

KS1 Curriculum Map

Year A (2017-18)	Autumn Homes under the Hammer	Spring From Field to Fork	Summer Seaside Rescue	Autumn Toy stories	Spring Land Ahoy!	Summer Turrets and Tiaras	Year B (2018-19)
<b>English incl Phonics</b>	We will improve our skills in Reading, Writing, Speaking and Listening by sharing and enjoying appropriate books in full. We will create our own texts about our own personal experiences and those of others. We will think about the purpose of our writing when we plan and try to include new vocabulary that we have learned.			We will improve our skills in Reading, Writing, Speaking and Listening by sharing and enjoying appropriate books in full. We will create our own texts about our own personal experiences and those of others. We will think about the purpose of our writing when we plan and try to include new vocabulary that we have learned.			<b>English incl Phonics</b>
<b>Mathematics</b>	We will use the school calculation policy to cover the statutory areas of: <b>Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions, Measurement, Geometry – properties of shapes and position and direction and Statistics (statutory at Y2)</b>			We will use the school calculation policy to cover the statutory areas of: <b>Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions, Measurement, Geometry – properties of shapes and position and direction) and Statistics (statutory at Y2)</b>			<b>Mathematics</b>
<b>Science</b>	We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Plants, Animals including Humans, (Uses of) Everyday Materials, Seasonal Changes, Living things and their habitats. Some elements are split over the two year cycle.			We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Plants, Animals including Humans, (Uses of) Everyday Materials, Seasonal Changes, Living things and their habitats. Some elements are split over the two year cycle.			<b>Science</b>
	<p><b>Year 1 Everyday materials Seasonal change</b></p> <p>Identify and name everyday materials including wood, plastic, glass, metal, water and rock. Distinguish between an object and the material from which it is made. Describe simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. Observe changes across the four seasons. Describe weather associated with seasons.</p> <p><b>Year 2 Uses of Everyday Materials,</b></p> <p>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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Both year groups will particularly on materials in the home.</p>	<p><b>Year 1 Plants, animals and Seasonal changes</b></p> <p>Identify and name wild and garden plants, including deciduous and evergreen trees. Describe the basic structure. Name common animals that are carnivores, herbivores and omnivores. Observe changes across the four seasons. Describe weather associated with seasons.</p> <p><b>Year 2 Living Things and Their Habitats, plants and animals</b></p> <p>Observe 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. Notice how animals, including humans, have offspring which grow into adults. 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. Find out about basic needs of animals including animals for survival.</p>	<p><b>Year 1 Animals, including Humans and seasonal change.</b></p> <p>Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare structures of a variety of animals (including fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label parts of the human body and which part is associated with each sense. Observe changes across the four seasons. Describe weather associated with seasons.</p> <p><b>Year 2 Animals, including humans and living things and their habitats.</b></p> <p>Identify 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 microhabitats. Explore and compare the differences between living, dead and things that have never been alive. Find out about and describe the basic needs of animals including humans for survival (water, food and air). Describe the importance for human exercise, eating the right amount of different types of food, and hygiene.</p>	<p><b>Year 1 Everyday materials Seasonal change</b></p> <p>Identify and name everyday materials, including wood, plastic, glass, metal, water and rock. Distinguish between an object and the material from which it is made. Describe simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. Observe changes across the four seasons. Describe weather associated with seasons.</p> <p><b>Year 2 Uses of Everyday Materials,</b></p> <p>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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Both year groups will particularly on materials in the home.</p>	<p><b>Year 1 Animals, including Humans and seasonal change.</b></p> <p>Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare structures of a variety of animals (including fish, amphibians, reptiles, birds and mammals, including pets). Name common animals that are carnivores, herbivores and omnivores. Observe changes across the four seasons. Describe weather associated with seasons.</p> <p><b>Year 2 Animals, including humans and living things and their habitats.</b></p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants, and how they depend on each other. 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. Explore and compare the differences between living, dead and things that have never been alive.</p>	<p><b>Year 1 Animals, including Humans, plants and seasonal change.</b></p> <p>Identify and name wild and garden plants, including deciduous and evergreen trees. Describe the basic structure. Observe changes across the four seasons. Describe weather associated with seasons.</p> <p><b>Year 2 Animals, including humans and plants.</b></p> <p>Notice how 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 human exercise, eating the right amount of different types of food, and hygiene. Observe how seeds and bulbs grow. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
<b>Art &amp; Design</b>	<p><b>Investigating texture and pattern</b> focus on buildings</p> <p>Year 1 will look at silhouettes, collage and the artist Monet. Year 2 will focus on the artwork of Paul Klee and James Rizzi.</p>	<p><b>Experimenting with different styles and media</b></p> <p>Year 1 to investigate African artwork. Look at the work of Cezanne. Year 2 Make landscape pictures using pattern and colour. Create 3D vegetable patches.</p>	<p><b>Sculpture</b> creating a variety of 3D works of art</p> <p>Year 1 will look at the art work by Natalie Pascoe. They will create seaside dioramas. Year 2 create seaside dioramas and wire fish.</p>	<p><b>Developing art and design techniques</b> to create works of art</p> <p>Year 1 will learn how to colour mix. Artist focus: Henry Rousseau. Year 2 to create paper toys and pop art. Artist focus: Andy Warhol</p>	<p><b>Experimenting with different styles and media</b></p> <p>Year 1 to investigate African artwork. Year 2 to investigate animals in art. Create art to reflect animals found on different continents.</p>	<p>Creating <b>Self-Portraits</b> and drawings/paintings of other people. <b>Artist Focus:</b> Looking at the work of famous portrait artists. Year 1 will look at self-portraits. Year 2 will look at portraits as someone from a castle e.g. jesters.</p>	<b>Art &amp; Design</b>
<b>Computing and ICT</b>	<p><b>Computing:</b> Using technology purposefully to manipulate digital art.</p>	<p><b>ICT:</b> Using technology purposefully to create and edit texts</p> <p><b>Computing:</b> creating and debugging simple programs (Espresso)</p>	<p><b>Computing:</b> Using Technology safely and respectfully</p> <p>Recognising uses of ICT beyond school</p>	<p><b>ICT:</b> Combining Images and Text in conjunction with Art &amp; Design activities</p>	<p><b>Computing:</b> Using algorithms to control Beebot around a route. Further year specific use of Espresso coding.</p>	<p><b>Computing:</b> Using Technology safely and respectfully</p> <p><b>ICT:</b> Using technology purposefully to create and edit texts</p>	<b>Computing and ICT</b>

<b>Design and Technology</b>	<p><b>Skill focus: Stiff and Flexible Materials</b> Design, make and evaluate purposeful products. Year 1 will design and make a room for a house. Year 2 will design and make a cushion.</p>	<p>Design, make and evaluate purposeful products. <b>Skill focus: Cooking and nutrition</b> Year 1 Design and make fruit salad and food packaging. Year 2 Design and make pizza and box packaging.</p>	<p>Design, make and evaluate purposeful products. <b>Skill focus: textiles</b> Year 1 design and make lighthouses and spoon puppets. Year 2 design and make a puppet theatre and seaside themed finger puppet.</p>	<p>Design, make and evaluate purposeful products. <b>Skill focus: choosing materials including textiles carefully for a toy or game.</b>  Both year groups to make puppets</p>	<p>Design, make and evaluate purposeful products. <b>Skill focus: Stiff and Flexible Materials</b> Children in both year groups to make vehicles.</p>	<p>Design, make and evaluate purposeful products. <b>Skill focus: Cooking and Nutrition</b> Design and make a meal for a banquet. Vegetable soup  Design and make shields and a crest for a castle.</p>	<b>Design and Technology</b>
<b>Geography</b>	<p><b>Year 1 Human and Physical features, place and locational knowledge as well as geographical features.</b> Identifying different types of houses in the local area. Compare the town of Luton with countryside using aerial photos. Name and identify the four countries and capital cities of the UK. <b>Year 2 Locational knowledge, place knowledge and Geographical skills.</b> Naming the continents and oceans. Compare towns and cities and houses from around the world. Use aerial photos.</p>	<p><b>Year 1 and 2 Human and physical Geography</b> looking at features of farms using google maps and aerial photos. <b>Place Knowledge</b> - plotting where the food in our baskets comes from. Brief study of a contrasting locality. <b>Mapping skills.</b> Create simple maps with a key. <b>Year 2</b> will also use simple compass directions. Visit a working farm.</p>	<p><b>Year 1 and 2 Human and physical geography. Geographical Fieldwork and Investigation Skills:</b> identifying human and physical features of the of the seaside using basic geographical vocabulary. <b>Mapping Skills:</b> comparing the features of our town to those of a chosen coastal location. Use maps atlases, globes and photos to identify landmarks.  <b>Year 2</b> will identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p>	<p><b>Human and Physical features, place and locational knowledge as well as geographical features.</b> Compare similarities and difference between the UK/Peru. Links to the jungle/rainforest. <b>Mapping skills.</b> Create simple maps with a key.  Year 1 Toys around the world? Jungle/rainforest features Let's go to the jungle link to Paddington.</p>	<p><b>Year 1 Human and Physical features, place and locational knowledge as well as geographical features.</b> Name and identify the four countries and capital cities of the UK. <b>Place Knowledge</b> Brief study of a contrasting locality. How is the artic/Kenya different to the UK? Seasonal and daily weather patterns. <b>Mapping skills.</b> Create simple maps with a key. <b>Year 2 Locational knowledge, place knowledge and Geographical skills.</b> Naming the continents and oceans. Compare towns and cities and houses from around the world. Use aerial photos. <b>Geographical skills</b> identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p>	<p><b>Year 1 Human and Physical features of a castle.</b> Types of castles – use aerial photos to recognise landmarks.  <b>Year 1</b> What are castles and why did we have them?  Year 2 Location of castles. Map locations of castles. Use a key. Physical features of the location – why were they built there?  <b>Fieldwork</b> Visit Warwick castle</p>	<b>Geography</b>
<b>History</b>	Children will be learning about <b>Significant Historical Figures</b> throughout all themes. This is incorporated into the allocation below and can be linked directly to the theme.			Children will be learning about <b>Significant Historical Figures</b> throughout all themes. This is incorporated into the allocation below and can be linked directly to the theme.			<b>History</b>
	<p><b>Changes within living memory:</b> how have homes changed? <b>Events beyond living Memory:</b> for example the Great Fire of London, gunpowder plot and remembrance. <b>Significant Historical Figures</b> Comparisons between Queen Victoria and Queen Elizabeth II</p>	<p><b>Changes within living memory:</b> changes in farming including jobs, machinery, milking and ploughing. Identify where food came from in the past and how it was seasonal. Year 1 will focus on old and new. Year 2 will understand chronology and changes overtime.</p>	<p><b>Changes within and beyond living memory:</b> How have seaside holidays changed over time? A specific focus on Victorian seashores.  <b>Significant Historical Figures:</b> Grace Darling</p>	<p><b>Changes within and beyond living memory:</b> How have toys changed over time?  <b>Significant Historical Figures/Historical event:</b> George Stevenson and The Wright brothers. The first flight of an aeroplane.</p>	<p><b>Changes within and beyond living memory:</b> How has transport changed over time?  <b>Significant Historical Figures/Historical event:</b> Kings and Queens  <b>A Significant Historical Event:</b> Year 2 will look at The Battle of Hastings.</p>		
<b>Music</b>	In every term children will be given opportunities to <b>use their voices expressively in song, rhyme and chant.</b> Enjoy playing and experimenting with a variety of tuned and untuned instruments. They will <b>listen with increasing concentration to a range of high-quality live and recorded music.</b>			In every term children will be given opportunities to <b>use their voices expressively in song, rhyme and chant.</b> Enjoy playing and experimenting with a variety of tuned and untuned instruments. They will <b>listen with increasing concentration to a range of high-quality live and recorded music.</b>			<b>Music</b>
<b>PE</b>	Developing Age Appropriate Skills: <b>Throwing and Catching</b> <b>Dance (indoor)</b> <b>Gymnastics (indoor)</b>	Developing Age Appropriate Skills: <b>Dribbling, Kicking &amp; Hitting</b> <b>Dance (indoor)</b> <b>Gymnastics (indoor)</b>	Developing Age Appropriate Skills: <b>Striking and Fielding</b> <b>Dance (indoor)</b> <b>Athletics (Outdoor)</b>	Developing Age Appropriate Skills: <b>Throwing and Catching</b> <b>Dance (indoor)</b> <b>Gymnastics (indoor)</b>	Developing Age Appropriate Skills: <b>Dribbling, Kicking &amp; Hitting</b> <b>Dance (indoor)</b> <b>Gymnastics (indoor)</b>	Developing Age Appropriate Skills: <b>Striking and Fielding</b> <b>Dance (indoor)</b> <b>Athletics (Outdoor)</b>	<b>PE</b>
<b>PHSE + C</b>	New Beginnings	Good to be me	Changes	Getting on and Falling Out.	Relationships	Going for Goals	<b>PHSE + C</b>
<b>RE</b>	Thanking God for nature, Light Y1 Signs and symbols, Why do we give gifts at Christmas? Y2	What does it mean to belong? Easter Y1 Special places, Easter Y2	Books and Stories Y1 Leaders, Tricky questions Y2	Thanking God for nature, Light Y1 Signs and symbols, Why do we give gifts at Christmas? Y2	What does it mean to belong? Easter Y1 Special places, Easter Y2	Books and Stories Y1 Leaders, Tricky questions Y2	<b>RE</b>