



Curriculum Outline 2018/2019 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 (8 weeks) Assessment Week	Spring 3 (6 weeks)	Spring 4 (6 weeks) Assessment Week	Summer 5 (5 weeks) KSI SATS	Summer 6 (7 weeks) Y1 Phonic Screening
English Y1/2						
Class 1 Cross Curricular Theme	Toys and games	Toys and games	Mission Impossible- space	Mission Impossible- space	Faraway places-Africa	Faraway places- Africa
English Genres Non Fiction Y1/2	Labels and captions to describe different toys. Writing about our favourite toys. What toys do we take to bed?	Information text- teddy bears.	Information text-space, planets, famous astronauts. Lists, labels and captions.		Letters and postcards.	Information texts including writing labels and captions.



	Planning for a teddy bears picnic, invitations and menus.					
Narrative Y1/2		Retell and Innovate own story based on a story about toys.	Adventure stories-writing a sequel What happens next when they sail off?	Innovate a new story.	Innovate stories set in Africa.	
Poetry Y1/2	Toy poems.			Space poems.		African animal riddles.
Reading Outcomes Y1/2	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.			Y2 Develop phonics until decoding secure. Read common suffixes. Read common exception words. Read and re-read phonic appropriate books. Read accurately and fluently without undue hesitation. Check reading makes sense. Discuss and express views about fiction, non-fiction and poetry. Become familiar with and retell stories. Begin to make inferences and links between other books they have read.		
Reading Outcomes FS	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>Grammar outcomes Y1/2</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>Writing Outcomes Y1/2</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>Writing Outcomes FS</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>Communication and Language Outcomes FS</p>	<p>Listening and attention: 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>Understanding: 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>Speaking: 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>	



English Spelling Y1/2	Y2-Babcock No nonsense spelling programme. Y1- Bellenden spelling scheme.					
--	--	--	--	--	--	--

Maths Year 1/2



<p>Mathematics Y1/2 White Rose Mixed age blocks</p>	<p>Number: Place value Y1 Counting up to 20. Read, write numbers to 20 in numerals & words. Use language such as more, less & equal. Find one more/ less. Y2 Begin to use place value t/u. Compare & order numbers $<>=$. Write numbers to 100.</p> <p>Number: Addition and subtraction Y1 Number bonds to 10, 20. Solve one step problems. Add/subtract single digit numbers incl 0. Y2 Know number facts to 20 & related to 100.</p>	<p>Number: Addition and subtraction Continue from term 1.</p> <p>Geometry: Shape Y1 Recognise and name 2 and 3d shapes. Y2 Identify, describe and sort 2 and 3D shapes.</p> <p>Measurement: Money Y1 Recognise coins and notes. Y2 Use symbols for £ and p and add and subtract simple amounts up to £1,</p>	<p>Number: Place value, multiplication and division. 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.</p> <p>Number: Fractions Y1 Recognise and use $\frac{1}{2}$ and $\frac{1}{4}$. Y2 Find and write simple fractions. Understand the equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$.</p>	<p>Number: Fractions Continue from term 3</p> <p>Measurement: Length and height. 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.</p> <p>Measurement: Mass, capacity and temperature. Y1 Measure & begin to record mass, weight, capacity & volume. Compare, describe & solve practical problems.</p>	<p>Number: Place value Y1 Count to 100. Read and write numbers to 100. Use language such as more, less and equal. Find one more or less.</p> <p>Statistics(Y2) Y2 Interpret simple tables and pictograms. Ask and answer comparison questions. Ask and answer questions about totalling.</p> <p>Geometry: Position and direction. Y1 Order and arrange objects. Describe position and movement incl half and quarter turns. Y2 Order and arrange</p>	<p>Problem solving and efficient methods Y1 Solve one step problems incl arrays Y2 Solve one and two step problems.</p> <p>Measurement: Time 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.</p> <p>Investigations</p> <p>Consolidation</p>
---	---	---	---	---	---	--



				<p>Y2 Choose & use appropriate standard measures to estimate & measure-kg/g, l/ml, to the nearest unit. Use scales, thermometers & measuring vessels. Compare, order & record the results using $<$ $>$ $=$</p> <p>Consolidation</p>	mathematical objects. Use terminology of position and movement.	
Mathematics FS	<p>Numbers: 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.</p> <p>Shape, space and measures: 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>Science Understanding the world Hamilton mixed age science planning Set A</p>	<p>People and their Pets Y1 Animals including humans and Y2 Animals including humans with a focus on pets SD</p>	<p>Weather Art Y1 Seasonal changes SD</p>	<p>Brilliant Builders: Comparing Materials Y1 Everyday materials and Y2 Uses of everyday materials with a focus on comparing.</p>	<p>Art and Nature Y1 and Y2 Plants with a focus on parts of flowering plants and trees. SD</p>	<p>Exploring Changes Y1 Everyday materials and Y2 Uses of everyday materials with a focus on change.</p>	<p>Habitats and Homes Y2 Living things and their habitats with a focus on habitats. SD</p>
<p>Understanding the world These outcomes are also covered within science, RE, geography and history.</p>	<p>People and communities: 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. The world: 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>					
<h2>Humanities</h2>						
<p>Geog/Hist Understanding the world (TK)</p>	<p>Changes within Living Memory Old and new toys</p>	<p>Events beyond living memory that are significant nationally or globally- Remembrance Sunday</p>	<p>Significant figures in history-space exploration</p>	<p>Geography- location knowledge- name, locate and identify characteristics of the 4 countries and capital cities</p>	<p>Geography-place knowledge- understand geographical similarities and differences through studying the human and physical geography</p>	<p>Geography-human and physical geography-use basic geographical vocabulary to describe places.</p>



		Geography and explore toys and games from other countries		of the United Kingdom and its surrounding seas Geographical skills-use world maps, atlases and globes to identify the United Kingdom	of a small area of the United Kingdom, and of a small area in a contrasting non-European country Geographical skills-use maps etc to identify countries, continents and oceans studied at this key stage	
Religious Education						
RE (Year B) Two class rolling programme	Who is Muslim and how do they live? (part 1) Harvest	Why does Christmas matter to Christians?	Who is Muslim and how do they live? (part 2)	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
Art and Design Technology						
Art DT	Exploring primary and secondary colours. Colour mixing. Famous artists- Mondrian, Kandinsky.	Art linked to topic. Printing. Christmas cards.	Space art- collage, marbling. SD Mother's Day cards.	Designing space buggies. Easter cards.	African Art SD	African art SD Famous African artists.



Expressive Arts and Design Fs	<p>Exploring and using media and materials: 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>Being imaginative: 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>					
Modern Foreign Languages						
MFL	French	As part of Diddi dance.-counting-French and Spanish. French			French	
Music, Drama and Performance						
Music	Basic Woodwind and percussion Harvest Festival performance	Songs and performance for Christmas SD Musical Theatre performance.		Easter Service Performance		Songs for Leavers' Service and other end-of-year events SD
Expressive Arts and Design FS	<p>Exploring and using media and materials: 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>Being imaginative: 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>					
Physical Education						
PE	Tag rugby-ball skills and invasion games.	Ball skills/throwing and catching/	Co-operative paired and small team activities	Basic invasion games	Athletics/ Multi skills	Athletics/ Team games



	Swimming	basic gymnastics				
		Swimming				
Physical Development FS	Moving and handling: 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.					
Computing						
Computing UW (TK)	e-safety- the meaning of staying safe online; the importance of keeping personal information & passwords safe; the potential dangers of meeting people online; how to find safe and reliable content; who to go to for help; & how to enjoy safely the many opportunities the internet has to offer. Technology in our lives- use of technology at home, school, wider community.	Programming- giving instructions, using a floor robot, algorithms. Multimedia- using technology to organise and present ideas, use of keyboard.	Programming- predicting instructions,	Handling Data- look at different ways information can be shown. Use technology to collect information. Multimedia- use the keyboard to enter text, save and retrieve information.	Programming- using software to make objects move, debugging.	Technology in our lives- looking at the benefits of using technology. Handling Data- creating charts and graphs to collect data.



Understanding the world FS	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						
PSHE	All about me. Diversity Thankfulness	Compassion	Friendship	Humility	Truthfulness	Hope
Personal, social and emotional development FS	<p>Self-confidence and self-awareness: children are confident about trying new activities, & say why they like some activities more than others. They are confident speaking in a familiar group, will talk about their ideas, & will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: children talk about how they & others show feelings, talk about their own & others' behaviour, and its consequences, & know that some behaviour is unacceptable. They work as part of a group or class, & understand & follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride.</p> <p>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.</p> <p>Health and self-care: children know the importance for good health of physical exercise, & a healthy diet, and talk about ways to keep healthy & safe. They manage their own basic hygiene & personal needs successfully, including dressing & going to the toilet independently. (From Physical Development)</p>					

