

Key Stage 1 Curriculum Map Year A Autumn 2

Crowland, Westminster, Regent, St James'	
English Fiction Associated grammar Non fiction Associated AP sentence	<p>Longer Narratives Vlad and the Great Fire-Cunningham Diaries-Samuel Pepys Y1 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 Diary- a character's diary telling the story from their point of view Y1 Describe: Detailed description of a character from the story Y2 Entertain: 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 Y2 Describe: Detailed description of a setting from the story; or description of a character. Y3 Entertain: 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 Y3 Describe: Detailed description of one character from a text.</p>
Maths	<p>Non-fiction- news reports, 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 <math>7 = ? - 9</math>. 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 (<math>\times</math>), division (<math>\div</math>) 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 <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity; write simple fractions, for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>. 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</p>

	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 and 24-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
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	Key knowledge	Key skills	Key content/vocabulary
Topic theme London's Burning	Pupils should be taught about (Yr ½) <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> (Yr 3) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Y1/2 <ul style="list-style-type: none"> <li>Recognise why people did things</li> <li>Recognise why some events happened</li> <li>Recognise what happened as a result of people's actions or events</li> </ul> Yr 3 Develop increasingly secure chronological knowledge and understanding of history, local, British and world, Put events, people, places and artefacts on a timeline <ul style="list-style-type: none"> <li>Use correct terminology to describe events in the past</li> </ul>	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 Yr 3 <ul style="list-style-type: none"> <li>Develop use of appropriate subject terminology,</li> </ul>
Science- Living Things and their Habitats	Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms habitat (a natural environment or home of a variety of plants and animals) and micro-habitat (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest	Yr 1/2 ks1w1: asking simple questions and recognising that they can be answered in different ways ks1w2: observing closely, using simple equipment ks1w3: performing simple tests ks1w4: identifying and classifying 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.	explore and compare the differences between things that are living, dead, and things that have never been alive <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and 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 micro-habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>

<p>R.E Crowland/R egents</p>	<p>God-Christianity</p>	<p>PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:</p> <ul style="list-style-type: none"> <li>• Belief in one God who has created the world and was pleased with his creation</li> <li>☒ Belief that this creation was spoiled when the first humans made a decision that had bad consequences – death and suffering entered the world</li> <li>☒ Belief that throughout history, God has worked with human beings to try to fix what has been spoiled</li> <li>☒ Beliefs about God and how they are explored in stories from the Old Testament: <ul style="list-style-type: none"> <li>o Belief in one God who has created the world (Genesis 1)</li> <li>o Belief that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David)</li> <li>o Belief that God never gives up on people (e.g. Jonah)</li> </ul> </li> <li>☒ Belief that Jesus is 100% human and 100% God (the incarnation – ‘God in the flesh’)</li> <li>☒ Belief that Jesus has come to work with human being to try to fix what has been spoiled</li> <li>☒ 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.)</li> <li>☒ 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</li> <li>☒ 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</li> </ul> <p>God created the universe.</p> <ul style="list-style-type: none"> <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>	<p>What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc.</p> <p>☒ What do stories in the New Testament tell Christians about Jesus?</p>
<p>Westminster /St James</p>	<p>Life Journey-Islam</p>	<p>The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah)</p> <p>☒ Celebrating a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for</p>	<p>What do Muslims do to celebrate birth?</p> <p>☒ What does it mean and why does it matter to belong?</p>

		<p>☒ Whisper the call to prayer (adhaan) into the baby’s ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet</p> <p>☒ The aqiqah ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings</p> <p>☒ Traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough)</p> <p>☒ Some Muslims shave the baby’s hair at this time as well; the hair is weighed and this weight in silver is given to the poor</p> <p>☒ Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures</p> <p>Could compare this with other birth rites, e.g. baptism (Christianity) or brit milah (Judaism)</p>	
<p>Music Animals U2.5 Animals</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 iVoice: 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>ANIMALS Subject Link: PE Cross-curricular themes and activities:</p> <ul style="list-style-type: none"> <li>• Animal sounds and movements</li> <li>• In the jungle</li> <li>• Interacting with others</li> <li>• Representing travelling motions graphically</li> </ul> <p>Links to PE:</p> <ul style="list-style-type: none"> <li>• Warming up the body to music</li> <li>• Moving as different animals</li> </ul>

<p>Art/DT Fire paintings Tudor houses</p>	<p>Pupils should be taught to: Yr 1/2 • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: 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 (for example, pencil, charcoal, paint, clay)</p> <p>(Yr ½)Pupils should be taught to: •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> <p>Yr 3 Pupils should be taught to: •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>	<p>Y1/2: Recognise and name primary and secondary colours, Mix primary colours to make secondary colours, Share colour charts to compare variations of the same colour, Create and experiment with shades of colour and name some of these, Recognise warm and cold colours, Create washes to form backgrounds, Explore the relationship between mood and colour Y3: Mix and match colours (create palettes to match images) Lighten and darken tones using black and white, Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with watercolour, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns</p> <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 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>Yr 1/2Work 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 Yr 3Develop 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 Yr 1/2State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture / lighthouse Yr 3Gather 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</p>
<p>Computing U2.2 We are Game Testers  U3.1 We are programmer s</p>	<p>describe carefully what happens in computer games, use logical reasoning to make predictions of what a program will do, test these predictions, think critically about computer games and their use ; be aware of how to use games safely and in balance with other activities.</p> <p>Y3 - create an algorithm for an animated scene in the form of a storyboard</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 logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private. Y3 - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence ... in programs; work with variables and various forms of input and output.</p>	<p>the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class.</p>

	<p>write a program in Scratch to create the animation</p> <p>correct mistakes in their animation programs.</p>	<p>Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information.</p>	
<p>PE Dance</p>	<p>Yr1/2: 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: Show an awareness of different dance styles and traditions, Understand and use simple dance vocabulary , Understand why safety is important in the studio , Compare and comment on their own and other's work -strengths and areas for improvement</p>	<p>Y1/2: 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 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</p>	<p>Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>
<p>RSE Friendship and Community</p>	<p>Yr 1/2 how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Yr 3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations</p>	<p>Yr 1/2 R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help Yr 3 R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>Y1/2 – R2, R4. R6. R11,R12, R13, R14 Y3 - R12, L2</p>

	and how to seek help or advice from others, if needed		
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