

Key Stage 1 Curriculum Map Year A Autumn 1

Crowland, Westminster, Regent, St James'

<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p><b>Longer Narratives</b> Pugs of the Frozen North – Philip Pullman: <b>Y1 Entertain:</b> 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 Diary- a character’s diary telling the story from their point of view <b>Y1 Describe:</b> Detailed description of a character from the story <b>Y2 Entertain:</b> Simple narrative- telling a story starring the characters from the book studied. Simple narrative- another story with a similar theme Simple narrative- an extra chapter for a book Diary- a character’s diary telling the story from their point of view <b>Y2 Describe:</b> Detailed description of a setting from the story; or description of a character. <b>Y3 Entertain:</b> Extended narrative- story using structure of the book studied Diary- a character’s diary telling the story from their point of view Letters- narrative told as series of letters from characters in the stories <b>Y3 Describe:</b> Detailed description of one character from a text.</p>
<p>Maths</p>	<p style="text-align: center;"><b>Non-fiction- news reports, letters</b></p> <p><b>Y1 - Number &amp; Place Value:</b> 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. <b>Y2 – Number and Place Value.</b> 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 = <b>Y3 - Number and place value,</b> • 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>5/7 + 1/7 = 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 Wonderful Weather – Seasons and Climates	Pupils should be taught to: identify seasonal and daily weather patterns in the United Kingdom	They recognise and make observations about physical and human features of localities They describe physical and human features of places and recognise and make observations about those features that give places their character.	To recognise seasonal variations in weather, record daily weather patterns
Science- Seasons Light	Can observe changes across the four seasons. Can observe and describe weather associated with the seasons and how day length varies  •Can recognise that they need light in order to see things and that dark is the absence of light. Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. •Can recognise that shadows are formed when the light from a light source is blocked by a solid object. •Can find patterns in the way that the size of shadows change.	<b>Y1/2:</b> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions  <b>Y3:</b> Can ask relevant questions and use different types of scientific enquiries to answer them. Can set up simple practical enquiries, comparative and fair tests. Can make systematic and careful observations and, where appropriate, take accurate measurements using standard units. Can gather, record, classify and present data in a variety of ways to help in answering questions. Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Can use results to draw simple conclusions, make predictions and suggest improvements. Can use scientific evidence to answer questions or to support their findings.	To recognise, name, describe and compare the four seasons and the weather associated with each one. To learn about how day length varies. Children to be able to explain what light is. They will learn that light can be dangerous and how shadows are formed.
R.E Crowland/Regents	Creation (U.C 1.2) Who made the World?	PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: <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/ St James	Being Human-Islam	To explore: Imam (faith) – shahadah (statement of faith) – 'there is no God but God, and Muhammad is his prophet'; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony Akhlaq (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended The importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don't have enough Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place	What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?

<p>Music Weather U1.4 Seasons U1.6 Weather sounds and rain sticks</p>	<p>The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</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 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)</p> <p>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>Music Focus: performance Topic link – weather and seasons. The children are given opportunities to make weather sounds, compose, refine and perform music using instruments and voice.</p>
<p>Art/DT transient natural art and sculpture</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</p> <p>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 explore natural artwork such as that by Van Gogh (sunflowers) and Andy Goldsworthy. They use their sketchbooks to make their own versions of the artwork and to record their ideas. Children use natural materials to create transient art and use iPads to photograph their work.</p>
<p>Computing 1.6 We are Celebrating</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.</p>	<p>Graphics: Pupils learn to create a simple digital painting Digital Publishing: Pupils learn to use basic word processing package</p> <p>Y3 - Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work</p>	<p>Children research and then design a card using paint software. They combine this and text (from word) to create a celebration card</p>

	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		
PE Mastering basic movements	<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</p> <p>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:</p> <p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p> <p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Explain what is successful or how to improve Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p> <p>Y3:</p> <p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p> <p>Run smoothly at different speeds</p> <p>Choose different styles of running of different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p>	Children will learn, practice and refine a range of basic movements including running, jumping, throwing and catching.
RSE Families and People	that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	<p>Y1/2 H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>Y3 R1. To recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p>	Y1/2 - H13, R8, R9, L8, L9 Y3 - R1, R2, R3

