

Term 4	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular
<p>Ongoing: Full stops and capital letters, oral rehearsing of sentences, speaking and listening.</p> <p>Letter writing: <i>Click clack moo, cows that type.</i> Information texts: Children to create a castle poster Recounts: writing about school trip to Leeds Castle Stories from familiar setting: <i>Peace at last</i> Stories from fantasy settings: <i>Alice in Wonderland</i></p>	<p>Ongoing: Problem solving Friday – linking their current maths learning to an investigative problem.</p> <p>Number sequences Number bonds to 10 Weight and capacity Money Addition and subtraction</p>
Science See Skills – page 13	Humanities See Skills – page 14 and 15
<p><u>Everyday materials:</u></p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p><u>Environmental</u></p> <ul style="list-style-type: none"> Bird cafe 	<p><u>Castles:</u></p> <ul style="list-style-type: none"> Features of a castle People that live in a castle Chronological order

Term 4		
TOPICS		
Computing	Art and design/ Design and Technology	PE
Save and retrieve Flo-bot – programming.	See Skills – page 15 Linked to Book Focus	Sport Enrichment Block Sports enrichment chosen by coach and school to enhance curriculum.
Music	RE CHRISTIANITY	PHSE (SEAL themes)
Develop an understanding of musical composition <ul style="list-style-type: none"> • Compose sound effects • Using symbols to represent sounds • Explore layered rhythms 	- Celebrations Saints <ul style="list-style-type: none"> - St David - St Patrick - St Andrew - St George Celebrations Easter <ul style="list-style-type: none"> - New life and changes 	Relationships <ul style="list-style-type: none"> • people who are important to us • understanding my feelings – proud and jealous • dealing with our hurt feelings without hurting others

Term 5	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular
<p>Ongoing: Full stops and capital letters, oral rehearsing of sentences, speaking and listening.</p> <p>Instructions – linked with topic and directions</p> <p>Recounts: topic based</p> <p>Books by the same author: Jill Murphy</p>	<p>Ongoing: Problem solving Friday – linking their current maths learning to an investigative problem.</p> <p>Money</p> <p>Time</p> <p>Number skills</p>
Science See Skills – page 13	Humanities (Geography) See Skills – page 15
<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies <p><u>Plants</u></p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees 	<p style="text-align: center;"><u>Staplehurst</u></p> <ul style="list-style-type: none"> • Physical and human features • Maps and directions • Position in UK

Term 5		
TOPICS		
Computing	Art and design/ Design and Technology	PE
<p>Save and retrieve Programming Using the mouse and keypad</p>	<p>See Skills – page 15 Artist Suggestion : Seurat - Pointillism Hand Art - Seasons</p> 	<p>Sports Day Athletics Different ways of running, jumping and throwing.</p> <ul style="list-style-type: none"> • Fundamental movement skills (FMS) • Competition vs. self
Music	RE CHRISTIANITY	PHSE (SEAL themes)
<p>Develop an understanding of musical composition</p> <ul style="list-style-type: none"> • Using symbols to represent sounds • Explore layered rhythms <p>Composition and Performing</p> <ul style="list-style-type: none"> • Compose own rhythms using symbols 	<p>Leaders and Teachers</p> <ul style="list-style-type: none"> - Jesus - Zacchaeus - Feeding of the five thousand - Jesus heals a blind man - The Ten Lepers 	<p>5. Good to be me</p> <ul style="list-style-type: none"> • Our gifts and talents • Proud • Anxiety and Worrying

Term 6	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular
<p>Ongoing: Full stops and capital letters, oral rehearsing of sentences, speaking and listening.</p> <p>Stories from familiar settings: UK, villages Stories from other cultures: Topic link Poetry from other cultures: Topic link Instructions Letter writing – topic link</p>	<p>Ongoing: Problem solving Friday – linking their current maths learning to an investigative problem.</p> <p>Measure – length</p> <p>Number work – gaps in children’s knowledge</p>
Science See Skills – page 13	Humanities See Skills – page 14 and 15
<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p><u>Plants</u></p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 	<p><u>Staplehurst</u></p> <ul style="list-style-type: none"> Physical and human features Maps and directions Position in UK <p>Comparing Staplehurst with a village from another country</p> <ul style="list-style-type: none"> Physical and human features Maps and directions Position

Term 6		
TOPICS		
Computing	Art and design/ Design and Technology	PE
Save and retrieving Programming Purple mash Maths whizz – cross curricular	See Skills – page 15 Linked to book focus	Games Striking and Fielding <ul style="list-style-type: none"> • FMS (Fundamental movement skills) for striking/ fielding events • Competition vs. self
Music	RE CHRISTIANITY	PHSE (SEAL themes)
Playing instruments with accuracy and control <ul style="list-style-type: none"> • Learn the Ocarina 	Belonging/Myself Symbolism Belonging to the Christian family <ul style="list-style-type: none"> - Baptism - Weddings 	7 Changes <ul style="list-style-type: none"> • how we change over time • making change happen Sex Education

Year 1 Curriculum plan

Science skills

Enable pupils to

- experience and observe phenomena, looking more closely at the natural and humanly constructed world around them.
- be curious and ask questions about what they notice.
- develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.
- use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

History skills

Pupils should :-

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and 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 to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1 Curriculum plan

Geography Skills (KS1)

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of 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 school and its grounds and the key human and physical features of its surrounding environment

Art Skills

<i>Year</i>	<i>Drawing</i>	<i>Painting</i>	<i>3D work</i>	<i>Collage</i>	<i>Printing</i>	<i>Textiles</i>
1	Uses line to represent objects seen, remembered or imagined	Explores mark-making using thick brushes, foam and sponge brushes	Becomes aware of form, feel, texture, pattern and weight	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Repeating patterns, random or organised, with range of blocks	Sorts, collects, discusses and pulls apart cloths and threads
1	Explores tone using different grades of pencil, pastel and chalk	Experiments with and enjoys colour	Experiments with basic tools on rigid and plastic materials	Engages in more complex activities, e.g. cutting and sewing a variety of materials	Extends repeating patterns - overlapping, using two contrasting colours etc.	Stitches and cuts threads and fibres
1 or 2	Uses line and tone to represent things seen, remembered or observed	Creates pattern using different tools and colours	Compares and recreates form and shape to natural and made environments	Has experience of adhesives and decides on the most effective for a given task	Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit,	Simple weaving with strong wool through a stiff card loom