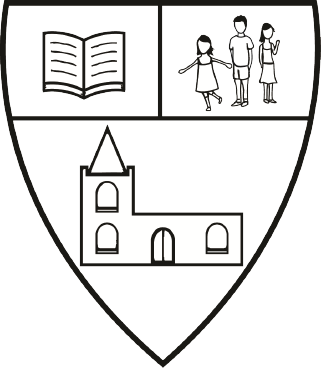
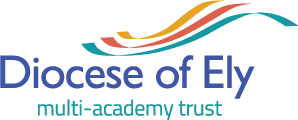
#### **Guilden Morden C of E Primary Academy**





#### **Together we work to succeed and flourish**

**KS1 Curriculum Plan – Year 1/2 – Acorn Class – Cycle B**

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| Subject | **Year Group** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **English** | **1/2** | **Entertain / inform**  **Owl Babies** – retell story present tense,setting description (oral for Y1, consolidation for Y2)  **Arabian Nights**  **Aladdin/Sinbad/Ali Baba** – Usborne Illustrated  Arabia – recount extracts past tense & character description  **Instructions** (dictation for Y1 apply for Y2 linked to Arabian Nights) | **Inform / Entertain**  **A Christmas Carol** – Charles Dickens (Real Reads) pdf version available  Narrative with character descriptions, (Y2 setting description, too) (taught)  retell extracts in 1st person (simple recount for Y1, letters for Y2)  **PKC science Human Body**  Y2 dictated sentences – simple and compound (and, but, so)  If mixed year groups, Y1 dictated sentences using existing code knowledge – simple sentences. | **Entertain / inform**  **Greek Myths**  **In the beginning and Pandora’s Box, Persephone and the Pomegranate Seeds–** Geraldine McCaughrean (letters)  **Narrative: recount**  3rd person retelling of story with character and setting descriptions  1st person letter  **(On the Ning Nang Nong** – Spike Milligan – learn to perform)  **Non-chronological report: Romans**  Y2 write with compound sentences  if mixed year group: Y1 simple sentences using existing code knowledge. | **Inform /entertain**  **Aesop’s Fables: The Wind and the Sun, The Wolf in Sheep’s Clothing**  simple narratives (Y2 with simple speech – single character & character description)  **Linked to DT or other suitable learning** – **instructions** 2nd person, commands (taught) | **Entertain / inform**  **King Arthur** – Andrew Matthews  recount extracts as narrative (Y2 with simple speech) 3rd person narrative  Retell story extracts with character descriptions (apply) (speech Y2 dictation and setting description)  Letter from Arthur to friends  **(Duck’s Ditty** - Kenneth Grahame  Learn to perform)  **Non-chronological report: The Tudors**  Y2 write with compound sentences, complex sentences with because, if, when  commas in a list  if mixed year group Y1 simple and compound sentences using and, but, so existing code knowledge. | **Inform /entertain**  **King Arthur** – Andrew Matthews  Retell extracts (Y2 with simple speech – single character)  Instructions – how to dress a knight (apply) with explanation element taught as dictation)  **Shakespeare: Twelfth Night** – character description and letter (1 week) **visual literacy for overview of story**  **Y2 consolidation of all grammar features for KS1** |
| **Maths** | **1** | Number: Place Value  Numbers to 20  Number: Addition and Subtraction  Numbers within 20 (Including recognising money) | Number: Addition and Subtraction  Numbers within 20 (Including recognising money)  Number: Place Value and Multiplication  Place value to 50 and multiplication | Number: Division  Division.  Number: Place Value  Place value to 100.  Measurement  Length and height.  Geometry  Shape and consolidation. | Geometry  Shape and consolidation.  Number: Fractions and consolidation  Fractions. | Geometry  Position and direction.  Measurement  Time.  Problem Solving and Efficient Methods  Problem Solving.  Measurement  Weight and Volume. | Measurement  Weight and Volume.  Consolidation and Investigations |
| **2** | Number: Place Value  Numbers to 50  Number: Addition and Subtraction  Numbers within 100 (Including money) | Number: Addition and Subtraction  Numbers within 100 (Including money)  Number: Multiplication  Multiplication | Number: Division  Division.  Number: Statistics  Measurement  Length and height.  Geometry  Properties of shape. | Geometry  Properties of shape.  Number: Fractions  Fractions. | Geometry  Position and direction.  Measurement  Time.  Problem Solving and Efficient Methods  Problem Solving.  Measurement  Mass, Capacity and Temperature. | Measurement  Mass, Capacity and Temperature.  Consolidation and Investigations |
| **Science** | **1/2** | Human Body  Animals, including humans, survival and offspring.  The skeletal system, the muscular system and exercise.  The digestive system and healthy eating.  The circulatory system.  Germs, diseases and preventing illness. | Living Things and their Environment  Dead or alive?  What is a habitat?  Rainforest and Desert habitats.  Meadow habitats.  Underground habitats. | Electricity  Introduction to electricity.  Safety.  Exploring circuits.  Investigating conductive and non-conductive materials. | Plants  Plants around us.  Seeds and bulbs.  Comparative tests.  Food and Farming.  How does a seed work? | Materials and their matter  Materials and their uses.  George de Mestral and Velcro.  Materials under the microscope.  Changing Solid Objects.  Liquids. | Astronomy  Introduction to astronomy.  Orbit and rotation.  The moon and is phases.  Stars and constellations.  Space exploration. |
| **RE** | **1/2** | What is being a human being? | What is being a human being? | Christian world views | Muslim and Sikh world views | How do people welcome a new person into their community? | How do people welcome a new person into their community? |
| **PSHE** | **1/2** | **Rights, rules and responsibilities**  How do rules and conventions help me to feel happy & safe?  • How do I take part in making rules?  • Who looks after me and what are their responsibilities?  • What jobs and responsibilities do I have in school and at home?  • Can I listen to other people, share my views and take turns?  • Can I take part in discussions and decisions in class? | **My Emotions**  **Anti-bullying**  What am I good at and what is special about me?  • How can I stand up for myself?  • Can I name some different feelings?  • Can I describe situations in which I might feel happy, sad, cross etc?  • How do my feelings and actions affect others?  • How do I manage some of my emotions and associated behaviours?  • What are the different ways people might relax and what helps me to feel relaxed?  • Who do I share my feelings with?  **Anti-bullying**  How are falling out and bullying different?  • How do people use power when they bully others?  • What are the key characteristics of different types of bullying?  • How can lack of respect and empathy towards others lead to bullying?  • What is the difference between direct and indirect forms of bullying?  • What are bystanders and followers and how might they feel?  • Do I understand that bullying might affect how people feel for a long time?  • How can I support people I know who are being bullied by being assertive?  • How does my school prevent bullying and support people involved? | **Diversity and Communities**  • What makes me ‘me’, what makes you ‘you’?  • Do all boys and all girls like the same things?  • What is my family like and how are other families different?  • What different groups do we belong to?  • What is a stereotype and can I give some examples?  • Who helps people in my locality and what help do they need?  • What does ‘my community’ mean and how does it feel to be part of it?  • How do people find out about what is happening in my community?  • How do we care for animals and plants?  • How can I help look after my school? | **Drug Education**  Which substances might enter our bodies, how do they get there and what do they do?  • What are medicines and why and when do some people use them?  • When and why do people have an injection from a doctor or a nurse?  • Who is in charge of what medicine I take?  • What different things can help me feel better if I feel poorly?  • How can I keep safe with medicines and substances at home and at school?  • What is persuasion and how does it feel to be persuaded? | **Personal Safety**  Can I identify different feelings and tell others how I feel?  • Which school/classroom rules are about helping people to feel safe?  • Can I name my own Early Warning Signs?  • How do I know which adults and friends I can trust?  • Who could I talk with if I have a worry or need to ask for help?  • What could I do if a friend or someone in my family isn’t kind to me?  • Can I identify private body parts and say ‘no’ to unwanted touch?  • What could I do if I feel worried about a secret?  • What could I do if something worries or upsets me when I am online?  **Sex and relationships education**  **Year 1**  • What are the names of the main parts of the body?  • What can my amazing body do?  • When am I in charge of my actions and my body?  • How can I keep my body clean?  • How can I avoid spreading common illnesses and diseases?  **Year 2**  • How do babies change and grow? (Statutory NC Science Y2)  • How have I changed since I was a baby? (Statutory NC Science Y2)  • What’s growing in that bump? (NC Science)  • What do babies and children need from their families?  • Which stable, caring relationships are at the heart of families I know?  • What are my responsibilities now I’m growing up?  What are my responsibilities now I’m growing up? | **Digital Lifestyles**  • What are some examples of ways in which I use technology and the internet and what are the benefits?  • What is meant by “identity” and how might someone’s identity online  be different from their identity in the physical world?  • What are some examples of online content or contact which might mean I feel unsafe, worried or upset?  • What sort of information might I choose to put online and what do I need to consider before I do so?  • When might I need to report something and how would I do this?  • What sort of rules can help to keep us safer and healthier when using technology?  • Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour?  **Managing Change**  • How are my achievements, skills and responsibilities changing and what else might change?  • How might people feel during times of loss and change?  • How do friendships change?  • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change?  • How might people feel when they lose a special possession?  • When can I make choices about changes? |
| **History** | **1/2** |  | Powerful Voices  Ghandi  Rosa Parks and Martin Luther King  Malala Yousafi  Greta Thunberg  David Attenborough |  | The Romans in Britain  Spread of the Roman empire  The Roman army  Roman invasion of Britain  Roman towns  Changes that the Romans made to Britain |  | The Tudors  Life in Tudor England  Henry VIII  The English Reformation  Edward VI and Mary I  Queen Elizabeth I |
| **Geography** | **1/2** | **Spatial Sense**  Aerial Perspective  Maps  Using words to describe location  Understanding direction  What makes a good map? |  | The British Isles  The British Isles and England  Scotland  Wales  Ireland  A comparison with Cape Town |  | Northern Europe  Countries in Northern Europe  Human and physical features of Northern Europe  Climate in Northern Europe  Animals found in Northern Europe  Roald Amundsen |  |
| **Art** | **1/2** | Colour and Shape  Primary, secondary, warm and cool colours.  Tints and shades.  Geometric shapes.  Organic shapes.  Calder sculptures. | Colour, Shape and Texture  Introducing Matisse’s Cut-Outs.  Cut-Outs – organic shapes and complementary colours.  Cut-Outs – composition.  Visual texture.  Creating visual texture. | Portraits and Self-portraits  Portraits and self-portraits  Using colour in self-portraits.  How artists represent themselves.  Artist study – Picasso.  Creating cubist portraits. | Landscape and Symmetry  Introduction to landscape painting.  Constable and Turner – Different methods of landscape painting.  Painting in the style of Turner.  Symmetry in art.  Goldsworthy and symmetry. | History Painting  Introduction – Theseus and the Minotaur.  Creating a maze.  Picasso and the minotaur.  Drawing the minotaur.  Creating a picture which tells a myth. | Murals and Tapestries  Introduction to murals.  Frescoes – Michelangelo and the Sistine Chapel.  Crivelli’s Garden – Paula Rego.  Tapestries.  The Last Supper – Leonardo de Vinci.  Completing Class Mural. |
| **DT** | **1/2** | **Cook**  Gingerbread | | **Sew**  Pencil Cases | | **Build**  Moving Pictures | **Cook**  Pizza |
| **Computing** | **1/2** | Unit 1.1  **Online Safety &**  **Exploring Purple**  **Mash** | Unit 2.4  **Questioning** | Unit 2.2  **Online Safety** | Unit 1.6  **Animated Story**  **Books** | Unit 2.7  **Making Music** | Unit 1.3  **Pictograms** |
| Unit 1.5  **Maze Explorers** | Unit 2.3  **Spreadsheets** | Unit 2.8  **Presenting Ideas** |
| **PE** | **1/2** | Locomotion: Jumping  Gymnastics: Wide, Narrow, Curled | Ball Skills: Hands 2  Dance: Customised Unit | Ball Skills Feet (Customised Lessons)  Gymnastics: Linking | Locomotion: Jumping  Dance: Customised Unit | Ball Skills: Hands 2  Rackets, Bats & Balls (Customised Lessons | Swimming Sports day prep and practice  Dance: Customised Unit |
| **Music** | **1/2** | **Musical Vocabulary**  **‘Under the Sea’**  **Key knowledge:**  To understand that pitch means how high or low a note sounds.  To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.  To know that music has layers called 'texture'. | **Timbre and Rhythmic Patterns**  **‘Fairy tales’**  **Key knowledge:**  To know that an instrument or rhythm pattern can represent a character in a story.  To know that my voice can create different timbres to help tell a story.  To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. | **African call-and-response songs**  **‘Animals’**  **Key knowledge:**  To know that dynamics can change the effect a sound has on the audience.  To know that the long and short sounds of a spoken phrase can be represented by a rhythm.  To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.  To understand that the tempo of a musical phrase can be changed to achieve a different effect.  To understand that an instrument can be matched to an animal noise based on its timbre. | **Vocal and Body Sounds**  **‘By the Sea’**  **Key knowledge:**  To know that dynamics can change how someone listening feels about music.  To know that your voice can be used as a musical instrument.  To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.  To understand that music can be represented by pictures or symbols. | **Dynamics, timbre, tempo and motifs**  **‘Space’**  **Key knowledge:**  To know that a 'soundscape' is a landscape created using only sounds.  To know that a composer is someone who creates music and writes it down.  To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music | **Myths and Legends**  **Key knowledge:**  I know that a graphic score can show a picture of the structure of music.  To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.  To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. |