

St Thomas More Catholic Primary School Curriculum

To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

Humanities				Arts & Culture			Sciences			
History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT

Science (Key Stage 1)

A St Thomas More Scientist will:

- Demonstrate investigative and questioning skills
- Have a deeper understanding of their world
- Use teamwork and co-operation skills
- Have a different way of thinking
- Enjoy learning in a practical way
- Have freedom to investigate their ideas
- Think independently and raise questions about working scientifically
- Develop confidence in practical skills, planning and carrying out scientific investigations
- Have a passion for science and its application in past, present and future technologies.

Supporting community priorities:

- Being language rich
- Cultural and creative experiences
- Enjoying the outdoors and appreciating the locality

Biology

Animals/Plants/Humans/All living things

	EYFS	Year 1	Year 2
Knowledge	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Talk about why things happen and how things work • Eat a healthy range of foodstuffs and understands need for variety in food • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 	<ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. 	<ul style="list-style-type: none"> • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • 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.

	<ul style="list-style-type: none"> • Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. • Manage basic hygiene and personal needs • Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Show care and concern for living things and the environment 	<ul style="list-style-type: none"> • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, 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. • Explore and compare the differences between things that are living, that are dead and that have never been alive. 	<ul style="list-style-type: none"> • 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.
Skills	<ul style="list-style-type: none"> • Ask simple questions. • Use observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.

Chemistry Materials/Fossils and rocks			
	EYFS	Year 1	Year 2
Knowledge	<ul style="list-style-type: none"> • Use simple tools to effect changes to materials • Handle tools, objects, construction and malleable materials safely and with increasing control • Use familiar objects and common shapes to create and recreate patterns and build models 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

		<ul style="list-style-type: none"> • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	
Skills	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Use observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • Ask simple questions. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.

Physics			
Movement, forces and magnets/Light/Sound/Electricity/Earth in space			
	EYFS	Year 1	Year 2
Knowledge	<ul style="list-style-type: none"> • Recognise some magnetic and non-magnetic objects. • Recognise that magnetic objects are metal. (extension - recognise that not all metal is magnetic) 	<ul style="list-style-type: none"> • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. • Observe and name a variety of sources of sound, noticing that we hear with our ears. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes. • Observe and name a variety of sources of sound, noticing that we hear with our ears.
Skills	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Use observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Use observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Use observations and ideas to suggest answers to questions.

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