

Key Stage 1 Curriculum Map Year A Spring 1

Regent, St James, Crowland, Westminster, Spring 1	
<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Robin Hood and his merry men Yr 1 Entertain: Simple narrative- retelling a story or imitating story but with different obstacles. Describe: Detailed description of a character from the story- Robin Hood/the Sherriff. Inform: A short non-fiction text about an element of one of the books:.</p> <p>Year 2 Entertain: Simple narrative- retelling a traditional tale or imitating story but with changes, such as another story featuring selkies or another adventure of Robin Hood. Describe: Detailed description of one setting from a text (Nottingham Forest/Castle). Inform: A short non-fiction text about a country or time in history from one of the books studied. Year 3 Entertain: Extended narrative- retelling the story as first-person narrative, with own adventures. Diary- a character’s diary telling the story from their point of view (e.g. Robin Hood). Letters- letters from characters in the stories to one another (Robin Hood to Maids Marian). Describe:Detailed description of one setting from a text. Inform:A short non-fiction text about a country or time in history from one of the books studied.</p> <hr/> <p>Non-fiction- non chronological reports “A sentences</p>
<p>Maths</p>	<p>Y1 Number & 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; count in multiples of 2s, 5s and 10s; 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; recognise and create repeating patterns with objects and with shapes. 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 – Properties of Shapes Recognise and name common 3-D shapes. 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; make connections between arrays, number patterns and counting in twos, fives and tens. Measurement – Mass Compare, describe and solve practical problems for mass / weight, for example, heavy/light, heavier than, lighter than; measure and begin to record mass/weight.</p> <p>Yr 2 Number and Place Value Count in steps of 3 from 0 forward and backward; 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; count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards. Addition and Subtraction 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. Measurement – Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers; calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs; solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Measurement – Mass Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales; compare and order mass and record the results using $>$, $<$ and $=$. Geometry – Properties of Shapes</p>

	<p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces; identify 2-D shapes on the surface of 3-D shapes; compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Yr 3</p> <p>, Number – 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 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas</p> <p>Number – Addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, Measurement (money) • add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Geometry – Properties of shapes • draw 2-D shapes and describe them • recognise angles as a property of shape</p> <p>Number – Number and place value • count from 0 in multiples of 4 and 8</p> <p>Number – Multiplication and division</p> <p>• 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</p> <p>Fractions • recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators • recognise and use fractions as numbers: unit and non-unit fractions with small denominators • compare and order unit fractions and fractions with the same denominators • solve problems that involve all of the above</p> <p>Measurement (length) • measure, compare, add and subtract lengths (m/cm/mm)</p>
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	Key knowledge	Key skills	Key content/vocabulary
<p>Topic theme</p> <p>Castles and Cathedrals</p>	<p>Pupils should be taught about (Yr ½)</p> <p>▫events beyond living memory that are significant nationally or globally</p> <p>▫the lives of significant individuals in the past who have contributed to national and international achievements. talk about important places and where was important and why</p> <p>(Yr 3) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>+ Geog</p> <p>Yr ½ to describe the location of features and routes on a map</p> <p>Yr 3 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Y1/2</p> <p>Recognise why people did things</p> <p>Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p> <p>Yr 3 Develop increasingly secure chronological knowledge and understanding of history, local, British and world, Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past Identify and begin to describe historically significant people and events in situations</p> <p>Yr ½ Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Yr 3 Locate places using a range of maps including OS & digital</p>	<p>Yr 1/2 To develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p> <p>Yr 3</p> <p>Develop use of appropriate subject terminology,</p>
<p>Science- Everyday uses of Materials</p>	<p>2d1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Yr 1/2 ks1w1: asking simple questions and recognising that they can be answered in different ways</p> <p>ks1w2: observing closely, using simple equipment</p> <p>ks1w3: performing simple tests</p> <p>ks1w4: identifying and classifying</p>	<p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for</p>

	<p>2d2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>ks1w5: using their observations and ideas to suggest answers to questions ks1w6: gathering and recording data to help in answering questions Y3: lks2w1: asking relevant questions and using different types of scientific enquiries to answer them lks2w2: setting up simple practical enquiries, comparative and fair tests lks2w3: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers lks2w4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions lks2w5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions their findings.</p>	<p>matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations</p>
<p>R.E Crowland</p>	<p>God-Islam</p>	<p>Pupils will know that Muslims believe: One God (tawhid), created the universe in harmony ☑ Created human beings to help keep the universe in harmony ☑ Provided a straight path (shariah) to help keep the universe in harmony ☑ Provided guidance to help humans follow the straight path (Qur'an, prophets, natural world) ☑ 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God) ☑ Qur'an = holy book of Islam; the words of God, providing guidance for human beings ☑ Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path ☑ The story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')</p>	<p>How is Allah described in the Qur'an? ☑ What do Muslims learn about Allah and their faith through the Qur'an</p>
	<p>Thankfulness</p>	<p>Make links with compulsory units on Life Journey: saying thank you for the birth of a new baby (recap if necessary) ☑ Think about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God? ☑ Christianity: Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards (i.e. there to look after God's creation); explore different ways in which Christians around the world celebrate harvest; in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at</p>	<p>Must include at least one religion/worldview other than Christianity and Islam. ☑ E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism</p>

Westminster		<p>Christmas – explore the painting Dalit Madonna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus</p> <p>☑ Judaism: key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the mitzvot (commandments) – the laws that God asks his chosen people to follow, e.g. the Ten Commandments; Sukkot – the festival of the booths; it remembers the time when God’s chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter; sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God’s protection during their time in the desert; asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.</p>	
<p>Music Animals 3.7 In the past</p>	<p>The children use voices, movement and instruments to explore different ways that music can be used to describe the movement of animals</p> <p>The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p>Y1/2 Voice: Pupils should be taught to: •use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Y1/2 pitch: Listen to notes G - E played on chime bars. 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)</p> <p>Y3 Voice: Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</p> <p>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>the origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.</p>

<p>DT Design, construct and evaluate a model drawbridge</p>	<p>(Yr ½)Pupils should be taught to:</p> <ul style="list-style-type: none"> •select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] •select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic <p>Yr 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> •select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately •select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Yr 1/2Follow procedures for safety Use and make own templates , Measure, mark out, cut out and shape materials and components, assemble, join and combine materials and components, Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples , Use finishing techniques, including those from art and design</p> <p>Yr 3Follow procedures for safety, Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components, Measure, mark out, cut and shape materials and components with some accuracy</p> <p>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</p>	<p>Create a model of a drawbridge which can be seen opening and closing using a pulley system</p>
<p>Computing 1.4 We are collectors</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 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.</p> <p>Y3 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and</p>	<p>Yr ½ find and use pictures on the web know what to do if they encounter pictures that cause concern group images on the basis of a binary (yes/no) question organise images into more than two groups according to clear rules sort (order) images according to some criteria ask and answer binary (yes/no) questions about their images.</p> <p>Yr 3 As above and then present the images using a powerpoint programme incorporating music and effects</p>	<p>the pupils will use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised.</p>

	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		
PE Gymnastics	<p>Yr ½ Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>Yr 3 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Year ½ Stand and sit “like a gymnast” Explore the 5 basic shapes: straight/tucked/star/straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Yr 3</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently</p>	Gymnastics
RSE Respect	<p>Yr ½ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners* •</p> <p>Yr 3 the importance of self-respect and how this links to their own happiness† • that in school and in wider society they</p>	<p>Yr 1</p> <p>R8. to identify and respect the differences and similarities between people L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L4. that they belong to different groups and communities such as family and school.</p> <p>Yr 2</p> <p>L3 that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>Yr 1 R8, L1, L2,L4</p> <p>Yr 2 L3, L5,</p> <p>Yr3 R10,R14, R15, L11, L12</p>

	<p>can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>Yr 3 R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares' L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs</p>	
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