

Key Stage 1 Curriculum Map Year A Summer 1

Crowland, Westminster, Summer 1	
<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>The Jolly Postman/Flat Stanley</p> <p>Yr 1 Entertain: Simple narrative- retelling a story or imitating story but with changes, such as The Elephant Who Came to Tea or We're Going on a Bearhunt but with different obstacles. Describe: Detailed description of a character from the story- the monster that Bernard meets or Bill from Owl Babies.</p> <p>Year 2 Entertain: Simple narrative- retelling a story or imitating story but with changes, such a story about a lost toy, using the structure of Dogger or a story about a visitor from space such as Beegu. Letters- letters from characters in the stories to one another or using text as a model (e.g. The Jolly Postman).</p> <p>Describe: Detailed description of a character from the story (e.g. the Selfish Crocodile or Courtney).</p> <p>Year 3 Entertain: Extended narrative- story using structure of the book studied (a quest such as The Fireworkmaker's Daughter or a story within a story in Clockwork).</p> <p>Diary- a character's diary telling the story from their point of view (e.g. Lila or Roo). Letters- narrative told as series of letters from characters in the stories (as Grandfather does in The Last Polar Bears). Describe: Detailed description of one character from a text (e.g. Lila or Doctor Kalmenius).</p>
	<p>Non-fiction- information texts "Noun, who/which/where sentences</p>
<p>Maths</p>	<p>Y1 Measurement – Volume and Capacity Compare, describe and solve practical problems for capacity and volume; measure and begin to record capacity and volume.</p> <p>Number &amp; 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; recognise place value in numbers beyond 20; 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>; 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. Geometry – Position and Direction Describe position, directions and movements, including whole, half, quarter and three-quarter turns. 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 – Length and Height, and Mass/Weight Compare, describe and solve practical problems for: lengths and heights and mass / weight; measure and begin to record the following: lengths and heights, mass/weight.</p> <p>Y2 Measurement – Volume and Capacity Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels; compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>. Number and Place Value Count in steps of 2, 3 and 5 from 0, forwards and backwards; recognise the place value of each digit in a two-digit number (10s, 1s); compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs; use place value and number facts to solve problems. Addition and Subtraction Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: 2 two 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. Geometry – Position and Direction Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Measurement – Temperature, Length and Height, Mass, and Volume and Capacity Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels; compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>. 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</p>

multiplication tables and write them using the multiplication (×), division (÷) 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.

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 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 Geometry – Properties of shapes • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • identify horizontal and vertical lines and pairs of perpendicular and parallel lines Number – Multiplication and division • write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • 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 • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • solve problems that involve all of the above Measurement (volume and capacity) • measure, compare, add and subtract volume/capacity (l/ml)

	Key knowledge	Key skills	Key content/vocabulary
Topic theme I need a hero	<p>Pupils should be taught about (Yr ½)</p> <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. talk about important places and where was important and why</li> </ul> <p>(Yr 3) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Yr ½ Ask and begin to answer questions about events e.g. When? What happened? What was it like...?Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p> <p>Yr 3 Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Yr ½ Recognise why people did things, Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p> <p>Yr 3 Identify and give reasons for historical events, situations and changes</p> <p>Identify some of the results of historical events, situations and changes</p> <p>Florence Nightingale and Mary Seacole</p> <p>Local Heroes</p>

<p>Science- Animals inc Humans Yr 1 Human body and the senses Yr 2 Offspring and basic needs Yr 3 Animals and humans skeletons and muscles</p>	<p>1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which sense</p> <p>2c1: notice that animals, including humans, have offspring which grow into adults</p> <p>2c2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>3b2: identify that humans and some other animals have skeletons and muscles for support, protection and movement</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 lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions their findings.</p>	<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by: using their senses to compare different textures, sounds and smells.</p> <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult</p> <p>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p>
<p>R.E Crowland</p>	<p>Places of Worship</p>	<p>Choose three key objects, features or symbols and look at: o what they tell us about beliefs about God/humans/the world around them o how they are used in practice – i.e. what impact they have on the community</p>	<p>Judaism: Torah scroll, yad, Ner Tamid, tallit Torah scroll: contains the story of the people of Israel, the chosen people of God, as well as the mitzvot (commandments) that God has given his people to follow; use of the Torah scroll during worship in the synagogue and way in which it is respected Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly; links to ways in which Jewish people show respect to the Torah Ner Tamid: the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored); represents God and the fact that he is eternal and always present with his chosen people, the people of Israel (the Jews) Tallit: the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the tzitzit – this reminds Jewish people of the mitzvot (commandments) that God has asked them to follow; in Orthodox Jewish communities, the tallit is only worn by men; in Reform Jewish communities, men and</p>

			<p>women can wear it ☞Christianity: candle, font, altar Candle: symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer = speaking and listening to God – saying, ‘God, you’re awesome’, thank you, sorry, please; lit as a way of remembering someone/something Font: key feature of baptism; symbolises entry into the Christian community; Jesus’ baptism (Matthew 3:13-17) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit); key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed in different Christian denominations: children/adults, etc.; questions about identity and belonging Altar: table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’ s Supper) takes place; symbolises the Last Supper (last meal Jesus shared with his friends);</p>
Westminster	Salvation UC 1.5	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Easter is very important in the ‘big story’ of the Bible.</li> <li>• Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>	<p>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>
Music 2.6 Numbers 2.10 Pattern	<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Learn to play percussion with control (e.g. changing dynamics)</p> <p>Identify and keep a steady beat using instruments</p> <p>Recognise and respond to changes in tempo in music</p> <p>Explore sounds on instruments and find different ways to vary their sound</p> <p>Identify metre by recognising its pattern</p> <p>Explore sounds on instruments and find different ways to vary their sound</p>	<p>Musical Focus: Beat</p> <p>Subject Links : maths</p> <p>Children explore steady beat and rhythm patterns, they play beats and patterns from renaissance Italy to West Africa and create their own percussion</p> <p>Musical Focus” Beat</p> <p>Subjec links: maths</p> <p>Using simple notation, children play, create and combine minibeast rhythms</p>

<p>Art Embroidery designs</p>	<p>Yr2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> </ul> <p>Yr 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•create sketch books to record their observations and use them to review and revisit ideas</li> <li>•improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>	<p>Yr 2Develop 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) Weave using recycled materials – paper, carrier bags Investigate a range of textures through rubbings Simple batik work Develop tearing, cutting and layering paper to create different effects Dye fabrics using tea, red cabbage, beetroot, onion, spinach Weave with wool Yr 3 Research embroidery designs from around the world, create own designs based on these Sew simple stiches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base Make felt Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p>	<p>Create cross stich book marks with symbols of their favourite hero</p>
<p>Computing</p> <p>E safety SotC U2.4 We are researchers</p> <p>using technology safely</p>			
<p>PE Team Games</p>	<p>Yr ½ Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Yr 2 Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams Yr 3 Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending</p>	<p>Range of team games</p>

	<ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul> <p>Yr 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	Develop an understanding of fair play (respect teammates and opponents)	
RSE Being Safe	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice from e.g. family, school and/or other sources</li> </ul>	<p>Yr 3 H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>Yr 2 H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>Yr 1 R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p>Yr 1 R13 Yr 2 H16, R10, Yr3 H10, H23</p>
Enterprise		<p>Yr 3 L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>	<p>Yr 1 L7 Yr 2 L6</p>

		<p>across the world L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>Yr 2 L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>Yr 1 L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>Yr 3 L15, L16</p>
--	--	---	----------------------