

Suggested topics/areas to be covered for KS1 2017/2018

Key Stage 1

	Autumn 17 Around the World	Spring 18 Step Back in Time	Summer 18 Down at the Bottom of the Garden
Whole School Theme week 1	September 17 - Art week	8 th Jan 18 - The history of...	21 st May 18 - Food Glorious Food
Whole School Theme week 2	18 th Dec 17 - Christmas around the world	19 th April 18 - Commonwealth Games	16 th July 18 - The Proms
English	Talk for Writing linked to theme Fiction Writing Non-Fiction Writing Poetry	Talk for Writing linked to theme Fiction Writing Non-Fiction Writing Poetry	Talk for Writing linked to theme Fiction Writing Non-Fiction Writing Poetry
Maths	See Maths Hub Document for Year 1/2 Termly Overview Y1 - Place Value, Addition and Subtraction, Shape Y2 - Place Value, Addition and Subtraction, Money, Multiplication and Division	See Maths Hub Document for Year 1/2 Termly Overview Y1 - Time, Place Value, Addition and Subtraction, Length and Height, Multiplication and Division, Fractions Y2 - Multiplication and Division, Statistics, Properties of Shape, Fractions, Length and Height	See Maths Hub Document for Year 1/2 Termly Overview Y1 - Place Value, Four Operations, Money, Weight and Volume Y2 - Position and Direction Problem solving, Time, Mass, Capacity and Temperature.
Science	<p style="text-align: center;">Animals including humans Offspring, needs for survival, healthy lifestyles</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • observe changes across the four seasons • observe and describe weather 	<p style="text-align: center;">Everyday materials Uses of everyday materials</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies • identify and compare the suitability of a variety of everyday 	<p style="text-align: center;">Animals including humans Identify, name & parts of body Plants</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	<p>associated with the seasons and how day length varies</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	
Computing	<p>Painting Power Point</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Using and Applying</p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Programming with ScratchJr Computer Skills</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs • use logical reasoning to predict the behaviour of simple programs
History		<p>Travel and Transport Grace Darling Great Fire of London Toys</p> <ul style="list-style-type: none"> • changes within living memory - where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality 	
Geography	<p>Around the World</p> <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area 		

	<p>in a contrasting non-European country</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and 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; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 		
D&T	<p>Food around the World Artefacts from different countries</p> <ul style="list-style-type: none"> • 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 • select from and use a range of tools and equipment to perform practical tasks 	<p>Moving Pictures Puppets</p> <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 	<p>Food - Super Salads Build a Scarecrow</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms in their products.
Art	<p>Colour Chaos</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of 	<p>Lowry</p> <ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Nature Sculptures</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art

	art and design techniques in using colour, pattern, texture, line, shape, form and space		and design techniques in using colour, pattern, texture, line, shape, form and space
Music	<p>Charanga/Sing Up</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Charanga/Sing Up</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Charanga/Sing Up</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically
P.E	<p>Multi Skills</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>Dance - Ugly Bug Ball</p> <ul style="list-style-type: none"> • perform dances using simple movement patterns.
R.E.	<p>Belonging</p> <p>Religious Festival - Diwali</p>	<p>Believing</p> <p>Religious Festival - Purim</p>	<p>Questions, Questions</p> <p>Religious Festival - Eid</p>
PSHE/ SEAL	<p>New beginnings</p> <p>Getting On and Falling Out</p>	<p>Going for Goals</p> <p>Good to be Me</p>	<p>Relationships</p> <p>Changes</p>
Enrichment Activities	Zoolab	Sir Teach-a-lot	Normanby Hall