#### **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 IllustratedArabia – 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 availableNarrative 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 descriptions1st person letter**(On the Ning Nang Nong** – Spike Milligan – learn to perform)**Non-chronological report: Romans**Y2 write with compound sentencesif 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 Matthewsrecount extracts as narrative (Y2 with simple speech) 3rd person narrativeRetell story extracts with character descriptions (apply) (speech Y2 dictation and setting description)Letter from Arthur to friends**(Duck’s Ditty** - Kenneth GrahameLearn to perform)**Non-chronological report: The Tudors**Y2 write with compound sentences, complex sentences with because, if, whencommas in a listif mixed year group Y1 simple and compound sentences using and, but, so existing code knowledge. | **Inform /entertain** **King Arthur** – Andrew MatthewsRetell 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 ValueNumbers to 20Number: Addition and SubtractionNumbers within 20 (Including recognising money) | Number: Addition and SubtractionNumbers within 20 (Including recognising money)Number: Place Value and MultiplicationPlace value to 50 and multiplication | Number: DivisionDivision.Number: Place ValuePlace value to 100.MeasurementLength and height.GeometryShape and consolidation. | GeometryShape and consolidation.Number: Fractions and consolidationFractions. | GeometryPosition and direction.MeasurementTime.Problem Solving and Efficient MethodsProblem Solving.MeasurementWeight and Volume. | MeasurementWeight and Volume.Consolidation and Investigations |
| **2** | Number: Place ValueNumbers to 50Number: Addition and SubtractionNumbers within 100 (Including money) | Number: Addition and SubtractionNumbers within 100 (Including money)Number: MultiplicationMultiplication | Number: DivisionDivision.Number: StatisticsMeasurementLength and height.GeometryProperties of shape. | GeometryProperties of shape.Number: Fractions Fractions. | GeometryPosition and direction.MeasurementTime.Problem Solving and Efficient MethodsProblem Solving.MeasurementMass, Capacity and Temperature. | MeasurementMass, Capacity and Temperature.Consolidation and Investigations |
| **Science**  | **1/2** | Human BodyAnimals, 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 EnvironmentDead or alive?What is a habitat?Rainforest and Desert habitats.Meadow habitats.Underground habitats. | ElectricityIntroduction to electricity.Safety.Exploring circuits.Investigating conductive and non-conductive materials. | PlantsPlants around us.Seeds and bulbs.Comparative tests.Food and Farming.How does a seed work? | Materials and their matterMaterials and their uses.George de Mestral and Velcro.Materials under the microscope.Changing Solid Objects.Liquids. | AstronomyIntroduction 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 onlinebe 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 VoicesGhandiRosa Parks and Martin Luther KingMalala YousafiGreta ThunbergDavid Attenborough |  | The Romans in BritainSpread of the Roman empireThe Roman armyRoman invasion of BritainRoman townsChanges that the Romans made to Britain |   | The TudorsLife in Tudor EnglandHenry VIIIThe English ReformationEdward VI and Mary IQueen Elizabeth I |
| **Geography**  | **1/2** | **Spatial Sense**Aerial PerspectiveMapsUsing words to describe locationUnderstanding directionWhat makes a good map? |  | The British IslesThe British Isles and EnglandScotlandWalesIrelandA comparison with Cape Town |  | Northern EuropeCountries in Northern EuropeHuman and physical features of Northern EuropeClimate in Northern EuropeAnimals found in Northern EuropeRoald Amundsen |  |
| **Art**  | **1/2** | Colour and ShapePrimary, secondary, warm and cool colours.Tints and shades.Geometric shapes.Organic shapes.Calder sculptures. | Colour, Shape and TextureIntroducing Matisse’s Cut-Outs.Cut-Outs – organic shapes and complementary colours.Cut-Outs – composition.Visual texture.Creating visual texture. | Portraits and Self-portraitsPortraits and self-portraitsUsing colour in self-portraits.How artists represent themselves.Artist study – Picasso.Creating cubist portraits. | Landscape and SymmetryIntroduction to landscape painting.Constable and Turner – Different methods of landscape painting.Painting in the style of Turner.Symmetry in art.Goldsworthy and symmetry. | History PaintingIntroduction – Theseus and the Minotaur.Creating a maze.Picasso and the minotaur.Drawing the minotaur.Creating a picture which tells a myth. | Murals and TapestriesIntroduction 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 2Dance: Customised Unit | Ball Skills Feet (Customised Lessons)Gymnastics: Linking | Locomotion: JumpingDance: Customised Unit | Ball Skills: Hands 2Rackets, Bats & Balls (Customised Lessons | Swimming Sports day prep and practiceDance: 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. |