



## Curriculum Outline 2017/2018 FS/KSI

Assessment

Cross curricular links

British and Christian values: opportunities for personal, spiritual and cultural development

KSI	Autumn 1 (7 weeks) Foundation Stage Baseline Assessment	Autumn 2 (7 weeks) Assessment Week	Spring 3 (6 weeks)	Spring 4 (6 weeks) Assessment Week	Summer 5 (6 weeks) KSI SATS	Summer 6 (7 weeks) Y1 Phonic Screening
<b>English Y1/2</b>						
<b>Class 1 Cross Curricular Theme</b>	Castles, Dragons and Princesses	Castles, Dragons and Princesses Christmas	<b>Oh I do like to be beside the seaside.</b> Pirates and mermaids	<b>Oh I do like to be beside the seaside.</b> The ocean	<b>Marvellous Mini beasts</b>	<b>Marvellous Mini beasts</b>
<b>English Genres  Non Fiction Y1/2</b>	Instructions- how to look after/capture a dragon.	Information text about a castle. Writing labels and captions.	Persuasive writing Come to sea! Travel poster	Information text about whales	Recount writing following school trip.	Information texts including writing labels and captions.



<p><b>Narrative</b> <b>Y1/2</b></p>	<p>Retelling traditional stories</p>	<p>Innovate own story based in a castle.</p>	<p>Adventure stories-writing a sequel What happens next when they sail off?</p>	<p>Innovate a new story.</p>	<p>Stories based in familiar settings.</p>	
<p><b>Poetry</b> <b>Y1/2</b></p>	<p>Three Brave Knights-</p>			<p>Stormy sea poems based on language in the text.</p>		<p>Mini beast riddles.</p>
<p><b>Reading Outcomes</b> <b>Y1/2</b></p>	<p>Y1 Match graphemes for all phonemes. Read accurately by blending sounds. Read words with common suffixes. Read contractions and understand purpose. Read phonics books aloud. Link reading to own experiences. Join in with predictable phrases. Discuss significance of title and events. Make simple predictions.</p>			<p>Y2 Develop phonics until decoding secure. Read common suffixes. Read common exception words. Read and re-read phonic appropriate books. Discuss and express views about fiction, non-fiction and poetry. Become familiar with and retell stories. Begin to make inference.</p>		
<p><b>Reading Outcomes FS</b></p>	<p>Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>					
<p><b>Grammar outcomes</b> <b>Y1/2</b></p>	<p>Y1 Leave spaces between words. Begin to use basic punctuation . ? ! Use capital letters for proper nouns. Use common plural and verb suffixes.</p>			<p>Y2 Use . ! ? , ‘ Use simple conjunctions. Begin to expand noun phrases. Use some features of standard English.</p>		



<p><b>Writing Outcomes Y1/2</b></p>	<p>Y1 Name letters of the alphabet. Spell very common exception words. Spell days of the week. Form lower case letters correctly. Form capital letters and digits. Use very common prefixes and suffixes.</p> <p>Compose sentences orally before writing. Read own writing to peers or teachers.</p>	<p>Y2 Spell by segmenting into phonemes. Learn to spell common exception words. Use appropriate size letters and spaces. Develop positive attitude and stamina for writing. Begin to plan ideas for writing. Record ideas sentence by sentence. Make simple additions and changes after proof reading</p>				
<p><b>Reading Outcomes FS</b></p>	<p>FS Use phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>					
<p><b>Communication and Language Outcomes FS</b></p>	<p><b>Listening and attention:</b> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding:</b> children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>					
<p><b>English Spelling Y1/2</b></p>	<p>Y2-Babcock No nonsense spelling programme.</p>					



	Y1- Bellenden spelling scheme.					
<b>Maths Year 1/2</b>						
<b>Mathematics Y1/2</b> White Rose Mixed age blocks	<b>Number: Place value</b> Y1 Counting up to 20. Read, write numbers to 20 in numerals and words. Use language such as more, less and equal. Find one more or less. Y2 Begin to use place value t/u. Compare and order numbers $<>=$ . Write numbers to 100. <b>Number: Addition and subtraction</b> Y1 Number bonds to 10, 20. Solve one step problems. Add or subtract single	<b>Number: Addition and subtraction</b> Continue from term 1. <b>Geometry: Shape</b> Y1 Recognise and name 2 and 3d shapes. Y2 Identify, describe and sort 2 and 3D shapes. <b>Measurement: Money</b> Y1 Recognise coins and notes. Y2 Use symbols for £ and p and add and subtract	<b>Number: Place value, multiplication and division.</b> Y1 counting to 50. Find one more or less. Count in 2s 5s and 10s. Solve simple one step problems incl arrays. Y2 Count in 2s 3s 5s and 10s. Know 2 5 and 10 x tables. Use x and – symbols. Recognise the commutative property of multiplication. <b>Number: Fractions</b>	<b>Number: Fractions</b> Continue from term 3 <b>Measurement: Length and height.</b> Y1 Use common vocab for comparison. Begin to measure length and height. Y2 Know and use standard measures. Read scales to the nearest whole unit. <b>Consolidation</b>	<b>Number: Place value</b> Y1 Count to 100. Read and write numbers to 100. Use language such as more, less and equal. Find one more or less. <b>Statistics(Y2)</b> Y2 Interpret simple tables and pictograms. Ask and answer comparison questions. Ask and answer questions about totalling. <b>Geometry: Position and direction.</b> Y1 Order and arrange objects.	<b>Problem solving and efficient methods</b> Continue from term 5 <b>Measurement: Time</b> Y1 Use time and ordering vocab. Tell the time to the hour/half hour. Use the language of days, weeks, months and years. Y2 Tell the time to the nearest 5 minutes. <b>Investigations</b> <b>Consolidation</b>



	<p>digit numbers incl 0. Y2 Know number facts to 20 and related to 100.</p>	<p>simple amounts up to £1,</p>	<p>Y1 Recognise and use <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>. Y2 Find and write simple fractions. Understand the equivalence of e.g. <math>\frac{2}{4} = \frac{1}{2}</math>.</p>		<p>Describe position and movement incl half and quarter turns. Y2 Order and arrange mathematical objects. Use terminology of position and movement. <b>Problem solving and efficient methods</b> Y1 Solve one step problems incl arrays Y2 Solve one and two step problems.</p>	
<p><b>Mathematics</b> <b>FS</b></p>	<p><b>Numbers:</b> children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <b>Shape, space and measures:</b> children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>					



Science Y1/2						
<p><b>Science Understanding the world</b> Hamilton mixed age science planning Set A</p>	<p>Amazing Me Y1 Animals including humans and Y2 Animals including humans with a focus on our bodies and health. <b>SD</b></p>	<p>Wild Weather Y1 Seasonal changes <b>SD</b></p>	<p>Brilliant Builders Y1 Everyday materials and Y2 Uses of everyday materials with a focus on uses of materials including building.</p>	<p>Wild and Wonderful Creatures. Y1 Animals including humans and Y2 Animals including humans with a focus on wild animals/fish <b>SD</b></p>	<p>Growing Things Y1 and Y2 Plants with a focus on plants and growth. <b>SD</b></p>	<p>Food Chains Y2 Living things and their habitats with a focus on food chains. <b>SD</b></p>
<p><b>Understanding the world</b> These outcomes are also covered within science, RE, geography and history.</p>	<p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>					
Humanities						



<p><b>Geog/Hist</b> <b>Understanding</b> <b>the world</b> <b>(TK)</b></p>	<p><b>History-Changes</b> <b>within living</b> How have they changed since they were babies?</p>	<p><b>Geog</b> <b>human</b> <b>and</b> <b>physical</b> identify seasonal and daily weather patterns in the UK (Hamilton topic planning- Weather Experts) <b>History</b> beyond living memory- castle timelines, living in a castle including some aspects of significant places in own locality-trip to a castle. (Hamilton</p>	<p><b>Geog</b> skillsand field work-to use simple compass directions, locational and directional language 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; use and construct basic symbols in a key.</p> <p><b>History-</b> Significant historical figures- explore the lives of famous pirates (Hamilton topic planning Oceans and Seas-Fantasy Islands.)</p>	<p><b>Geog</b> <b>Locational</b> <b>knowledge</b> Name and locate the 7 continents and 5 oceans.(recap )</p> <p><b>History-</b> <b>Changes</b> <b>within living</b> memory- seaside holidays in the past.</p>	<p><b>Geog skills and</b> <b>field work</b> Using simple fieldwork and observational skills to study the geography of our school and it's grounds and the key human and physical features of its surrounding environment. (Hamilton topic planning-Our School and the local area)</p>	<p><b>Geog place</b> <b>knowledge-</b> understand the similarities/differen ces though studying a small area of the UK. Link with study of local woods.</p>
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		planning We are Britain – Castles)				
<b>Religious Education</b>						
<b>RE (Year A)</b>  Two class rolling programme	The Creation Story	What does it mean to belong to a faith community	What do Christians believe God is like	Being Jewish – how do Jewish people live	As previous term	How should we care for the world and others
<b>Art and Design Technology</b>						
<b>Art DT</b>	Paul Klee 'Castle and Sun' Exploring warm and cold colours. Portraits- drawing and painting.	Tapestries-fabric art and weaving.  Christmas art. Moving Pictures- The princess and the Pea. Class castle making.	Topic based art- to incl; collage portholes, observational drawings and paintings of shells. Explore the work of famous artists 'A Bigger Splash' by David Hockney Monet's Shades of the Sea and The Sea at Fecamp. <b>SD</b> Clay Fish.	Topic based art to incl; cardboard tube collage minibeasts, painting butterflies. <b>SD</b>		Moving Minibeast challenge.
<b>Expressive Arts and Design Fs</b>	<p><b>Exploring and using media and materials:</b> children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts a</p>					
<b>Modern Foreign Languages</b>						
<b>MFL</b>	French		As part of Diddi dance.-counting- French and Spanish.		French	



			French			
<b>Music, Drama and Performance</b>						
<b>Music</b>	Basic Woodwind and percussion  Harvest Festival performance	Songs and performance for Christmas  Musical Theatre workshop  Music workshops with instruments.	Diddance workshops	Singing  Easter Service Performance	Drama workshops	Songs for Leavers' Service and other end-of-year events
<b>Expressive Arts and Design FS</b>	<p><b>Exploring and using media and materials:</b> children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>					
<b>Physical Education</b>						
<b>PE</b>	Multi skills/  curling  swimming	Ball skills/throwing and catching/  basic gymnastics  swimming	Co-operative paired and small team activities	Basic invasion games	Athletics/  Multi skills	Athletics/  Team games
<b>Physical Development FS</b>	<p><b>Moving and handling:</b> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>					



Computing						
<b>Computing UW (TK)</b>	<p><b>e-safety</b>-being polite and kind when using the internet, creating e-safety rules.</p> <p><b>Programming</b> -giving instructions, using a floor robot, algorithms.</p>	<p><b>Technology in our lives</b>-use of technology at home, school, wider community.</p> <p><b>Multimedia</b>-using technology to organise and present ideas, use of keyboard.</p>	<p><b>e-safety</b>-what do we do if something worrying happens, passwords and personal information</p> <p><b>Programming</b> -predicting instructions,</p>	<p><b>Handling Data</b>-look at different ways information can be shown. Use technology to collect information.</p> <p><b>Multimedia</b>-use the keyboard to enter text, save and retrieve information.</p>	<p><b>e-safety</b>-appropriate online times and websites.</p> <p><b>Programming</b> -using software to make objects move, debugging.</p>	<p><b>Technology in our lives</b>-looking at the benefits of using technology.</p> <p><b>Handling Data</b>-creating charts and graphs to collect data.</p>
<b>Understanding the world FS</b>	Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.					
Personal Social and Health Education						
<b>PSHE</b>	<p>Starting school/new year group/ <b>Courage</b></p> <p>New Lifting our Learning Behaviour</p>	<p>Remembrance/ What is <b>Creativity</b></p>	<p>Keeping Healthy and looking after ourselves/ <b>Peace</b></p>	<p>Money – using and saving money/ <b>Trust</b></p>	<p>Being a good friend – Anti-bullying workshops/ <b>Forgiveness</b></p>	<p>Changes – moving on/ <b>Justice</b></p>



**Personal, social  
and emotional  
development  
FS**

**Self-confidence and self-awareness:** children are confident about trying new activities, and say why they like some activities more than others. They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (From Physical Development)