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| Curriculum Drivers | | | |
| Spirituality | Enquiry | Knowledge of the World | Possibilities |

**Key Stage 1 Curriculum Plan 2019/20 (Year 1)**

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|  | **Term 1** | **Term 2** | | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Main Topic** | All about Me and where I live. | | | My Marvellous World | | Queen and Country  Royal Ascot | |
| **Starting Questions** | When were you born?  Where do you live?  What is that place like? | | | If you could travel anywhere in the world; where would you go and why? | | Why do Kings and Queens live in castles? | |
| **Main Subject Drivers** | Geography History  Science | | | Science  Geography | | History  Science | |
| **Visits and visitors** | **Model Village**  **Christmas Pantomime** | | | **Church Trail**  **Birds of prey workshop** | | **Black Park Country Park**  **Royal Ascot** | |
| **Entry point/Hook** | Family trees.  High Street walk | | | An invitation to ride on Aladdin’s Magic Carpet- Disney Clip- ‘A Whole New World’ | | Film clip of Queen Elizabeth 11 being interviewed at Windsor Castle | |
| **Finale** | Assembly – Ourselves.  Display – Me and my family. | | | Magic Carpet Ride Presentation/Display | | Royal Assembly | |
| **Brain Builders** | My timeline. | | Christmas Story | Explore a different country. | Animals in danger. | If I were King or Queen | Design a hat for Royal Ascot |
| **Mathematics** | Maths Mastery  Numbers within 10 & 20  Addition & Subtraction  Shapes & Patterns | | | Maths Mastery  Time. Fractions.  Measure – Length & Mass  Calculation strategies  Number & Place value  Addition & Subtraction | | Maths Mastery  Numbers to 50 & beyond.  Addition & Subtraction.  Money. Measure – Capacity & Volume.  Multiplication & Division. | |
| **Science** | Seasonal Changes  **Autumn walk.** Materials.  Plants – Sunflowers. Bulbs | | | Animals and their homes. | | Plants  Outdoor learning | |
| **Communication** | * **Engage in meaningful discussions in all areas of the curriculum.** * **Listen to and learn a wide range of subject specific vocabulary.** * **Through reading identify vocabulary that enriches and enlivens stories.** * **Speak to small and larger audiences at frequent intervals.** * **Practise and rehearse sentences and stories, gaining feedback on the overall effect and use of standard English.** * **Listen to and tell stories often so as to internalise the structure.** * **Debate issues and formulate well- constructed points.** | | | | | | |
| **Reading** | **In Key Stage 1, children will have the opportunity to develop their skills as an effective reader. They will:**  • Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. | | | | | | |
| **Writing** | In Key Stage 1 children will write: about personal experiences, real events, poetry and for different purposes (which are all statutory at KS1)  Throughout Key Stage 1, through all curriculum areas and across both years, children will have the opportunity to write: | | | | | | |
| **Narrative**   * **Write stories set in places pupils have been** * **Write stories with imaginary settings** * **Write stories and plays that use the language of fairy tales and traditional tales** * **Write stories that mimic significant authors** * **Write narrative diaries**   **WHOLE SCHOOL TEXT –**  **Rap-a-tap-tap** | | | **Non Fiction**   * **Write labels** * **Write lists** * **Write captions** * **Write instructions** * **Write recounts** * **Write glossaries** * **Present information** * **Write non-chronological reports**   **WHOLE SCHOOL TEXT –**  **The Boat** | | **Poetry**   * **Write poems that use pattern, rhyme and description.** * **Write nonsense and humorous poems and limericks** | |
| **Computing** | Purple Mash/Logging on  Google | | | Purple Mash  Google Earth | | Purple Mash/Coding | |
| **History** | My life so far…. Timeline.  Remembrance.  Guy Fawkes.  Vincent Van Gough | | | Significant historical events, people and places in their own locality | | Our Monarchy- Past and Present | |
| **Geography** | Local Environment  Geographical Features/Language  Comparing human features of different localities.  Village School/City School – Forster Park Y1 link. | | | Map work- Uk/ London (Capital City)  Weather & climates.  Continents & Oceans. | | My Country  Comparing human features of different localities. | |
| **Music** | \*Hey You!  Hip Hop – exploring pulse, rhythm & pitch | | **KS1 Christmas Production** | \*Rhythm in the way we walk.  Reggae – Listen to and appraise different types of music.  Class assembly.  **I SING POP (whole school)** | | \* In the groove.  Listen and appraise. Pulse.  Perform.  \*Your Imagination.  Listen and appraise. Move.  Introduction to recorder.  Class assembly.  Introduction to recorder. | |
| **Physical Education** | Gymnastics-Movement/Games  Dance | | | Dance/Games/Skills | | Swimming/Games/Skills | |
| **Art** | Colour mixing  Painting skills/techniques.  Van Gough -  Sunflower display | | | Collage techniques  Henry Rousseau | | Observational drawings and water colour paintings of plants. | |
| **Design Technology**  **And Food for Life** | Paper sunflowers  Create class model village.  Models of houses/shops etc.  Christmas cooking.  Designing & making tree decorations | | | Healthy diet.  Food groups  Easter cooking | | Hats for Ascot.  Crowns.  Fruit salad/kebabs | |
| **Religious Education** | **Discovery scheme of work.**  Christianity.  Creation story. Christmas Story.  **Diwali** festival of light | | | Christianity.  Jesus as a friend. Easter Story.  Palm Sunday.  **Church Trail** | | Judaism  Shabbat Chanukah | |

\*Charanga