

# Curriculum Map - Key Stage 1 (A)

2020-21			
	Autumn	Spring	Summer
<b>Maths</b>	See White Rose Maths documents	See White Rose Maths documents	See White Rose Maths documents
<b>English</b>	<p>Year 1:  <b>Narrative:</b> Different stories by the same author – Katie Morag traditional tales/ tales from other cultures: Tiger Child, The Rabbit Who Stole Fire  <b>Non-fiction</b> – diary writing  <b>Instructional writing:</b>– Making bread  <b>Recount:</b> Summer holiday recount  <b>Letters:</b> Letters from Katie Morag  <b>Poetry:</b> poems senses</p> <p>Year 2:  <b>Narrative:</b> Different stories by the same author – Katie Morag  <b>Recount:</b> Postcard from a holiday on the Isle of Struay and meeting KM  <b>Poetry:</b> The Queen’s Knickers (Link with London)  <b>Letters:</b> Grandad’s Island message in a bottle.  <b>Recounts/Diary writing:</b> samuel Pepys  <b>Information texts:</b> Firefighters then and now (Firefighters Usborne Beginners)  <b>Instructions:</b> making a Tudor house</p>	<p>Year 1:  <b>Narrative:</b> Fantastic Mr Fox  <b>Non-fiction</b> –  <b>Instructional writing:</b>– Farmer Duck  <b>Letters:</b> Dear Greenpeace, Dear Zoo  <b>Poetry:</b> humorous poems</p> <p>Year 2:  <b>Narrative: Extended stories:</b>Fantastic Mr Fox  <b>Explanation text:</b> how to make paper/how to recycle (link with science)  <b>Information text:</b> pets (Animals including humans)  <b>Poems:</b> humorous poems ‘an Alien Stole my Underpants’  <b>Letters and postcards:</b> Excuse letters  <b>Recount:</b> Animal Diaries and recounts (link with Science)</p>	<p>Year 1:  <b>Narrative:</b> Tiddler, The Snail and the Whale  <b>Non-Chronological::</b> deep sea creatures.  <b>News Report:</b> Titanic</p> <p>Year 2:  <b>Narrative:</b> Tiddler, The Snail and the Whale  <b>Non-Chronological Reports:</b> deep sea creatures.  <b>Familiar settings:</b> The sandhorse  <b>Poem on a theme:</b> Seaside Poetry (Planbee)/Sea Shanty</p>
<b>Science</b>	<p>Year 1: Animals Including Humans                      Seasonal Changes                      Year 2: Uses of Everyday Materials                      Scientists and inventors</p>	<p>Year 1: Materials                      Seasonal Changes                      Year 2: The Environment                      Animals including humans</p>	<p>Year 1: Materials                      Seasonal Changes                      Year 2: Plants                      Living things and Their Habitats</p>

<b>R.E.</b>	Year 1: God and Incarnation (Christmas) core Year 2: God and Incarnation Digging Deeper	Year 1: Creation and Salvation (Easter)Core Year 2: Creation and Salvation Digging deeper	Year 1: Gospel and Sikhism Core Year 2: Gospel and Sikhism Digging deeper
<b>Computing</b>	Year 1:E safety/Painting Year 2:E-safety/Computer Art	Year 1:Programming Beebots/Use Scratch Jnr Year 2:Programming Logo and Scratch	Year 1:Word Processing/computer skills Year 2:Using the internet Using and applying (saving, retrieving)
<b>Art</b>	Painting and colour mixing Year 1: Primary and secondary colours Study of Mondrian Year 2: tertiary colours and tints and shades Study of Kandinsky	Portraits Year 1: Self portraits/Picasso Year 2: Self portraits/Frida Kahlo	Sculpture Year 1/2 : Study of Andy Goldsworthy Outdoor sculpture/using sand and shells
<b>D.T.</b>	<b>Making tudor houses</b>	<b>Moving pictures</b>	<b>Food Technology</b> Year ½: Seaside Snacks - Design and make a healthy snack that could be taken to the seaside. Year ½ Mr Grindling's Lunch Box design a new lunchbox
<b>Geography</b>	<b>Beautiful Britain</b> KS1: name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  Year 1: Know the names of the four countries that make up the UK and name the three main seas that surround the UK.  Year 2: Know the name of and locate the four capital cities in England, Wales, Scotland and Northern Island.	<b>Map Makers</b> KS1: Use simple compass directions. Use aerial photographs, construct simple maps.Undertake simple fieldwork within school locality. Use geographical language to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.  Year 1: Know which is N, E, S and W on a compass. Know their address including postcode. Year 2: Know and use the terminologies: left and right; below, next to	<b>'Oh I do like to be beside the seaside...':</b>  <b>Seas and Coasts</b> KS1: Use geographical vocabulary to refer to: beach, cliff, coast, hill, mountain, sea, ocean, port, harbour, city, town, village.  Year 1: name and locate the countries in the UK and the surrounding seas.Know the main differences between city, town and village.  Year 2: Name and locate the world's seven continents and five oceans. Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.

<p><b>History</b></p>	<p><b>The Great Fire of London</b></p> <p>Year 1: Identifies similarities and differences between periods. Remembers parts of stories and memories about the past. Responds to questions about the past.</p> <p>Begin To identify and recount historic details from the past using sources eg pictures and stories. Begins to identify and recount historic details from the past from sources eg pictures/stories</p> <p>Year 2: Sequences events on a timeline. Orders dates from earliest to latest on simple timelines. Looks carefully at pictures to find information. Finds answers and responds to simple questions about the past. Chooses and selects evidence to say how it can be used to find out about the past (Pepys diary, old maps of London, paintings). Recounts historic details from eyewitness accounts, photos and artefacts.</p>	<p><b>Creative Communication</b></p> <p>KS1: Changes within living memory, revealing aspects of change in national life. Learn about lives of significant individuals from the past who have contributed to national and international achievements. Compare aspects of life in different periods. Uses words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.</p> <p>Year 1: Identifies similarities and differences between periods. Observes and handles evidence to ask simple questions about the past.</p> <p>Year 2: Sequence events on a timeline. Orders dates on a simple timeline. Sequences pictures from different periods. Looks carefully at pictures and objects to find info. Describes memories and changes that have happened in their own lives.</p>	<p><b>Seaside Holidays from the Past</b></p> <p>KS1: Changes within living memory, revealing changes in national life.</p> <p>Year 1: Begins to identify and recount historic details from eyewitness accounts, photos and artefacts. Identifies differences and similarities between periods. Responds to simple questions about the past.</p> <p>Year 2: Recounts historic details from eye witness accounts, photos and artefacts. Sequences pictures from different periods. Describes memories and changes that have happened in their own lives. Looks carefully at objects and pictures to find information.</p>
<p><b>Music</b></p>	<p>Y2 Hands, Heart, Feet/Ho Ho Ho</p>	<p>Y2 I Wanna Play in a Band/Zoo time</p>	
<p><b>P.E.</b></p>			
<p><b>P.S.H.E. (2 year rolling programme)</b></p>	<p>My Emotions/Anti-bullying</p>	<p>Personal Safety/Drugs Education</p>	<p>Healthy Lifestyles/ Relationships &amp; Sex Education</p>