

# KS1 Curriculum Map 2016/17

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Stories with repetitive patterns or structures</li> <li>Poems on a theme</li> </ul>	<ul style="list-style-type: none"> <li>Stories by the same author</li> <li>Recounts of familiar events</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures</li> <li>Poems for learning by heart</li> </ul>	<ul style="list-style-type: none"> <li>Fantasy</li> <li>Other non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports</li> <li>Traditional rhymes</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Number : Place Value</li> <li>Number : Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Place value (yr 1)</li> <li>Graphs (yr 2)</li> <li>Measurement: Length and height (yr 1)</li> <li>Measurement : Length and mass (yr 2)</li> <li>Number : Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Measurement : Weight and volume (yr 1)</li> <li>Measurement : Capacity, volume and temperature (yr2)</li> <li>Geometry : Properties of shapes</li> <li>Number : Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Number : Fractions</li> <li>Number : Place value (yr 1)</li> <li>Measurement : Time</li> </ul>	<ul style="list-style-type: none"> <li>Measurement : Money</li> <li>Number : Place value</li> <li>Number : 4 operations</li> </ul>	<ul style="list-style-type: none"> <li>Number : 4 operations</li> <li>Geometry : Properties of shapes</li> </ul>
Humanities	<p><b>What was life like 100 years ago?</b></p> <ul style="list-style-type: none"> <li>Look at significant historical events, people and places in the local area.</li> <li>Look at events beyond living memory.</li> <li>Identify similarities and differences between ways of life in different periods.</li> </ul>	<p><b>Where do the leaves go in winter?</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns across the UK</li> <li>Think about how the local environment has changed due to weather conditions</li> <li>Understand the impact that weather has on everyday life</li> </ul>	<p><b>How have Rosa Parks and Nelson Mandela helped to make the world a better place?</b></p> <ul style="list-style-type: none"> <li>Research and discover key events in history.</li> <li>Learn about the key facts of segregation and the apartheid.</li> <li>Understand people's feelings about segregation / the apartheid/ discrimination.</li> </ul>	<p><b>Where in the world would you like to live?</b></p> <ul style="list-style-type: none"> <li>Locate countries and continents on a map</li> <li>Compare and contrast to countries.</li> <li>Describe clothing / food / buildings in different countries around the world.</li> </ul>	<p><b>Why do we love to be beside the seaside? (Geography)</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns.</li> <li>Identify and describe physical features such as the beach, cliff, sand, forest, hill, mountain, sea, ocean, river</li> <li>Use simple compass directions.</li> <li>Find seaside locations on maps.</li> </ul>	<p><b>Why do we love to be beside the seaside? (History)</b></p> <ul style="list-style-type: none"> <li>Describe ways of travelling to the seaside in the past.</li> <li>Compare beach clothing from the past to modern day.</li> <li>Find similarities between seaside activities in the past and modern days.</li> </ul>

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<b>Science</b>	<p><b>How will 5 a day help me to keep healthy?</b></p> <ul style="list-style-type: none"> <li>Find out about the basic needs of animals including humans.</li> <li>Describe the importance of exercise and a balanced diet to stay healthy.</li> <li>Understand that animals grow from babies to adults.</li> </ul>	<p><b>Why isn't everyone afraid of the dark?</b></p> <ul style="list-style-type: none"> <li>Identify sources of light.</li> <li>Compare sources of light.</li> <li>Observe shadows.</li> <li>Explain the difference between day and night, thinking about light sources and temperature.</li> </ul>	<p><b>Where did that racket come from?</b></p> <ul style="list-style-type: none"> <li>Describe different ways of making a sound.</li> <li>Explain why a sound is louder the closer you are to it.</li> <li>Control sounds to make them louder or quieter.</li> <li>Explore different ways of making sounds using instruments and voices.</li> </ul>	<p><b>What is our school made of?</b></p> <ul style="list-style-type: none"> <li>Identify and compare different materials.</li> <li>Discuss the properties of materials.</li> <li>Discuss and explain the suitability of an object for a particular purpose</li> <li>Find out how the shapes of objects can be changed using force.</li> </ul>	<p><b>Which birds and plants would Little Red Riding Hood find in our school?</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous, evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants/trees including roots, stem leaves, flowers</li> <li>Plant a variety of seeds, ensure healthy growth of these plants.</li> </ul>	<p><b>Would a penguin want to live here?</b></p> <ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe these.</li> <li>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> </ul>
<b>Art</b>	<p><b>DT this half term</b></p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively.</li> <li>Develop a range of art and design techniques using colour, pattern, texture, line, shape, form and space.</li> <li>Learn about the works of different artists, making links to their own work</li> </ul>	<p><b>Weaving</b></p> <ul style="list-style-type: none"> <li>Learn how to weave wool going over and under other threads of wool.</li> <li>Tie knots in pieces of wool.</li> <li>Thread beads onto wool.</li> <li>Measure a length of wool.</li> </ul>	<p><b>DT this half term</b></p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Look at the work of artists including Henry Matisse.</li> <li>Place and rearrange pieces of material / paper to ensure a good finish.</li> <li>Practise different tearing and cutting techniques.</li> <li>Look at the symmetry of shapes.</li> </ul>	<p><b>DT this half term</b></p>

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<b>D and T</b>	<b>Food</b> <ul style="list-style-type: none"> <li>• Experience a range of fruits.</li> <li>• Experience appropriate cutting utensils.</li> <li>• Design appealing products.</li> <li>• Evaluate design ideas and finished products.</li> </ul>	<b>Art this half term</b>	<b>Art this half term</b>	<b>Structures</b> <ul style="list-style-type: none"> <li>• Practise joining materials together.</li> <li>• Develop joining skills to ensure a secure and strong joint.</li> <li>• Test the properties of materials.</li> <li>• Design and make a model house using joining skills.</li> </ul>	<b>Art this half term</b>	<b>Mechanisms, slides and levers</b> <ul style="list-style-type: none"> <li>• Discover different ways of making things move.</li> <li>• Use a variety of materials to create moving parts.</li> <li>• Look at different joining adhesives.</li> <li>• Plan and evaluate work.</li> </ul>
<b>PE</b>	<b>Gymnastics Swimming</b> <ul style="list-style-type: none"> <li>• Show control and co-ordination in movement.</li> <li>• Choose and link actions.</li> <li>• Remember sequences and repeat them.</li> <li>• Make the body feel tensed and relaxed.</li> <li>• Show contrasts in shapes.</li> </ul>	<b>Attacking and defending</b> <ul style="list-style-type: none"> <li>• Throw underarm.</li> <li>• Use a range of simple tactics.</li> <li>• Work well with a partner or small group.</li> <li>• Explain how the body feels during a game.</li> </ul>	<b>Gymnastics Swimming</b> <ul style="list-style-type: none"> <li>• Show control and co-ordination in movement.</li> <li>• Remember sequences and repeat them.</li> <li>• Show contrasts in shapes.</li> <li>• Demonstrate balance on both the floor and apparatus.</li> <li>• Travel in different ways along both the floor and apparatus.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Show rhythm and movement in dance.</li> <li>• Use space in an interesting way.</li> <li>• Use movement to express an idea or emotion.</li> <li>• Control parts of body to perform a dance.</li> </ul>	<b>Athletics Maypole dancing Swimming</b> <ul style="list-style-type: none"> <li>• Name different athletics and equipment used.</li> <li>• Practise a variety of take-offs and landings.</li> <li>• Understand ways of measuring each type sport and practise measuring these.</li> <li>• Learn maypole dancing choreography.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Show rhythm and movement in dance.</li> <li>• Use space in an interesting way.</li> <li>• Use movement to express an idea or emotion.</li> <li>• Control parts of body to perform a dance.</li> </ul>

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<b>Music</b>	<b>Pitch</b> <ul style="list-style-type: none"> <li>• Play tuned instruments.</li> <li>• Control voices when singing.</li> <li>• Use their voice in different ways.</li> <li>• Imitate changes in pitch.</li> </ul>	<b>Duration</b> <ul style="list-style-type: none"> <li>• Children play untuned instruments.</li> <li>• Control long and short sounds using instruments and voices.</li> <li>• Clap short rhythms.</li> <li>• Create short melodic patterns.</li> </ul>	<b>Dynamics</b> <ul style="list-style-type: none"> <li>• Use their voices expressively</li> <li>• Discover how to make a loud / quiet sound on an instrument.</li> <li>• Describe loud / quiet sounds.</li> <li>• Show physical when playing instruments to create loud and quiet sounds.</li> </ul>	<b>Tempo</b> <ul style="list-style-type: none"> <li>• Children to listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>• I follow instructions.</li> <li>• I can make and control long and short sounds using voices and instruments.</li> <li>• I can clap short rhythms.</li> <li>• With help, I can clap longer rhythms.</li> </ul>	<b>Timbre</b> <ul style="list-style-type: none"> <li>• Children to experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Recognise and use changes in timbre, pitch and dynamics.</li> <li>• Combine sounds with movement and narrative.</li> </ul>	<b>Structure &amp; Texture</b> <ul style="list-style-type: none"> <li>• Sing songs from memory with accurate pitch either in a group or alone.</li> <li>• Sing and play a range of singing games.</li> <li>• Compose and perform simple melodies and songs independently.</li> </ul>
<b>RE</b>	<b>How do we show we care for others?</b> <ul style="list-style-type: none"> <li>• Exploring myself and the people around me.</li> <li>• Explore different practise and ways of living.</li> <li>• Look at values and commitments.</li> </ul>	<b>How and why do we celebrate special times?</b> <ul style="list-style-type: none"> <li>• Look at Christmas and Hanukkah.</li> <li>• Religious and spiritual ways of expressing meaning.</li> <li>• Questions about identity, diversity and belonging.</li> </ul>	<b>Who is a Christian and what do they believe?</b> <ul style="list-style-type: none"> <li>• Talk about the promises that God has made</li> <li>• Explain the importance of Jesus</li> <li>• Ask questions about God</li> <li>• Explain important messages in God and Jesus's teachings and how that is important in everyday life</li> </ul>	<b>Who is an inspiring person and why?</b> <ul style="list-style-type: none"> <li>• Describe ways in which Christians celebrate Shrove Tuesday, Ash Wednesday and Easter</li> <li>• Explain why Christians celebrate Easter</li> <li>• Describe the inspiring things Jesus has done</li> <li>• Talk about who inspires them and why</li> </ul>	<b>What do stories of Jesus tell Christians about how to live?</b> <ul style="list-style-type: none"> <li>• Understand why Christians follow Jesus</li> <li>• Discuss why he is a role model for the way Christians live their lives.</li> <li>• Listen to the parable of the Lost Son and think about the messages Jesus was giving to the Christian about how they should live their lives.</li> </ul>	<b>What do Bible stories tell Christians about how to live?</b> <ul style="list-style-type: none"> <li>• To know that the bible is a special book for Christians</li> <li>• To know that Jesus told stories and that those stories had a meaning or a message.</li> <li>• Retell some Bible stories and discuss their meaning</li> <li>• Compare stories told by Jesus to other stories.</li> </ul>

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<b>PSHCE</b>	<b>Difference and diversity</b> <ul style="list-style-type: none"> <li>Recognise that everyone is different and unique.</li> <li>Look at similarities and differences between people.</li> <li>Recognise that our class and school is made up of a range of people.</li> <li>Understand that diversity is ok.</li> </ul>	<b>Getting on and falling out / feeling safe</b> <ul style="list-style-type: none"> <li>Learn how to deal with unwanted physical contact.</li> <li>Recognise the value of trust and identify people they trust.</li> <li>Understand the difference between good and bad secrets.</li> <li>Develop strategies for staying safe.</li> </ul>	<b>Going for goals</b> <ul style="list-style-type: none"> <li>Recognise their strengths as a learner</li> <li>Understand we learn in different ways</li> <li>Set a realistic goal and appreciate the consequences of achieving it</li> <li>Recognise when they are becoming bored or frustrated and can identify ways to overcome these feelings</li> </ul>	<b>Proud to be me</b> <ul style="list-style-type: none"> <li>Identify facts about themselves</li> <li>Reflect upon things they are proud about themselves.</li> <li>Explain some things they are anxious/ worried about.</li> <li>Know some things that make themselves feel relaxed and things that make them stressed.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Share their opinions and feelings on the people who matter to them.</li> <li>Recognise, name and deal with their feelings in a positive way.</li> <li>Understand that families and friends should care for each other.</li> </ul>	<b>Money matters</b> <ul style="list-style-type: none"> <li>Contribute to the class and life of the school.</li> <li>Realise money comes from different sources.</li> <li>Understand that money is used for different purposes.</li> </ul>
<b>Computing</b>	<b>Basic computer skills</b> <ul style="list-style-type: none"> <li>Switching a computer on and off.</li> <li>Logging on and off.</li> <li>Navigating around the screen.</li> <li>Typing skills.</li> <li>Saving and retrieving work.</li> <li>Printing.</li> </ul>	<b>Recording information</b> <ul style="list-style-type: none"> <li>Create a pictogram.</li> <li>Record information as text.</li> <li>Record information as photographs.</li> <li>Record information as sound.</li> </ul>	<b>Research and power point presentations</b> <ul style="list-style-type: none"> <li>Adding and editing text</li> <li>Adding images</li> <li>Saving files</li> <li>Google searches</li> <li>Following hyperlinks</li> </ul>	<b>Handling data</b> <ul style="list-style-type: none"> <li>Read information from a variety of charts / diagrams / tables</li> <li>Input data</li> <li>Create a table</li> </ul>	<b>Multimedia (sound)</b> <ul style="list-style-type: none"> <li>Open a file in audacity.</li> <li>Save a file in audacity.</li> <li>Alter volume.</li> <li>Alter speed.</li> <li>Alter pitch.</li> </ul>	<b>Programming (Scratch)</b> <ul style="list-style-type: none"> <li>Use the cut tool.</li> <li>Use the paste tool.</li> <li>Layer different sounds together.</li> <li>Record sound.</li> </ul>