

## Suggested topics/areas to be covered for KS1 2018/2019

### Key Stage 1

	Autumn 18 Paws, Claws and Whiskers	Spring 19 Once Upon a Time	Summer 19 Shiver Me Timbers!
Whole School Theme week 1	September 18 - Explorers Captain James Cook	Jan 19 - STEM	May 19 - Leonardo Da Vinci 500 Yr Anniversary
Whole School Theme week 2	Dec 18 - Charles Dickens A Christmas Carol	April 19 - Festivals Easter	July 19 - Cricket
English	<p>Talk for Writing linked to theme</p> <p>Fiction Writing - <i>Six Dinner Sid</i> <i>The Great Pet Sale</i></p> <p>Non-Fiction Writing - <i>Animal Fact File</i> <i>Dear Greenpeace/Zoo - letter writing</i></p> <p>Poetry - <i>Christmas Poems</i></p> <p>Class reader: linked to theme of animals</p>	<p>Talk for Writing linked to theme</p> <p>Fiction Writing - <i>The Gingerbread Man</i> <i>The Three Little Pigs</i></p> <p>Non-Fiction Writing - <i>Recount/Newspaper</i> <i>Instructions/Recipe</i></p> <p>Poetry - <i>Spring/Easter Poems</i></p> <p>Class reader: linked to theme of traditional tales and alternative versions.</p>	<p>Talk for Writing linked to theme</p> <p>Fiction Writing - <i>The Night Pirate</i> <i>A New Home for a Pirate</i></p> <p>Non-Fiction Writing - <i>Explanation how to be a pirate</i> <i>Fact File/Biography of a Pirate</i></p> <p>Poetry - <i>Funny Poems</i></p> <p>Class reader: linked to theme of pirates and voyages.</p>
Maths	<p>See Maths Hub Document for Year 1/2 Termly Overview</p> <p>Y1 - Place Value, Addition and Subtraction, Shape</p> <p>Y2 - Place Value, Addition and Subtraction, Money, Multiplication and Division</p> <p>Links made to topic where possible eg counting animals at the vets, link with shopping</p>	<p>See Maths Hub Document for Year 1/2 Termly Overview</p> <p>Y1 - Time, Place Value, Addition and Subtraction, Length and Height, Multiplication and Division, Fractions</p> <p>Y2 - Multiplication and Division, Statistics, Properties of Shape, Fractions, Length and Height</p> <p>Links made to topic where possible eg weighing and measuring linked to The Gingerbread Man</p>	<p>See Maths Hub Document for Year 1/2 Termly Overview</p> <p>Y1 - Place Value, Four Operations, Money, Weight and Volume</p> <p>Y2 - Position and Direction Problem solving, Time, Mass, Capacity and Temperature.</p> <p>Links made to topic where possible eg Pirate brews, weighing treasure, map reading.</p>
Science	<p>Animals including humans</p> <p>Off spring, needs for survival, healthy lifestyles</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> <li>• identify and name a variety of</li> </ul>	<p>Everyday materials</p> <p>Uses of everyday materials</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> <li>• distinguish between an object and the material from which it is made (Link with 3 Little Pigs and Maths</li> </ul>	<p>Animals including humans</p> <p>Identify, name &amp; parts of body</p> <p>Plants</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> <li>• identify and name a variety of common wild and garden plants,</li> </ul>

	<p>common animals including fish, amphibians, reptiles, birds and mammals (Link with Maths - Sorting into groups and representing data)</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores (Link with Maths - Sorting into groups and representing data)</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)(Link with English - descriptive writing)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Link to English - Writing Labels)</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies (Link with Maths - Data Handling)</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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 .(Link with English - descriptive writing)</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats .(Link with English - descriptive writing)</li> <li>• 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.(Link with English - descriptive writing)</li> </ul>	<p>Data Handling)</p> <ul style="list-style-type: none"> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Link with 3 Little Pigs and Maths Data Handling)</li> <li>• describe the simple physical properties of a variety of everyday materials (Link with 3 Little Pigs and Maths Data Handling)</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties. (Link with 3 Little Pigs and Maths Data Handling)</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies (Link with Maths - Data Handling)</li> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Link with 3 Little Pigs and Maths Data Handling)</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Link with 3 Little Pigs and Maths Data Handling)</li> </ul>	<p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
Computing	<p>Painting - Create pictures using drawing software linked to topic.</p> <p>Power Point</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content - create a presentation on favourite animal.</li> </ul>	<p>Using and Applying</p> <ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> <li>• 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.</li> </ul>	<p>Programming with ScratchJr Computer Skills</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>
History		<p>AMY JOHNSON - LOCAL HISTORY WEEK</p> <ul style="list-style-type: none"> <li>• changes within living memory -</li> </ul>	

		<p>where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> <li>• significant historical events, people and places in their own locality</li> </ul>	
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Link to English work on Six Dinner Sid)</li> </ul>		<ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans (Link to English work on Pirates, Maths - Position and Direction)</li> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Link to English work on Pirates, Maths - Position and Direction)</li> <li>• 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 in a contrasting non-European country (Link to English work on Pirates, Maths - Position and Direction)</li> <li>• 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 (Link to English work on Pirates, Maths - Position and Direction)</li> <li>• 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 (Link to English work on Pirates, Maths - Position and Direction)</li> <li>• 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 (Link to English work on Pirates, Maths - Position and Direction)</li> <li>• 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 (Link to English work on Pirates, Maths - Position and Direction)</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</li> </ul>

			<p>construct basic symbols in a key (Link to English work on Pirates, Maths - Position and Direction)</p> <ul style="list-style-type: none"> <li>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 (Link to English work on Pirates, Maths - Position and Direction)</li> </ul>
D&T	<p>Structures</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms in their products.</li> </ul>	<p>Moving Pictures Puppets - Link to traditional tales</p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	<p>Food around the World Artefacts from different countries - Link to Pirates</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks</li> </ul>
Art	<p>Colour Chaos - Animals and Nature</p> <ul style="list-style-type: none"> <li>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</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Nature Sculptures -</p> <ul style="list-style-type: none"> <li>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</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Leonardo Da Vinci 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>
Music	<p>Charanga/Sing Up</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p>Charanga/Sing Up</p> <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Charanga/Sing Up</p> <ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> </ul>
P.E	<p>Dance - perform dances using simple movement patterns. Let's Move linked to theme - Autumn Snail and the Whale Percy the Park Keeper</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Team Games</p> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>
R.E.	<p>Belonging Religious Festival - Diwali</p>	<p>Believing Religious Festival - Purim</p>	<p>Questions, Questions Religious Festival - Eid</p>
PSHE/ SEAL	<p>New beginnings Getting On and Falling Out</p>	<p>Going for Goals Good to be Me</p>	<p>Relationships Changes</p>
Enrichment Activities	<p>Visit from the Vet</p>	<p>Visit from Theatre Group</p>	<p>Trip to the Pirate ship in Bridlington</p>

