

Key Stage 1 Curriculum Map Year B Autumn 1

Crowland, Westminster, Regent, St James'

<p>English Fiction Associated grammar Non fiction</p>	<p><b>Dogger</b> Yr. 3 Entertain: Narrative- retelling a story from a different character's point of view (e.g. the gargoyles or the detective in Tuesday). Narrative- using wordless picturebook as frame for writing own narrative. Narrative- creating own 3-page picture book, using illustrations and text to tell story. Describe: Detailed description of a set-ting from the story (e.g. city from the gargoyles viewpoint or Fungus' home). Inverted commas to punctuate direct speech Expressing time and cause using con-junctions (e.g. when, so, before, after, while, be-cause); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, be-cause of) Yr. 2 Entertain: Simple narrative- retelling a story or imitating story but with changes, such a story about a lost toy, using the structure of Dogger or a story about a visitor from space such as Beegu. Letters- letters from characters in the stories to one another or using text as a model (e.g. The Jolly Postman).Describe: Detailed description of a character from the story (e.g. the Selfish Crocodile or Courtney). Formation of nouns using suffixes such as -ness, -er Formation of adjectives using suffixes such as -ful, -lessUse of the suffixes -er and -est to form comparisons of adjectives and adverbs Subordination (using when, if, that, or because) and co- ordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command Correct choice and consistent use of pre-sent tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling Yr. 1 Entertain: Simple narrative- retelling a story or imitating story but with changes to characters or their adventures. Or a new story starring a character they have met in a book. Extra pages- writing additional pages for books (for example, extra animals for Oi Frog!- 'armadillos sit on pillows' etc.).Diary- a character's diary telling the story from their point of view (e.g. Little Bear or the penguin from Lost and Found).Describe: Detailed description of a character from the story- George or Puffin Peter. Joining words and joining sentences using and How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How words can combine to make sentences Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>
<p>Maths</p>	<p><b>Non-fiction- Information text St James/Westminster; skeletons and muscles, Crowland/Regent: human offspring</b> Y1 - Number &amp; Place Value: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count, read and write numbers to 100 in numerals; given a number, identify 1 more and 1 less; identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; read and write numbers from 1 to 20 in numerals and words; practising ordering first, second and third; count in multiples of twos, fives and tens. Addition and Subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs; represent and use number bonds and related subtraction facts within 20; solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>. Geometry – Properties of Shapes Recognise and name common 2-D shapes. Measurement – Length and Height Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; measure and begin to record the following: lengths and heights. Y2 – Number and Place Value. Recognise the place value of each digit in a two - digit number (10s, 1s); identify, represent and estimate numbers using different representations, including the number line; compare and order numbers from 0 up to 100; use and = signs; read and write numbers to at least 100 in numerals and in words; use place value and number facts to solve problems; count in steps of 2 and 5 from 0, forwards and backwards. Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100; show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot; recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems; solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods. Geometry – Properties of Shapes Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line; compare and sort common 2-D shapes; draw lines and shapes using a straight edge. Measurement – Length and Height Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers; compare and order lengths and record the results using &gt;, &lt; and = Y3 - Number and place value, • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000• read and write numbers up to 1000 in numerals• solve number problems and practical problems involving these ideas, Addition and subtraction• practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. • add and subtract numbers mentally, including:– a three-digit number and ones– a three-digit number and tens Geometry – Properties of shapes • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them, Number – Number and place value • find 10 more or less than a given number. Number – Multiplication and division • recall and use multiplication and division facts for the 3 multiplication table • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects, Fractions • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • add fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]• solve problems that involve all of the above Measurement (mass) • measure, compare, add and subtract mass (kg/g)</p>

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Marvellous Me	<b>Pupils should be taught about:</b> ☒changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates	To recognise changes in their life, related to national events
Science- Animals inc Humans Body and senses	<b>1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which sense</b> <b>3b2: identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b>	<b>Y1/2:</b> Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes Yr 3 should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions	That each part of the body is associated with each sense - sight, hearing, taste, touch and smell. They learn that the sense of touch is associated with the whole body, rather than a particular organ. explain the functions of the human skeleton and identify its main bones
R.E Crowland/ Regents	<b>Creation (U.C 1.2)</b> <b>Who made the World?</b>	<b>PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:</b> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul>	Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.
Westminster/S t James	<b>God-Hinduism</b>	Hinduism as an umbrella term for a collection of religious expressions • Some Hindus describe it as Sanatana Dharma (the ‘eternal duty’) • Hinduism is a monotheistic religion (belief in one ultimate reality) • Brahman, the ultimate reality, the life force in all things • Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality) • The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation • Other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh • Atman (the soul) – the bit of the ultimate reality in all living things • The atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) • The goal is for the atman to break free from this cycle of life (moksha) • Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha • Stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life	How are deities and key figures described in Hindu sacred texts and stories? → What might Hindus understand about the Divine through these stories? → What is the purpose of visual symbols in the mandir?

<p>Music ME1 Ourselves ME 10 Our bodies</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Y1/2 Instruments: Pupils should be taught to: play tuned and un-tuned instruments musically Describe, name and group a variety of instruments Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together Y1/2 pitch: Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice Follow the shape of the melody when singing songs. (Use hand/arm to gesture) Y3 instruments: Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) Select instruments and create sounds to describe visual images Y3 pitch: Sing in tune in a group and alone Sing using a limited range of notes (i.e. middle C to D octave above)</p>	<p>Create, respond to, place and change vocal sounds Respond to change of mood in a piece of music with a slow and fast steady beat Identify a repeated rhythm pattern Explore, create and place vocal and body percussion sounds Invent and perform new rhythms to a steady beat</p>
<p>Art/DT Self portraits</p>	<p>use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Y3 - create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</p>	<p>Y1/2: Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit the task about own work and that of others Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials Look at sculptures by known artists and natural objects as starting points for own work Y3: Develop sketch books Use a variety of ways to record ideas including digital cameras and iPads Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Experiment with a wider range of materials Present work in a variety of ways Create 3D shapes and sculptures using a range of materials, inc papier mache Develop confidence working with clay adding greater detail and texture Create work on a larger scale as a group</p>	<p>Children create self portraits using a range of media</p>
<p>Computing 2.3 We are Photographers</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Y3 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Yr ½ Media: Pupils learn to use digital cameras and microphones for a purpose Yr 3Graphics Pupils learn how to take, adapt or create images to enhance or further develop their work</p>	<p>Take and edit photographs to create a shared portfolio</p>
<p>PE Mastering basic movements</p>	<p>Y1/2: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Y3: to use running, jumping, throwing and catching in isolation and in combination compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Y1/2: Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve Throw</p>	<p>Children will learn, practice and refine a range of basic movements including running, jumping, throwing and catching.</p>

		<p>into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve Y3:</p> <p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running (e.g. what arms and legs are doing) Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely Set realistic targets of times to achieve over a short and longer distance (with guidance) Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Set realistic targets when jumping for distance for or height (with guidance) Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p>	
<p>RSE Emotional well being</p>	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and hap-piness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbully-ing) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)* • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p>Yr 1. R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>Yr 2 H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Yr 3 H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p>	<p>Yr 1 R1, R2, R5, Yr 2 H2, H4, H5 Yr 3, H1, H2, H3, H4, H5, H9</p> <p>Plus recovery curriculum activities</p>

