the ball close to me I understand the term 'dribbling' I know how to use the inside and outside of my feet to dribble the ball I know why I need to look for a space when I am dribbling I know why it is important to aim towards a target when I am kicking and why I need to be accurate when I pass using a kick **Folk Dance** I know how to skip in a circle I know how to change direction when dancing and skipping I know how to link arms with a partner whilst skipping I know how to move in a space showing **Game Sense** I know that when the ball changes possession, I need to transition between attack and defence I know how to tag the opposition to defend I know how to run into a space to gain possession of the ball	**Health and Wellbeing** I know what the terms agility, balance and coordination means I know why being agile is important for sports and exercise I know why it is important to have good balance in sports I know how to keep the ball under control with my feet **Fundamental Movement Skills** I know why I need to keep possession of the ball I know why I should pass to help my team win I know how to tell if my partner is ready to receive the ball I know why it is important to pass accurately **Gymnastics** I know the difference between wide, narrow and curled movements I know how to perform narrow, wide and curled movements on the floor and on apparatus I know how to apply wide, narrow and curled to transitions.	**Forest Schools** I know why it is important to take care of the environment and animals I know how to be respectful towards nature I know how to use some basic tools safely I know why it is important to be safe around a camp fire and how to do so **Fundamental Movement Skills- Rackets, bats and balls** I know how to push a ball with a racket and why it is important to keep the ball close and controlled I know why it is important to move the ball into a space I know why I need to aim at a target when hitting or pushing a ball I know why it is important to be accurate when hitting or pushing the ball I know the meaning of 'control' and 'aiming' **Athletics- Jumping** I know how to skip, using a step hop action I know why I need to hold my head forward when I hop, skip and jump I know why it is important to stay in a space when we jump I know some different ways to jump I know how to link jumps together **Athletics- Throwing**

			I know that I need to aim at a target when I am throwing I know that I need to concentrate on where the ball is going I know that there are overarm throws and underarm throws and that they have different uses
DT	**Wheels**	**Picnic time**	**Levers and Pulleys**
	I can identify what mechanism makes a toy or vehicle roll forward. **I can recall that in order for a wheel to move it must be attached to an axle.** **I can draw and label a diagram of an axle, wheel and axle holder.** I can fix a design so that the wheel can move. **I can use appropriate vocabulary to describe which parts are moving or not and to label my design.** I can design a moving vehicle. **I can make a wheel and axle mechanism.** I can evaluate my design to make it even better.	**I can recognise foods and their food groups.** **I can identify the balance of food groups in a meal.** I can identify an appropriate piece of equipment to prepare a given food. **I can select balanced combinations of ingredients.** I can design based on criteria. I can evaluate a dish based on design criteria.	**I can look at an object and understand how it moves.** I can explore different design options. **I know that mechanisms are a collection of moving parts that work together as a machine to produce movement.** I know there is always an input and an output in a mechanism. **I know that a lever is something that turns on a pivot.** I know that a linkage mechanism is made up of a series of levers.