

Key Stage 1 Curriculum Map 2014-2016

Cycle A

Subject	Autumn Dinosaurs Peterborough Museum, Paxton Pits	Spring Birds Raptor Foundation, Welney	Summer Seaside History off the Page, Hunstanton?
English	Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English	Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English	Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English
Texts - Yr 1	Gigantosaurus, Fossil Girl, How to Wash a Woolly	Windhover, The Owl Who Was Afraid of the Dark,	Dougal's Deep Sea Diary, Lighthouse Keeper
Texts - Yr 2	Mammoth, Tyrannosaurus Drip		stories, The Snail and the Whale, Katie Morag?
Maths	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2)	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2)	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2)
Science	Working scientifically: ask questions, compare, sort, observe changes, use simple equipment & measurements, record simple data & communicate their findings. All living things & their habitats: life processes common to all living things; habitats & micro-habitats; study local environment (living things) & compare with a contrasting environment; Plants: observe how plants grow & the requirements for plant growth.	Working scientifically: ask questions, compare, sort, observe changes, use simple equipment & measurements, record simple data & communicate their findings. Animals inc. humans: animal needs, inc. nutrition & exercise for humans; reproduction & growth in animals; Seasonal Changes: changes in seasons & weather	Working scientifically: ask questions, compare, sort, observe changes, use simple equipment & measurements, record simple data & communicate their findings. Light: explore transparent, translucent & opaque materials, observe shadows in everyday contexts; Uses of everyday materials: identify uses of different materials; identify & classify; compare movement on different surfaces. Electricity: Y1 make a simple series/circuit, Y2 how a switch can be used to break a circuit
Computing	Understanding Technology: Recognise common uses of information technology daily (Y2, including those beyond school and their daily routine) Programming: create and debug programs (Y1 on a range of devices, Y2 to achieve specific goals) Understand that digital devices are simulations of real situations. Digital Literacy: Use technology purposefully to create, organise, store, manipulate and retrieve digital content E-Safety: Understand that information may be personal and they can choose who to share it with/ Manage on-line safety with support, explain what it means to stay safe	Understanding Technology: Recognise common uses of information technology daily (Y2, including those beyond school and their daily routine) Programming: create and debug programs (Y1 on a range of devices, Y2 to achieve specific goals) Use logical reasoning to predict the behaviour of simple programs/understand that digital devices follow precise and unambiguous instructions. Digital Literacy: With support, collect data which they are able to retrieve, store and manipulate E-Safety: Manage on-line safety with support, explain what it means to stay safe/ Communicate safely and respectfully on a range of digital devices	Understanding Technology: Recognise common uses of information technology daily (Y2, including those beyond school and their daily routine) Programming: create and debug programs (Y1 on a range of devices, Y2 to achieve specific goals) Y2 - plan and predict the behaviour of simple programs Digital Literacy: present and communicate their learning in a variety of ways/Access and retrieve online content to achieve specific goals E-Safety: Communicate safely and respectfully on a range of digital devices/develop strategies for managing concerns about online content, seeking help when needed
Specific activities / programs:	Phonics Bug/Starz+	Phonics Bug/Starz+	Phonics Bug/Starz+

Design Technology	<p>Design: design purposeful, functional, appealing products based on criteria; generate, develop, model and communicate their ideas</p> <p>Make: select from & use a range of tools & equipment to cut, shape, join and finish; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate:</p> <p>Technical knowledge:</p> <p>Cooking & Nutrition: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from</p>	<p>Design: design purposeful, functional, appealing products based on criteria; generate, develop, model and communicate their ideas</p> <p>Make: select from & use a range of tools & equipment to cut, shape, join and finish;</p> <p>Evaluate: explore & evaluate a range of existing products; evaluate their ideas and products</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Cooking & Nutrition: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from</p>	<p>Design: design purposeful, functional, appealing products based on criteria; generate, develop, model and communicate their ideas</p> <p>Make: select from & use a range of tools & equipment to cut, shape, join and finish;</p> <p>Evaluate: explore & evaluate a range of existing products; evaluate their ideas and products</p> <p>Technical knowledge: explore and use mechanisms, such wheels and axles, in their products.</p> <p>Cooking & Nutrition: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from</p>
Specific focus	FOCUS: Textiles/Cooking Sewing - Dinosaur landscape/Foliage.	FOCUS: Structures (bird table...)/Cooking	FOCUS: Mechanisms (wheels/axles), beach hut/Cooking
Geography	<p>Geographical skills and fieldwork: use world maps, atlases and globes to identify the UK, Europe, other countries, continents & oceans;</p> <p>Human and physical geography: use basic geographical vocab to refer to: key physical features & human features,</p> <p>Place knowledge: understand geographical similarities and differences (human & physical) of a small area of the UK, and of a small area in a contrasting non-EU country</p>	<p>Geographical skills and fieldwork: use world maps, atlases and globes to identify the UK, Europe, other countries, continents & oceans;</p> <p>Human and physical geography: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world;</p>	<p>Geographical skills and fieldwork: use simple compass directions and locational and directional language to describe features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their <i>school and its grounds</i>.</p> <p>Human and physical geography: use basic geographical vocab to refer to: key physical features & human features.</p>
Specific localities:			
History	<p>Historical skills: know where the people and events they study fit within a chronological framework; ask and answer questions, choosing and using parts of stories and other sources; understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>The lives of significant individuals: contributors to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p>	<p>The lives of significant individuals: contributors to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Historical skills: know where the people and events they study fit within a chronological framework; identify similarities and differences between ways of life in different periods; use a wide vocabulary of everyday historical terms;</p> <p>Changes within living memory: where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals: contributors to national and international achievements. Some should be used to compare aspects of life in different periods</p>
Specific events/people	MARY ANNING, Archaeology, Fossils, large periods of time GUNPOWDER PLOT	Dodos! Peter Cook (Samuel Pepys, Great Fire of London)	BRUNEL (Bridges/Boats/Railway line to the sea) Grace Darling
Art & Design	Use a range of materials creatively to design and make products; draw, paint and sculpt to develop and share their ideas, experiences and imagination;	Use a range of materials creatively to design and make products; draw, paint and sculpt to develop and share their ideas, experiences and imagination;	Use a range of materials creatively to design and make products; draw, paint and sculpt to develop and share their ideas, experiences and imagination;

	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; know about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; know about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; know about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.
Specific focus/skills:	** text above to be edited accordingly		
Specific artists:			
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.
Specific focus	SEE PPA PROVIDERS		
PE	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; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.	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; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.	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; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.
Specific focus	Multiskills		
RE	Myself Celebrations - why is Christmas important to Christians? (Agreed Syllabus 2013)	People in Christianity - Who was Jesus? A great leader & teacher? (Agreed Syllabus 2013) Easter	Places in Christianity - What makes a church special for Christians? (Agreed Syllabus 2013) Stories from the Bible
	Harvest & Thanksgiving → Food Light and Dark/Birthdays	Christian Family/Church Visit...Stories from the Bible	People to Remember/Babies
PSHE	New Beginnings UNIT 1A - Myself and my relationships - Working together - Communication and Participation (Communication and Participation, Self awareness, Health and well-being)	CITIZENSHIP - Rules and responsibilities Communities and identities	HEALTHY AND SAFER LIFESTYLES- Growing and Changing 1 and 2

Cycle B

Subject	<p style="text-align: center;">Autumn Up Up Up <i>Kite maker? Shuttleworth? Duxford</i></p>	<p style="text-align: center;">Spring Castles <i>Rockingham, History off the Page</i></p>	<p style="text-align: center;">Summer Minibeasts <i>Great Fen, Hinchinbrooke</i></p>
English	<p>Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English</p>	<p>Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English</p>	<p>Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English</p>
Texts - Yr 1		Fairytale: Princess and the Pea, Jack and the	
Texts - Yr 2		Beanstalk, Sleeping Beauty	
Maths	<p>Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2)</p>	<p>Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2)</p>	<p>Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2)</p>
Science	<p>Working scientifically: ask questions, compare, sort, observe changes, use simple equipment & measurements, record simple data & communicate their findings. Everyday materials: explore & experiment with a range of materials, identify properties; find out about people who have developed new materials;</p>	<p>Working scientifically: ask questions, compare, sort, observe changes, use simple equipment & measurements, record simple data & communicate their findings. Sound: Compare ways of making different sounds / qualities of sound. Uses of everyday materials: identify uses of different materials; identify & classify; compare movement on different surfaces. <i>Forces: Pushes and pulls cause speeding and slowing</i></p>	<p>Working scientifically: ask questions, compare, sort, observe changes, use simple equipment & measurements, record simple data & communicate their findings. Plants: explore plants in local environment; name common flowers & plant structures; compare & contrast plants; Animals inc. humans: explore animals in local environment; name common animals; learn main body parts; compare & contrast animals & sort into groups.</p>
Computing	<p>Understanding Technology: Recognise common uses of information technology daily (Y2, including those beyond school and their daily routine) Programming: create and debug programs (Y1 on a range of devices, Y2 to achieve specific goals) Understand that digital devices are simulations of real situations. Digital Literacy: Use technology purposefully to create, organise, store, manipulate and retrieve digital content E-Safety: Understand that information may be personal and they can choose who to share it with/ Manage on-line safety with support, explain what it means to stay safe</p>	<p>Understanding Technology: Recognise common uses of information technology daily (Y2, including those beyond school and their daily routine) Programming: create and debug programs (Y1 on a range of devices, Y2 to achieve specific goals) Use logical reasoning to predict the behaviour of simple programs/understand that digital devices follow precise and unambiguous instructions. Digital Literacy: With support, collect data which they are able to retrieve, store and manipulate E-Safety: Manage on-line safety with support, explain what it means to stay safe/ Communicate safely and respectfully on a range of digital devices</p>	<p>Understanding Technology: Recognise common uses of information technology daily (Y2, including those beyond school and their daily routine) Programming: create and debug programs (Y1 on a range of devices, Y2 to achieve specific goals) Y2 - plan and predict the behaviour of simple programs Digital Literacy: present and communicate their learning in a variety of ways/Access and retrieve online content to achieve specific goals E-Safety: Communicate safely and respectfully on a range of digital devices/develop strategies for managing concerns about online content, seeking help when needed</p>
Specific activities / programs:	Phonics Bug/Starz+	Phonics Bug/Starz+	Phonics Bug/Starz+

Design Technology	<p>Design: Make: select from & use a range of tools & equipment to cut, shape, join and finish; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate: explore & evaluate a range of existing products; evaluate their ideas and products Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable Cooking & Nutrition: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.</p>	<p>Design: design purposeful, functional, appealing products based on criteria; generate, develop, model and communicate their ideas Make: select from & use a range of tools & equipment to cut, shape, join and finish; Evaluate: explore & evaluate a range of existing products; evaluate their ideas and products Technical knowledge: build structures; explore and use mechanisms Cooking & Nutrition: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.</p>	<p>Design: Make: select from & use a range of tools & equipment to cut, shape, join and finish; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate: Technical knowledge: explore and use mechanisms, such as levers, sliders, in their products. Cooking & Nutrition: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.</p>
Specific focus:	FOCUS: Structures/Cooking Rockets/Parachutes	FOCUS: Mechanisms (Winding), Drawbridges & Trebuchets /Cooking	FOCUS: Mechanisms (Levers/Sliders) Minibeast pictures/Cooking
Geography	<p>Geographical skills and fieldwork: use world maps, atlases and globes to identify the UK & Europe, other countries, continents & oceans; Location knowledge: name & locate seven continents and five oceans; Human and physical geography: use basic geographical vocab to refer to: key physical features & human features,</p>	<p>Geographical skills and fieldwork: use world maps, atlases and globes to identify the UK & Europe, other countries, continents & oceans; Location knowledge: locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p>	<p>Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language to describe features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography & the key features of <i>the school's surrounding environment</i>. Human and physical geography: use basic geographical vocab to refer to: key physical features & human features,</p>
Specific localities:			
History	<p>Historical skills: know where the people and events they study fit within a chronological framework; ask and answer questions, choosing and using parts of stories and other sources; understand some of the ways in which we find out about the past and identify different ways in which it is represented. Events beyond living memory: nationally or globally significant (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p>	<p>CASTLES Historical skills: know where the people and events they study fit within a chronological framework; identify similarities and differences between ways of life in different periods; use a wide vocabulary of everyday historical terms; ask and answer questions, choosing and using parts of stories and other sources; understand some of the ways in which we find out about the past and identify different ways in which it is represented. Significant historical events, people and places in their own locality.</p>	<p>The lives of significant individuals: contributors to national and international achievements. Some should be used to compare aspects of life in different periods</p>

Specific events/people	EXPLORERS: Neil Armstrong/Felix Baumgartner (Space), Wright Brothers/Amelia Earhart (Flight)	Kings and Queens Magna Carta? Beacons - Castle Hill	David Attenborough DARWIN
Art & Design	Use a range of materials creatively to design and make products; draw, paint and sculpt to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; know about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.	Use a range of materials creatively to design and make products; draw, paint and sculpt to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; know about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.	Use a range of materials creatively to design and make products; draw, paint and sculpt to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; know about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.
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Specific focus			
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Specific focus			
RE	Festivals The Family in Christianity - What difference does belonging to a faith make to a family? (Agreed Syllabus 2013)	Stories & Symbols - How do the stories from the gurus & the concept of seva affect Sikh children? (Agreed Syllabus 2013) Self & Community - How does Khalsa influence the lives of Sikh families? (Agreed Syllabus 2013)	Special times (birth, christening, wedding etc.) Religions from around the world
	Endings and Beginnings/Weddings	Jesus - Teacher and Leader	Muslim/Hindu/Jewish/Sikh family / Special Books
PSHE			