



## Curriculum Plan for Key Stage 1 Year A

	Autumn <i>Through the Window – houses and homes</i>		Spring <i>Up, up and away – flying machines!</i>		Summer <i>What in the World – hot or cold?</i>	
<b>English</b>	<p><b>Reading:</b> comprehension (both listening and reading). To include a range of fiction, non-fiction and poetry (both classic and contemporary)</p> <p><b>Writing:</b> transcription (spelling and handwriting); composition (articulating ideas and structuring them in speech and writing). To include:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes (diaries, postcards, letters, newspaper reports etc.)</li> </ul> <p><b>Reading and writing genres to include:</b> Stories, diaries, newspaper reports, poems, postcards, letters, book reviews, instructions, lists and labels</p> <p><b>Spelling, punctuation, grammar and vocabulary</b></p> <p><b>Speaking and listening:</b> Listen &amp; respond appropriately; Ask relevant questions; Maintain attention &amp; participate; Articulate &amp; Justify answers; Initiate &amp; respond to comments; Use spoken language to develop understanding</p> <p><b>Phonics:</b> To access phase appropriate sounds. Children to be exposed to blending and segmenting sounds, reading, spelling and writing words. Words should include real and nonsense words.</p>					
<b>Maths</b>	Place value, addition, subtraction, multiplication, fractions, division, shape, measure.		Place value, addition, subtraction, multiplication, division, fractions, shape, measure, algebra, statistics		Place value, addition, subtraction, position and direction, fractions, measure, place value, multiplication and division, shape	
<b>Science</b>	Materials and properties		Seasonal change and daily weather patterns		Plants Animals	
<b>Art</b>	Sculpture, texture (clay) Artist: Hundertwasser		Painting, pattern (paper mache balloons) Artist: Claude Monet (birds)		Painting, colour Artist: Henri Rousseau (jungles)	
<b>DT</b>	Cooking – drop scones		Weaving baskets (for balloons)		Cooking Textiles	
<b>Computing</b>	E - safety Turning on a computer, logging on Word processing simple words/small sentences		Understanding algorithms Unit 1A Espresso Coding Scratch Junior- basics of controlling sprites. E - safety		Create, organise, store, manipulate and retrieve digital content. Transferring photos to our system. Espresso Coding 1B Technology beyond school E - safety	
<b>Geography</b>	Maps – human and physical features (local area)		Seven continents and oceans, world maps		The equator and the poles Compass directions	
<b>History</b>	Changes within living memory – homes, life at home		Significant person and event: first flight, Amelia Earhart		Columbus Nelson	
<b>Music</b>	Instrument focus Aut1: Djembe Instrument focus Aut2: Voices for Christmas Nativity		Instrument focus Spr1: Percussion Instrument focus Spr2: Glockenspiel		Sum1: Listening to high quality music. Instrument focus Sum2: Voices for end of year performance.	
<b>PE</b>	Games Gym		Gym Dance		Dance Athletics	
<b>PHSE</b>	Rights and responsibilities, environment, money		Families and emotions, healthy relationships, valuing difference		Healthy lifestyles, keeping safe, growing and changing	
<b>RSHE</b>	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<b>RE</b>	Philosophy What do my senses tell me about the world of religion and belief?	Theology Why does Christmas matter to Christians?  Understanding Christianity	HSS How do Jewish people celebrate Passover (Pesach)?	HSS How do Jewish people celebrate Shabbat?	Theology What do Christians believe God is like?  Understanding Christianity	



## Curriculum Plan for Key Stage 1 Year B

	Autumn <i>Memories and Dreams</i>		Spring <i>Tell me a story...of fire!</i>		Summer <i>Home and Away – Norfolk and abroad</i>	
<b>English</b>	<p><b>Reading:</b> comprehension (both listening and reading). To include a range of fiction, non-fiction and poetry (both classic and contemporary)</p> <p><b>Writing:</b> transcription (spelling and handwriting); composition (articulating ideas and structuring them in speech and writing). To include:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes (diaries, postcards, letters, newspaper reports etc.)</li> </ul> <p><b>Reading and writing genres to include:</b> Stories, diaries, newspaper reports, poems, postcards, letters, book reviews, instructions, lists and labels</p> <p><b>Spelling, punctuation, grammar and vocabulary</b></p> <p><b>Speaking and listening:</b> Listen &amp; respond appropriately; Ask relevant questions; Maintain attention &amp; participate; Articulate &amp; Justify answers; Initiate &amp; respond to comments; Use spoken language to develop understanding</p> <p><b>Phonics:</b> To access phase appropriate sounds. Children to be exposed to blending and segmenting sounds, reading, spelling and writing words. Words should include real and nonsense words.</p>					
<b>Maths</b>	Place value, addition, subtraction, multiplication, fractions, division, shape, measure.		Place value, addition, subtraction, multiplication, division, fractions, shape, measure, algebra, statistics		Place value, addition, subtraction, position and direction, fractions, measure, place value, multiplication and division, shape	
<b>Science</b>	Human body Senses		Materials		Habitats and food chains Plants and animals	
<b>Art</b>	Painting, portraits Artist: Frida Kahlo		Drawing Illustrator: Jackie Morris (Tell me a dragon)		Printing/collage linked to art in contrasting country e.g. aboriginal art (Australia)	
<b>DT</b>	Moving pictures – link to Christmas		Cooking - bread		Textiles - sewing	
<b>Computing</b>	E - safety Turning on a computer, logging on Word processing simple words/small sentences		Understanding algorithms Unit 1A Espresso Coding Scratch Junior- basics of controlling sprites. E - safety		Create, organise, store, manipulate and retrieve digital content. Transferring photos to our system. Espresso Coding 1B Technology beyond school E - safety	
<b>Geography</b>	Maps – human and physical features (local area)		For countries, capitals of UK London		Norfolk and a contrasting locality in a non-European country	
<b>History</b>	Significant person: Florence Nightingale		Great Fire of London		<u>One</u> significant person linked to country chosen, e.g. Mandela – South Africa, Jacques Cousteau – Great Barrier Reef	
<b>Music</b>	Instrument focus Aut1: Percussion Instrument focus Aut2: Voices for our Christmas Nativity		Instrument focus Spr1: Djembe Spr2: Listening to high quality music		Instrument focus Sum1: Glockenspiel Instrument focus Sum2: Voices for our end of year performance	
<b>PE</b>	Games Gym		Gym Dance		Dance Athletics	
<b>PHSE</b>	Rights and responsibilities, environment, money		Families and emotions, healthy relationships, valuing difference		Healthy lifestyles, keeping safe, growing and changing	
<b>RSHE</b>	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<b>RE</b>	Philosophy Why do people have different views about the idea of God?	Theology Why is light an important symbol for Christians, Jewish people and Hindus?	Theology Why does Easter matter to Christians?  Understanding Christianity	Theology Why does Easter matter to Christians?  Understanding Christianity	HSS How does a celebration bring a community together?	Philosophy How did the universe come to be?