

Euxton Primrose Hill Primary School Key Stage One Phase Map



**EUXTON
PRIMROSE HILL**
Primary School
"Together we will make a difference."

	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn TRAVELLERS TALES	Spring GOING ON A JOURNEY	Summer
Science	<p>Everyday materials Identifying different materials and naming them. Finding them in our environment and labelling.</p> <p>Seasonal changes Recording daily weather patterns and discuss monthly changes. Compare our weather to weather in other parts of the UK.</p>	<p>Animals incl humans Labelling body parts of humans .Describing the similarities of humans. Knowing they have 5 senses. Knowing the human lifecycle and changes. Knowing that animals grow bigger as they mature. Looking at other animals</p> <p>Seasonal changes Record the weather in our school surroundings. Know the seasons and patterns Discuss the difference between the seasons so far.</p>	<p>Plants Identifying features of a plant/not a plant Investigating how seeds germinate Investigate what plants need to grow How plants change over time</p> <p>Seasonal changes Look at weather on the BBC website - Bring in weather reports from home - make predictions about the weather . Discuss seasonal differences.</p>	<p>Materials Describing physical properties. Sorting, grouping according to properties. Knowing how to change and use materials in different situations. Scientific vocabulary.</p>	<p>Animals including humans – Health – how we grow and be healthy humans have offspring that grow into adults basic needs of humans importance of exercise, types of food and hygiene medicines PSHE/ Science links - Hygiene health</p> <p>lifecycles Plants Describe basic needs of plants and animals and their life cycles. Sorting according to features. Knowing how they are alive.</p> <p>British Values- responsibility for keeping self healthy</p>	<p>Living things in their habitats Identifying different habitats in the local area. Identifying common plants and animals Knowing different plants and animals live in different places.</p> <p>Recording the relationship between humans, plants and animals in a simple food chain.</p> <p>Changing the environment can effect the plants and animals living there.</p> <p>British Values- Respect for living things and their environment</p>
Computing	<p>ONLINE SAFETY Identify different devices that can go on the internet, and separate those that do not. (Science)</p> <p>Computing Bee Bots (app) (Geography maps)</p> <p>Data- Purple Mash Grouping and sorting (shapes or toys) Purple Mash Pictograms</p>	<p>Data Know that images give information. (Science) Websites</p> <p>ONLINE SAFETY Make decisions about whether or not statements or images found on the internet are likely to be true. (Science)</p> <p>Creating stories Text Purple Mash 2 Create a story</p>	<p>Data Sort objects and pictures in lists or simple tables. (Science)</p> <p>Mapwork Daisy Dino/Bee Bots (app) (History)</p> <p>ONLINE SAFETY- Identify when inappropriate content is accessed and act appropriately Identify what things count as personal information. (PSHE)</p> <p>British Values- Responsibility for keeping self safe online</p>	<p>CODING Use 2 Code</p> <p>ONLINE SAFETY- Identify personal information that should be kept private. Remember and use <i>Sid's Top Tips.</i> (PSHE)</p> <p>Presenting ideas Publisher - create a poster about keeping information private</p> <p>Creating Pictures Use 2 paint a picture</p>	<p>ONLINE SAFETY Identify obviously false information in a variety of contexts.</p> <p>ONLINE SAFETY Consider other people's feelings on the internet. (PSHE)</p> <p>CODING Scratch</p> <p>DATABASES Make a simple Y/N tree diagram to sort information (Science) 2 Question and 2 investigate</p>	<p>SPREADSHEETS Use 2 calculate</p> <p>ONLINE SAFETY Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people (Geography the world)</p> <p>British Values- Responsibility for keeping self safe online</p> <p>MUSIC Sound recording (Garage Band and 2 sequence</p>

<p>History</p>	<p>Visit - Blackburn Museum</p> <p>Myself and others (including toys)</p> <p>Looking at family life and changes. Photos from home how family members have grown up. Looking at toys from the past.</p> <p>British Values- Respect for different family situations/Individual Liberty</p> <p>PSHE - relationships link.</p>		<p>Castles</p> <p>Visit - Houghton Towers</p> <p>Look at UK castles Why build here?</p> <p>Link Geography - look at castles in different UK Countries</p> <p>British Values- British values and heritage</p>	<p>FAMOUS PEOPLE LIVES OF SIGNIFICANT INDIVIDUALS</p> <p>in the past who have contributed to national and international achievements. Compare aspects of life in different periods - e.g. Then/Now Christopher Columbus Neil Armstrong Tim Peake</p>	<p>TRANSPORT EVENT BEYOND LIVING MEMORY</p> <p>VISIT - Bury Transport Museum</p> <p>Link materials and DT - Moving vehicles</p>	<p>LOCAL HISTORY</p> <p>Significant historical events, people and places in their own locality. Try to include changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Holidays in Blackpool/Mill workers VISIT Astley Hall</p>
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<p>Geography</p>		<p>Human and physical Geography Study the geography of the school environment Looking at human features, looking at geographical features. Location within Euxton. Features on a map. Map of areas Aerial photos Identify changes that have occurred or are about to occur around school.</p> <p>Geographical skills and fieldwork Looking at the school grounds. Looking at the school. Directional language [for example, near and far; left and right</p>	<p>Human and physical Geography Name four seasons Names and describe changes Comparing weather differences across the uk How is the weather forecast help us Record weather in school grounds</p> <p>Locational Knowledge Human and physical Geography Geographical skills and fieldwork Know the four countries, and where they are, characteristics and the surrounding seas</p> <p>British Values- Mutual Respect and Tolerance of cultural differences</p>	<p>Human and physical Geography Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Euxton) , and of a small area in a contrasting non-European country (Kenya village)</p> <p>Recap four countries of Uk and surrounding seas Location of Euxton and Kenya</p> <p>Geographical skills and fieldwork Collect data in the area and then compare and contrast to NON-EU Country. Africa Features on a map. Aerial photos Devise a simple map with basic simple symbols in a key</p> <p>GEOGRAPHY ADDITIONAL VOCAB beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>British Values- Respect cultural differences Africa</p>		<p>Locational Knowledge Human and physical Geography Name the seven continents, five oceans.</p> <p>Identify Equator, South Pole, North Pole. Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork Use world atlas , maps and globes to identify areas in the world/UK and the continents and Oceans Use simple compass directions (North, South, East and West) and locational Describe the location of features and routes on a map Use aerial photos and plan perspectives to recognise landmarks and basic human and phys features; devise a simple map; and use and construct basic symbols in a key (Link to Astley Hall and Local History)</p> <p>GEOGRAPHY ADDITIONAL VOCABULARY key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Link to Local Hist ??</p>
<p>Art</p>	<p>Drawing Mark Making Painting Light and Dark Kandinski</p>	<p>Drawing Visitor - Lowry artist to come to school. Digital Media Myself</p>	<p>Drawing Plants Printing Leaves William Morris</p>	<p>Drawing Lines & marks Textiles Textiles Africa</p> <p>British Values - respect cultural differences</p>	<p>Drawing Form and Shape Painting Trees (link to Plants) Claire Letton</p>	<p>Drawing Tone Sculpture Buildings Hundertwasser</p>

DT	<p>Mechanisms Moving Pictures Christmas cards Food with materials Silicone trays and metal trays Look at kitchen utensils what are they made of?</p>	<p>Food Fruit and veg Fruit kebabs</p>	<p>Structures Castles Food - research traditional foods for the UK. Breakfast Smoothie</p>	<p>Food with materials Changing state - heating, melting, baking - weighing & Measuring Make jellies, ice lollies etc Textiles - sewing</p>	<p>Moving vehicles Food - from diff countries and cultures British Values Respect other cultures</p>	<p>Food - Healthy snacks for a picnic - Seaside Holidays /Local History Winding mechanisms Nursery Rhyme (link to other year group in School)</p>
PE	<p>Swimming, Baseline unit Lost and Found. Swimming, Core task rolling and kicking.</p>	<p>Swimming, Core task - gymnastics. Swimming, Dance - The three Little Pigs/ Mr.Men.</p>	<p>Swimming, Core task - catching and balancing. Swimming, Core task - overarm and underarm throw.</p>	<p>Core task - Games - Piggy in the Middle. Core task - Gymnastics Dance -The weather</p>	<p>Dance - The seashore. Core task Moving along Core task - Gymnastics. Core task - net/wall task</p>	<p>Athletic activities. Core task - striking and fielding. Athletic activities. Core task - striking and fielding.</p>
RE	<p>WHAT DO PEOPLE SAY ABOUT GOD? <u>Islam</u> Where is God? Christianity - God How do some people behave/feel because they believe in God? British Values- Show kindness and respect for differing religious beliefs</p>	<p>WHAT DO PEOPLE SAY ABOUT GOD? <u>Judaism</u> What do some people do because they believe in God? Christianity - Jesus What stories are told about God? Why are they told? British Values- Show kindness and respect for differing religious beliefs</p>	<p>WHAT DO PEOPLE SAY ABOUT GOD? <u>Christianity - The Church</u> What do some people do because they believe in God? Hindu Dharma What is God like? British Values- Show kindness and respect for differing religious beliefs</p>	<p>HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER? <u>Hindu Dharma</u> Can worship help people remember what is important? VISIT - HINDU TEMPLE Christianity - God What do special stories teach worshippers and others? British Values- Show kindness and respect for other religions</p>	<p>HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER? <u>Judaism</u> Does worship help people? Christianity - Jesus Why do some people have religious rituals? British Values- Show kindness and respect for differing religious beliefs</p>	<p>HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER? <u>Christianity - The Church</u> How and why is celebrating important in religion and worship? <u>Islam</u> Does worship have to happen in a special place/at a certain time? British Values- Show kindness and respect for differing religious beliefs</p>
PSHE	<p>Enjoy and achieve Staying safe British Values- responsible for own safety</p>	<p>Emotional health British Values- kindness in relationships</p>	<p>Being healthy Positive contribution British Values- Responsibility for a healthy lifestyle</p>	<p>Enjoy and achieve Staying safe British Values-</p>	<p>Emotional health Relationships British Values- Kindness and honesty in relationships</p>	<p>Being healthy Positive contribution British Values- Individual Liberty Democracy</p>

Music	<p>Developing Music Skills (Beat)</p> <p>Christmas Production</p>	<p>Singing Sherlock (Singing skills 1)</p> <p>Zoo Time (Reggae) British Values- Respect other cultures.</p>	<p>Sounds Interesting (Exploring sounds)</p> <p>In the Groove (Exploring different styles of music)</p>	<p>Developing music skills (Rhythm)</p> <p>Christmas Production</p> <p>British Values - Individual Liberty/ Respect for different religions</p>	<p>Hands, Feet, Heart (Music from South Africa) British Values- Respect other cultures.</p> <p>Singing Sherlock (Singing skills 2)</p>	<p>I Wanna Play in a Band (Singing and playing together)</p> <p>Sounds Interesting (Exploring Sounds)</p>
French	<p>Greetings What's your name? Numbers 1-20 Colours Classroom objects Cultural: Buche de Noel British Values- Respect other cultures.</p>	<p>Age Days of the week The body Fruit and veg Snacks Cultural: Lemon Festival/ Easter egg game</p>	<p>Weather Animals Family Clothes Cultural: La Fete de Travail</p>	<p>Greetings Alphabet Numbers 1-31 Colours Classroom objects Cultural: Halloween/ Nativity</p>	<p>Age Days of the week Months of the year Birthdays Cultural: Easter Cards</p>	<p>Snacks Weather Animals Family Sports Cultural: La Fete des Mere British Values- Mutual respect, kindness</p>

British Values explicit links highlighted. Opportunities will be found wherever possible in all areas of the curriculum to celebrate these values.