



St White's Primary School Curriculum Overview Key Stage 1 2017-18

Year	Autumn	Spring	Summer
Key Stage 1	Flight	Get out of my Swamp	Pioneers
	CORE SUBJECTS	CORE SUBJECTS	CORE SUBJECTS
	English	English	English
	News Report / Broadcast. Letter. Description. Leaflets	Poetry Description Story	Recount Investigation Description
	Maths Y1 & Y2	Maths Y1 & Y2	Maths Y1 & Y2
	Numbers and the Number System recognise the place value of each digit in a two-digit number (tens, ones) read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems identify, represent and estimate numbers using different representations, including the number line Visualising and Constructing recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] Counting and Comparing compare and order numbers from 0 up to 100; use <, > and = signs count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Investigating Properties of Shapes identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line compare and sort common 2-D and 3-D shapes and everyday objects identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Addition and Subtraction given a number, identify one more and one less count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number represent and use number bonds and related subtraction facts within 20 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and	Addition and Subtraction read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ Multiplication and Division recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Measuring Space measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later] choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =	Exploring Money recognise and know the value of different denominations recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Measuring Space measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later] choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =



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<p>mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</p> <p>Exploring Time</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>know the number of minutes in an hour and the number of hours in a day.</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>< and =</p> <p>Exploring Fractions</p> <p>recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2</p> <p>Mathematical Movement</p> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Exploring Money</p> <p>recognise and know the value of different denominations of coins and notes</p>	
Science	Science	Science
<p>Everyday materials-</p> <p>Sorting</p> <p>Classifying and Parachute investigation</p> <p>Humans</p> <p>Investigations into how people change over time – looking at height.</p> <p>Changes of state – chocolate, make crispy cakes</p>	<p>Plants</p> <p>Grow plants in different environments including a muddy swamp! Look at different trees and observe those that are losing their leaves and the changes that are taking place.</p> <p>Seasonal Changes</p> <p>Leaf investigation and Weather stations</p>	<p>Animals</p> <p>Sorting and classifying. Minibeasts hunts – how to look after worms in a wormery and Leaf litter investigations</p> <p>Seasonal Changes</p> <p>Shadow investigation and Weather stations</p>
PERSONAL DEVELOPMENT	PERSONAL DEVELOPMENT	PERSONAL DEVELOPMENT
Spiritual	Spiritual	Spiritual
Children will think about Amelia Earhart in order to discuss the qualities needed to achieve.	Considering the beauty of nature - different settings	Children will consider whether choices made by people in the past were influenced by their spiritual beliefs.
Moral	Moral	Moral
Children are to discuss why we need passports to travel and how they keep us safe.	Right and wrong – discussion of morals in traditional tales	Children will ask their own questions about dealing with changing feelings and emotions. Children will judge the value of information that they find out through research and discuss with others what information is of value.
Social	Social	Social
Children will learn about different job roles in our community.	Children will work collaboratively: planning and organising a cake sale.	Children will work collaboratively. They will communicate and negotiate with others through making shared 'Big Books'
Cultural	Cultural	Cultural
Children are to learn about significant figures in British History such as The Wright Brothers and The Montgolfier Brothers.	Food – linked to RE and comparison of different settings and cultures.	Children will learn to think about the impact that people in the past have had on their lives. They will consider how lives changed as people moved from the countryside to towns to work in factories.



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History, Geography, Religious Education and Citizenship	History, Geography, Religious Education and Citizenship	History, Geography, Religious Education and Citizenship
<p>Geography: Understand geographical similarities and differences. Ask and answer geographical questions. Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans studied.</p> <p>History: Describe significant people from the past Recognise that there are reasons why people in the past acted as they did Describe historical events</p> <p>R.E What do Christians believe God is like? How should we care for the world and for others, and why does it matter?</p>	<p>Geography: Use basic geographical vocabulary to refer to key physical features including forest, hill, mountain, river, and valley. Use locational language (e.g. near and far) to describe routes.</p> <p>History: Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'.</p> <p>R.E Who is Jewish and how do they live?</p>	<p>History: Look at the lives of significant individuals in Britain's past who have contributed to our nation's achievements—scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. Place events and artefacts in order on a time line. Label time lines with words or phrases such as; past, present, older and newer. Use dates where appropriate.</p> <p>Geography: Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?). Use aerial images and plan perspectives to recognize landmarks and basic physical features.</p> <p>R.E Who do Christians say made the world? How should we care for the world and for others, and why does it matter?</p>
Art and Design and Technology	Art and Design and Technology	Art and Design and Technology
<p>Use thick and thin brushes Show pattern and texture by adding dots and lines Use some of the ideas of artists studied to create pieces Use a combination of materials that are cut, torn and glued Use techniques such as rolling, cutting, moulding and carving Respond to ideas and starting points. Explore different methods and materials as ideas develop. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) Make products, refining their design as work progresses. Explore how products have been created</p>	<p>Use drawing, painting and sculpture to share their ideas and imagination. Use a range of materials to design and make product. Develop the principles of balanced eating and where food comes from and develop an interest in cooking.</p>	<p>Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Create products using levers, wheels and winding mechanisms. Cut materials safely using tools provided.</p>
Music, Language and P.E.	Music, Language and P.E.	Music, Language and P.E.
<p>Music: Garage Band-using the app to create music to accompany a story. Languages – French P.E. - Games Activities and Dance</p>	<p>Music: Play untuned instruments musically and Make and combine sounds using the inter-related dimensions of music. Languages - French P.E. - Yoga, Gymnastics and Dance</p>	<p>Music Create a sequence of long and short sounds. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Languages – French P.E. - Athletics and Games Activities</p>
Computing	Computing	Computing
<p>E-safety To be able to understand the importance of asking for help from an adult when: Pop ups appear/unknown Emails appear/anything unfamiliar on the screen appears</p> <p>Computing</p>	<p>E-safety To have an awareness of keeping personal information private. To understand what to do when concerned about content or being contacted via the internet or electrical device</p>	<p>E-safety To understand the importance of communicating safely and respectfully online, and the need for keeping personal information private. To understand what to do when concerned about content or being contacted.</p>



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To understand what is a computer. To understand how computers are used in everyday life. To understand computers have no intelligence and can do nothing unless a program is run. To understand the term: ALGORITHM To be able to sequence a set of instructions (Jam sandwich/cleaning teeth/getting dressed)	Computing Bee bots To be able to identify what each BB command does. To be able to create a BB world/map using: buildings/roads/pause features (traffic lights/forest/petrol station etc.) To investigate the distance BB travels with each command: fd 15cm/right turn 90°c etc To design routes/instructions using BB (without algorithms) To design routes/instructions using algorithm cards (forwards/backs etc cards.) To design routes/instructions incorporating 'pauses'. Introduce the term: DEBUG/DEBUGGING.	Computing Scratch: Human Crane To be able to create, execute and debug algorithms to solve a series of 12 challenges. Bee bots BB - To be able to plan a route with limited number of cards/movements. BB - To be able to use algorithms to plan routes from the same place: investigate which is the quickest/longest route to a particular destination? BB – To be able to design a route to pause at every number in the 2 times table. BB – To be able to design own challenge
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