

Key Stage 1 Curriculum Map Year A Spring 1

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:. 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>
	<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 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 , 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 Number – Addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, Measurement</p>

<p>(money) • add and subtract amounts of money to give change, using both £ and p in practical contexts Geometry – Properties of shapes • draw 2-D shapes and describe them • recognise angles as a property of shape Number – Number and place value • count from 0 in multiples of 4 and 8 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 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 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 Castles and Cathedrals</p>	<p>Pupils should be taught about (Yr ½) Events beyond living memory that are significant nationally or globally 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 (Yr 3) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 + Geog Yr ½ to describe the location of features and routes on a map Yr 3 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Y1/2 Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events 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 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 Yr 3 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 2d2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>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</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 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</p>

		lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions their findings.	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
R.E Crowland	God-Islam	<p>Pupils will know that Muslims believe:</p> <p>One God (tawhid), created the universe in harmony</p> <ul style="list-style-type: none"> ☒ 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>How is Allah described in the Qur'an?</p> <ul style="list-style-type: none"> ☒ What do Muslims learn about Allah and their faith through the Qur'an
Westminster	Thankfulness	<p>Make links with compulsory units on Life Journey: saying thank you for the birth of a new baby (recap if necessary)</p> <ul style="list-style-type: none"> ☒ 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 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 ☒ 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>Must include at least one religion/worldview other than Christianity and Islam.</p> <ul style="list-style-type: none"> ☒ E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism

<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 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) 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: •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 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>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 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>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,</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</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>

	<p>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 create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>their images.</p> <p>Yr 3 As above and then present the images using a powerpoint programme incorporating music and effects</p>	
<p>PE Gymnastics</p>	<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 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>	<p>Gymnastics</p>
<p>RSE Respect</p>	<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</p>	<p>Yr 1 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>Yr 1 R8, L1, L2,L4 Yr 2 L3, L5, Yr3 R10,R14, R15, L11, L12</p>

	<p>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 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>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 3</p> <p>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.</p> <p>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’</p> <p>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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Key Stage 1 Curriculum Map Year A Spring 2

Crowland, Westminster, Spring 2	
<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Fairy Tales by Bertie Doherley</p> <p>Yr 1 Entertain: Simple narrative- retelling a traditional tale or imitating story but with changes, such as Tom and the Three Wolves or The Magic Hot Chocolate Cup. Describe: Detailed description of one setting from a text (the forest, a witch’s gingerbread house, the giant’s castle).</p> <p>Yr 2 Entertain: Simple narrative- retelling a traditional tale or imitating story but with changes, such as another story featuring selkies or another adventure of Aladdin. Describe: Detailed description of one setting from a text (Dragon Mountain, the Scottish coast). Inform: A short non-fiction text about a country or time in history from one of the books studied.</p> <p>Yr 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. Odysseus or Sinbad). Letters- letters from characters in the stories to one another (Penelope or Telemachus to Odysseus). Describe: Detailed description of one setting from a text (The Island of the Lotus Eaters or the City of Troy).</p> <hr/> <p>Non-fiction- recounts of a school trip “Like a “sentences</p>
<p>Maths</p>	<p>Yr 1 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; 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. Addition and Subtraction</p>

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 $7 = ? - 9$; add and subtract one-digit and two-digit numbers to 20, including 0, realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations.

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.

Fractions

Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity; recognise and combine quarters as parts of a whole.

Yr 2

Number and Place Value

Count in steps of 2 and 5 from 0, and in 10s from any number, forward and backward.

Addition and Subtraction

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers and applying their increasing knowledge of mental methods; add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens and adding three one-digit numbers; 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.

Measurement – Money

Find different combinations of coins that equal the same amounts of money; solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

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.

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.

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; show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

Fractions

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity; write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Yr 3) 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 • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • 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, Statistics • interpret and present data using bar charts, pictograms and tables, • solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables Number – Number and place value • count from 0 in multiples of 50 and 100; find 100 more or less than a given number Number – Multiplication and division • recall and use multiplication and division facts for the 3, 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 Fractions • recognise and show, using diagrams, equivalent fractions with small denominators • subtract fractions with the same denominator within one whole • compare and order unit fractions and fractions with the same denominators • solve problems that involve all of the above Measurement (perimeter) • measure the perimeter of simple 2-D shapes

Key knowledge

Key skills

Key content/vocabulary

<p>Topic theme</p> <p>We're going on a summer holiday</p>	<p>Yr 1/2 Pupils should be taught to:</p> <ul style="list-style-type: none"> •understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, <p>Yr 3Pupils should be taught to:</p> <ul style="list-style-type: none"> •understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	<p>Y1/2</p> <p>Pupils show their knowledge, skills and understanding in studies at a local scale.Pupils show their knowledge, skills and understanding in studies at a local scale. They show an awareness of places beyond their own locality</p> <p>Yr 3Pupils show their knowledge, skills and understanding in studies at a local scale. They are aware that different places may have both similar and different characteristics.</p>	<p>To understand the development of a seaside location, the features found there and the importance for Lincolnshire of tourist attractions</p>
<p>Science- Crowland</p> <p>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>2d2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</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>ks1w5: using their observations and ideas to suggest answers to questions</p> <p>ks1w6: gathering and recording data to help in answering questions</p> <p>Y3: lks2w1: asking relevant questions and using different types of scientific enquiries to answer them</p> <p>lks2w2: setting up simple practical enquiries, comparative and fair tests</p> <p>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</p> <p>lks2w4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>lks2w5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions their findings.</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 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.</p> <p>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>Westminster</p> <p>Rocks and Soils</p> <p>Magnets</p>	<p>3c1: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>3c2: describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>3c3: recognise that soils are made from rocks and organic matter</p> <p>3e2: notice that some forces need contact between two objects, but magnetic forces can act at a distance</p>	<p>lks2w1: asking relevant questions and using different types of scientific enquiries to answer them</p> <p>lks2w2: setting up simple practical enquiries, comparative and fair tests</p> <p>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</p> <p>lks2w4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>lks2w5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>lks2w7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>lks2w8: identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p> <p>Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.</p>

	<p>3e3: observe how magnets attract or repel each other and attract some materials and not others</p> <p>3e4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>3e5: describe magnets as having two poles</p> <p>3e6: predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>lks2w9: using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>They can raise and answer questions about the way soils are formed</p> <p>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p>Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>
<p>R.E Crowland</p>	<p>Community-Islam</p>	<p>Pupils will learn that Worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): “There is no God but God and Muhammad is his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (wudu)</p> <p>☒ Key objects associated with prayer: prayer mat (cleanliness is important, Muslims don’t pray directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah)</p> <p>☒ Studying the Qur’an: the madrassah (school) – studying the Qur’an to find out how to follow the straight path (shariah); learning to recite the Qur’an</p> <p>☒ Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings</p>	<p>What do Muslims do to express their beliefs?</p> <p>☒ Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</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)</p> <p>☒ Think about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God?</p> <p>☒ 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</p>	<p>Must include at least one religion/worldview other than Christianity and Islam.</p> <p>☒ E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism</p>

Westminster		<p>celebrating the birth of Jesus at 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 1.11Travel</p>	<p>Yr 1/2 Pupils should be taught to: •play tuned and un-tuned instruments Musically. The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p>Yr 3 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</p>	<p>Y1/2 Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting Count with a steady pulse Contribute ideas and control sounds as part of a class composition and performance.</p> <p>Y3 Keep in time with a steady pulse when playing instruments Perform a repeated pattern to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p>	<p>the children develop their performance skills and learn songs about travel and transport from around the world.</p>

Art	<p>(Yr 1/2)Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products <p>Yr 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Yr 1/2 Develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) Develop tearing, cutting and layering paper to create different effects</p>	<p>Create a land and sea scape collage using a variety of materials</p>
<p>Computing</p> <p>1.4 We are storytellers</p>	<p>Yr 1/2 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p>Yr 3 Use technology safely and respectfully. Pupils should be taught to:</p> <ul style="list-style-type: none"> •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>use sound recording equipment to record sounds develop skills in saving and storing sounds on the computer develop collaboration skills as they work together in a group understand how a talking book differs from a paper-based book talk about and reflect on their use of ICT share recordings with an audience.</p> <p>Yr 3 -as above</p>	<p>the children create a talking book that they can share with others about a journey to the seaside</p>
<p>PE Outdoor Activities</p>	<p>Yr 1/2 Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail</p> <p>Yr 3 Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point</p>	<p>Year 1/2 Discuss how to follow trails and solve problems Select appropriate equipment for the task</p> <p>Yr 3 Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working</p>	<p>Trails Team work</p>
<p>RSE E Safety</p>	<p>Yr ½ To understand that people sometimes behave differently online, including by</p>	<p>Yr 1</p>	<p>Yr 1 H15 Yr 2 H12 Yr3 H22, R9</p>

	<p>pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Yr 3</p> <ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online 	<p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>Yr 2</p> <p>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</p> <p>Yr 3</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' distribution of images of themselves and others</p>	
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