Key Stage 1 Curriculum Map Year B Autumn 2

	Crowland, Westminster, Regent, St James'-Stop, Look and Listen
English Fiction Associated grammar Non fiction	**Bo, The Boston Stump Mouse** **Yr. 3 Entertain: Narrative- writing a missing story from the collection explain a further adventure or how a creature came to be the way it is (based on stories from Just So Stories or How the Whale Became).Playscript- retelling a story as a playscript (and then performing it). Inform: A short non-fiction text about a creature from one of the books studied (e.g. what the rhinoceros or whale are actually like).Inverted commas to punctuate direct speech Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of) Formation of nouns using a range of prefixes such as super-, anti-, auto- Use of the determiners a or an according to whether the next word begins with a consonant or a vowel Using paragraphs as a way to group related material Headings and subheadings to aid presentation, Use of the perfect form of verbs to mark relationships of time and cause Inverted commas to punctuate direct speech** **Yr.2 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.** **'Missing book'- writing a new book in the style of the author studied. Inform: A short biography of the author studied Revision/consolidation of Y1 Objectives And: Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use 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 present 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** **PLUS ANY ADDITIONAL GRAMMAR FEATURES FROM GAPS ANALYSIS**
	Non-fiction- Explanation Text t St James/Westminster; Light and Dark, Crowland/Regent: Food Chains
Maths	**Y1 - Multiplication and Division; Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher; understand multiplication and division through grouping and sharing small quantities. 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 7 = ? - 9. Geometry – Position and Direction; Describe position, directions and movements, including whole, half, quarter and three-quarter turns. Number – Fractions; Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity; recognise and combine halves as part of a whole. Measurement – Money; Recognise and know the value of different denominations of coins and notes.** **Measurement – Time; Sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years; tell the time to the hour and half past the hour and draw the hands on a clock face to show these times..** **Y2 Number and Place Value; Count in steps of 2 and 5 from 0 and in tens from any number, forward and backward; Multiplication and Division; Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs; how that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot; solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 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; add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s Geometry – Position and Direction Order and arrange combinations of mathematical objects in patterns and sequences; use mathematical vocabulary to describe position, direction and movement including movement in a straight line. Number – Fractions Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity; write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Measurement – Time; Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour** **Y3 - Number – Addition and subtraction• add and subtract numbers mentally, including: – a three-digit number and ones– a three-digit number and tens– a three-digit number and hundreds• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, Geometry – Properties of shapes • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle, Number – Number and place value • count from 0 in multiples of 4 and 8 Number – Multiplication and division • recall and use multiplication and division facts for the 4 and 8 multiplication tables • 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 Measurement (time)• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and24-hour clocks• estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m.,morning, afternoon, noon and midnight**

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Stop, Look Listen	**Pupils should be taught to:** **Yr1/2•use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key** **•use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding** **Yr 3 •use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** **•use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies**	**Gather information. Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey Sketching Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Audio/Visual-Recognise a photo or a video as a record of what has been seen or heard, Use a camera in the field to help to record what is seen** **Gather information, Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology Sketching-Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual-Select views to photograph Add titles and labels giving date and location Information, -Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map**	**To recognise features f the local area, identify key local features and conduct a transport review of the village**
Science-Seasons	**1d1: Observe changes across the four seasons** **1d2: Observe and describe weather associated with the seasons and how day length varies** **3d3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes** **5d4: use the idea of the Earths rotation to explain day and night and the apparent movement of the sun across the sky**	**Pupils should observe and talk about changes in the weather and the seasons.** **Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.**	**Children use data from a simple table to create a pictogram of weather in the local area. Children place the seasons and months of the year in order. They use this information to show the sequence of seasons and months. Children look at different events from throughout the year. They place them in the right season. Children look at different types of weather. They cut and paste the correct description, or write their own. Children match timelines showing the Sun's position in the sky to their respective seasons.**
R.E Crowland/ Regents	**God-Christianity**	**Beliefs about God and how they are explored in stories from the Old Testament: o Belief in one God who has created the world (Genesis 1) o Belief that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David) o Belief that God never gives up on people (e.g. Jonah) Belief that Jesus is 100% human and 100% God (the incarnation – 'God in the flesh') Belief that Jesus has come to work with human being to try to fix what has been spoiled Belief that he does this by teaching about what the world should be like (e.g. parables of the Good Samaritan, Lost Son, Lost Sheep, etc.) and through the way he lives his own life (e.g. treating others the way he would want to be treated – the Golden Rule in Mark 12:30-31, the healing of Jairus' daughter in Mark 5:21-43, the Samaritan women at the well, the story of Zacchaeus, etc.) Belief that he is there to do one key job – to get rid of the death that came into the world when the first humans made their bad decision = the crucifixion and resurrection narratives Belief that what humans have to do is get rid of the suffering that came into the world when the first humans made their bad decision; Christians do this by following Jesus' teachings and example; if they are successful, they believe things will go back to what** **God originally intended when he created the world – they call this the Kingdom of God**	**What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc.** **What do stories in the New Testament tell Christians about Jesus**
Westminster/S t James	**Further studies of Hinduism**	**Recap of key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma** **Worship in the home: home shrine often including a murti (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of Brahman, the ultimate reality), importance of the family and the way in which dharma relates to family life** **Worship in the mandir: puja ; the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a dewa lamp in which the Brahmin [priest] shares the light with the community of worshippers) as a key part of puja in the mandir – some worshippers place gifts of money on the arti tray as it is**	**How is Hindu belief expressed collectively?** **How does Hindu worship and celebration build a sense of community?** **Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world**

		passed around, this money is used for the upkeep of the mandir; the sharing of prashad (food that has previously been offered to the murtis in the mandir and is therefore considered to be holy) at the end of puja in the mandir Festivals: Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma [duty] and when you do not fulfil your dharma); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting dewa lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts;	
DT construction	Pupils should be taught to: Yr1/2 •design purposeful, functional, appealing products for themselves and other users based on design criteria •generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Yr 3 •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Yr1/2 State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture / lighthouse Generate own ideas for design by drawing on own experiences or from reading Yr 3 Gather information about the needs and wants of particular individuals and groups Develop their own design criteria and use these to inform their ideas Research designs Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces Use annotated sketches, cross-sectional drawings and diagrams Use computer-aided design	Create a car with turning wheels
Music M 1/7 Our School M1/8 Pattern	Use their voices expressively and creatively by singing songs and speaking chants and rhymes .	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music	Sing a song together as a group Explore sounds on instruments and find different ways to vary their sound Create a soundscape using instruments Explore different sound sources and materials Explore sounds on instruments and find different ways to vary their sound OR A FURTHER STUDY OF A COMPOSER AS APPROPRIATE
Computing Crowland/Regents Creating media-digital painting	Pupils Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	Learners are introduced to the freehand tools available for digital painting. Then to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist. This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist. learners' develop an understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky. Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.
Westminster/St James Creating media-digital photography	Pupils learn how to Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	that many devices can be used to take photographs and that we choose the device for many different reasons. Learners will then begin to capture their own photographs., learners explore taking photographs in both portrait and landscape formats and explore

			the reasons why a photographer may favour one over the other.learners discover what constitutes good photography composition and put this into practice by composing and capturing photos of their own., learners investigate the effect that good lighting has on the quality of the photos they take and explore what effect using the camera flash and adding an artificial light source have on their photos. They also learn how the camera autofocus tool can be used to make an object in an image stand out. Learners are introduced to the Pixlr image editing software and use the 'Adjust' tool to change the colour effect of an image. . Learners are introduced to a range of images that have been changed in different ways and through this, develop an awareness that not all images they see are 'real'. To start the lesson, learners are first challenged to take their best photograph by applying the photography composition skills that they have developed throughout the unit.
PE **Dance**	Pupils should be taught to: Yr ½ • perform dances, using simple movement patterns Yr 3 perform dances using a range of movement patterns	Yr ½ Copy some moves , Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting) Yr 3 Create dance phrases/dances to communicate an idea Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music Perform dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting	Dance
RSE **Physical well being**	the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their	Yr1 H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency Yr 2 H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	Yr 1 H2, L10, Yr 2 H1, H12 Yr 3, H9, H10 Plus road safety lessons https://www.think.gov.uk/key_stage/ks1/

	health what constitutes a healthy diet (including understanding calories, and other nutritional content) • the principles of planning and preparing a range of healthy meals. •know how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries	to recognise that choices can have good and not so good consequences H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety Yr 3. H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	