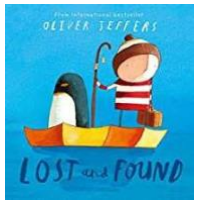
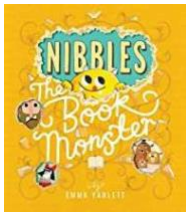
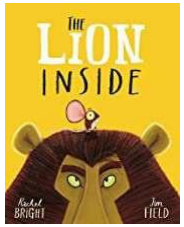
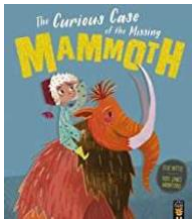
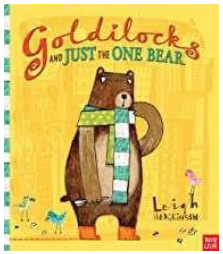
Clutton KS1 Curriculum 2026-2027

KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	 **Focus: Fiction- adventure story**	 **Focus: Recount- diary**	 **Focus: Fiction- journey story**	 **Focus: Fiction- adventure story**	 **Focus: Fiction- fantasy story**	 **Focus: traditional tale**
Writing outcome	Fiction: story with an adventure focus	Recount: To write a diary	Fiction: story with a journey focus	Fiction: To write an adventure story	Fiction: To write a fantasy story	Fiction: traditional tale
SCIENCE	Living things: Habitats	Living things: Microhabitats	Materials: Uses of everyday materials	Animals: Life cycles and health	Plants: Plant growth	Making connections: Plant-based materials
Science End Points	To discover plants and animals in a range of habitats.	To ask questions about minibeasts and use scientific enquiry methods to find answers.	To compare the suitability of materials by carrying out tests and recording data.	To identify the stages of animal life cycles and carry out tests to record growth.	To investigate seeds, bulbs and plants and recognise the conditions required for germination and healthy plant growth.	To consolidate knowledge of materials and plant growth through enquiry.
Curriculum Objectives	To know some of the life processes, including movement, reproduction, sensitivity, growth, To know the difference between things that are	To know a variety of plants and animals and describe some differences. To know a habitat is the environment where an animal or plant lives/grows	·To know objects are made from materials that suit their uses. To know one material can be used for a range of purposes.	To know baby, toddler, child, teenager and adult are human life cycle stages. To know there are differences in the life cycles of different animals.	To know seeds and bulbs grow into seedlings by producing roots and shoots. To know seedlings, grow into mature plants by developing parts such as roots, stems, leaves and flowers.	To know seeds and bulbs grow into seedlings by producing roots and shoots. To know seeds need water and warmth to germinate.

	living, dead, and things that have never been alive, using some of the life processes. To know a variety of plants and animals and describe some differences. To know a variety of habitats, including woodland, ocean, rainforest and coastal. To know a habitat is the environment where an animal or plant lives/grows. To know what a food chain is..	because it provides what they need to survive. To know a microhabitat is a very small habitat To know that living things depend upon each other.	To know different materials can be used for the same purpose. To know solid objects can be stretched, twisted, bent or stretched. To know different solid objects may take different amounts of force to change shape.	To know the basic survival needs of animals are air, water and food. To know personal hygiene prevents the spread of germs. To know that exercise can improve performance and well-being. To know the five food groups are carbohydrates, fruits and vegetables, dairy and alternatives, protein and oils and spreads.	To know seeds, need water and warmth to germinate. To know plants need water, light and a suitable temperature for growth and health.	To know plants need water, light and a suitable temperature for growth and health. To know some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. To know why objects are made from particular materials and to give examples of their suitability. To know different materials can be used for the same purpose To know why certain materials are unsuitable for particular objects.	
Working Scientifically							

	. Ask a range of simple questions about what is noticed. • Observe things closely using simple equipment. • Perform a range of simple tests. • Identify and classify things in the natural and humanly constructed world. • Use a range of observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions					
HISTORY		How was school different in the past?		How have explorers changed the world?	How have we learned to fly?	
History End Points	.	To explore how schools have changed over time by comparing schools today with those from the past.		To create timelines, investigating journeys of exploration and comparing exploration in the past with exploration today.	To learn about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation.	
Curriculum objectives		To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children's lives now and in the past.		To know that a timeline shows the order events in the past happened. To know that 'the past' is time that has already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that there are similarities and	To know that a timeline shows the order events in the past happened. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years.	

		To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.		differences between their lives today and lives in the past. To know some similarities and differences between the past and their own lives. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals .	To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To begin to identify achievements and inventions that still influence their own lives today. To know the achievements and inventions that still influence their own lives today.	

History enquiry skills	Ask questions about things which have happened in the past; · Be able to say how we know about the past and how some artefacts might tell us things about the past; Observe or handle evidence (artefacts, pictures, online sources) to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Develop chronological understanding. Recognise that there are reasons why people in the past acted as they did.					
GEOGRAPHY	What is it like here?		What is it like to live in Africa/China?			Why is our world wonderful?
Geography End Points	To develop mapping skills by locating familiar features on aerial photographs and creating simple maps.		To investigate the wider world by locating continents, oceans and countries beyond the UK, with a focus on either Africa or China.			To explore the geography of the UK and the wider world by identifying key features of the UK, naming the oceans and locating them on a world map.
Curriculum objectives	To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know the name of the country they live in. To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place.		To know the name of the two continents (Europe and Asia/Africa). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. To know that physical features means any			To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know some key physical and human features of the UK.

	To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features.		feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.			To begin to recognise world maps as a flattened globe. To know that maps need a key To know that a tally chart is a way of collecting data quickly.
Geography Fieldwork and Skills •Use simple fieldwork and observational skills to study the geography of Clutton school and the key human and physical features of its surrounding environment. •Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language Use aerial images and plan perspectives to recognise landmarks and basic physical features.						
DT		Making a moving monster		Pouches		Baby bear's chair
D&T End Points		To explore pivot, lever and linkage mechanisms through designing a moving monster with mechanical parts.		To develop basic sewing skills by learning how to create templates, cut fabric accurately and sew a running stitch.		To investigate strong shapes and the properties of stiff and flexible materials by designing a chair inspired by the story Goldilocks and the Three Bears.
Curriculum objectives		To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.		To know that sewing is a method of joining fabric.		To know a design brief helps to decide what to make.

		To know that there is always an input and an output in a mechanism. To know that an input is the energy that is used to start something working. To know that an output is the movement that happens as a result of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is made up of a series of levers.		To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing.		To know different products work in different ways and have parts that make them work. To know existing products can be evaluated against design criteria. To know a design criteria help to decide if their product is a success. To know a structure is something that has been made and put together. To know the shape of a structure affects its strength. To know materials can be manipulated to improve strength and stiffness.
ART	Painting and Mixed Media- Colour Splash		Craft – Woven Wonders		Drawing understanding tone and texture	
Art End Points	To learn about primary and secondary colours, colour mixing techniques		To learn fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional		To explore how artists use tone and texture, and applying these techniques in observational drawings.	

	and applying these skills in painting and printing.		woven artworks inspired by artist Cecilia Vicuña.			
Curriculum objectives	To know that the primary colours are red, yellow and blue. To know primary colours can be mixed to make secondary colours To know a range of common shapes so they can identify and use them in their artwork. To know that using different tools or using the same tool in different ways can create different types of lines. To know a pattern is a design in which shapes, colours or lines are repeated. To know that different tools, and how they are used, create different types of marks. **To k**now that there are many different shades (or 'hues') of the same colour.		To know that three dimensional art is called sculpture. To know that materials can be cut, knotted, threaded or plaited. To learn how to wrap objects/shapes with wool. To learn how to tie a knot, thread and plait. To learn how to weave using a combination of materials. To know some artists are influenced by things happening around them. To know artists choose materials that suit what they want to make. To know art is made in different ways.		To know shapes can be organic (natural) and irregular. To know patterns can be made using shapes. To know objects can be recreated by identifying and combining basic shapes. To know lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. To know patterns can be used to create texture. To know texture means 'what something feels like.' To know different marks can be used to represent the textures of objects. To know some artists use line and tone to show how people feel. To use and describing more complex lines and marks that might begin to reflect	

					texture, e.g. overlapping, varying speed and varying pressure. To use shading to show light and dark areas.	
MUSIC:	Tempo (Theme: Snail and mouse)	Pitch (Theme: Superheroes)	African call and response songs. (In topic sessions)	Dynamics (Seaside	Dynamics - theme: Space	Musical Storytelling (Instruments)
Music End Points	To use voices, bodies and instruments to listen and respond to different pieces of music, pupils learn and perform a rhyme and song with a focus on tempo.	To explore pitch by identifying high and low notes and combining different pitches to compose a simple superhero melody.	To develop rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.	To explore the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion.	To develop their understanding of contrasting dynamics, pupils listen to music inspired by planets and create their own space-themed compositions.	To explore longer pieces of music, pupils look at how music can tell a story through a variety of instruments.
Curriculum objectives	To know that sound can help tell a story. To know that an instrument or voice can be played at different speeds. To know that pulse can be fast and slow.	To know that sounds within music can be described as high or low sounds and the meaning of these terms. To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	To know that dynamics can change the effect a sound has on the audience.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know notation is read from left to right.	To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know pictorial representations of rhythm show sounds and rests.	To know that sections of music can be described as fast or slow and the meaning of these terms. To know sections of music can be described as loud, quiet or silent and the meaning of these terms.

COMPUTING:	Computer Systems and Networks- Improving Mouse Skills	Introduction to data	Algorithms unplugged		Creating media: Stop motion	
Computing End points	To develop mouse sills by learning how to log in and navigate around a computer while creating digital artwork.	To learn what data is, why it is useful and the different ways that it can be gathered and recorded both by humans and computers.	To investigate algorithms, decomposition and debugging through unplugged activities linked to familiar contexts such as dressing up and making a sandwich.		To create simple animations, storyboarding creative ideas and decomposing a story into small parts of action.	
Curriculum objectives	To know how to log in and log out means to begin and end a connection with a computer To know that a computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart. To know that passwords are important for security and to keep us safe.	To know charts and pictograms can be created using a computer. To know a branching database is a way of classifying a group of objects. To know computers understand different types of **input**.	To know to an algorithm is when instructions are put in an exact order. To know decomposition means breaking a problem into manageable chunks, which is important in computing. To know errors in an algorithm are called bugs and fixing these is called debugging.		To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.	
PE: Complete PE						
PE End points	Locomotion: running Gymnastics: Wide, Narrow, Curled	Ball Skills hands: 1 Gymnastics: Body Parts	Ball skills: Feet Dance: Growing	Ball skills: Hands 2 Dance: The Zoo	Locomotion: Jumping Games for understanding	Team building Health and well being

Curriculum objectives	Explore running • Apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements	Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills Introduction to big/ small body parts • Combining big and small with wide, narrow and curled • Transition between wide narrow and curled using big and small body parts • Adding (linking) movements together	Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point Responding to rhythm • Developing the growing plant 'dance' • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance	Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs	Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game Understanding the principles of attack/defence • Applying attacking/ defending principles into a game • Consolidate attacking/defending	Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: Bouncing, rolling and throwing