



Stoke St Michael and Croscombe Primary Federation
Key Stage One National Curriculum Overview

Year A	Autumn Term	Theme Hook: In and Out of this World
<p style="text-align: center;">English</p> <p>Autumn Term Talk for Writing: Cumulative Tale – The Little Red Hen Recounts – The Little Red Hen’s Diary Journey Tale – The Ginger Bread Man Instructions – How to Catch a Ginger Bread Man</p> <p>Writing Writing is taught using the TjW framework alongside covering the English National Curriculum Programmes of Study using Appendices 1 and 2.</p> <p>Spelling, Vocabulary, Grammar and Punctuation We use the appendices 1 and 2 to teach these and set differentiated weekly spellings for each year group.</p> <p>Phonics: We teach a progressive phonics program using Read Write Inc.</p> <p>Word Reading: Children are given phonics books matched closely to the sounds which they are learning during phonics.</p> <p>Reading Comprehension: Children not only read 1:1 with an adult they also receive a group reading experience tailored to them.</p>		<p style="text-align: center;">Mathematics</p> <p>Year 1 – Autumn Term Power Maths Unit 1 – Numbers to 10 Unit 2 – Part-whole within 10 Unit 3 – Addition and Subtraction within 10 (1) Unit 4 – Addition and Subtraction within 10 (2) Unit 5 – 2D and 3D shapes Unit 6 – Numbers to 20</p> <p>Year 1 – Autumn Term KIRF’s - Additional Skills I can recite the number names to 50 and beyond I can recite number bonds for each number to 6</p> <p>Year 2 – Autumn Term Power Maths Unit 1 – Numbers to 100 Unit 2 – Addition and Subtraction (1) Unit 3 – Addition and Subtraction (2) Unit 4 – Money Unit 5 – Multiplication and division (1)</p> <p>Year 2 – Autumn Term KIRF’s - Additional Skills I can recite number bonds to 20 I can recite the multiplication and division facts x2</p>
<p style="text-align: center;">Science</p> <p style="text-align: center;">Let’s go OUT of this world to find out about our solar system and seasonal changes!</p> <p>Seasonal Changes -Observe changes from Autumn to Winter. -Observe and describe weather associated with seasons and how day length varies. Relate day length to planet Earth and its movement within the solar system and space.</p> <p>Animals Including Humans -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -Notice that animals, including humans, have offspring which grow into adults -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working Scientifically -Ask simple questions and recognise that they can be answered in different ways -Observe closely, using simple equipment -Perform simple tests -Identify and classify -Use observations and ideas to suggest answers to questions -Gather and record data to help in answer questions</p>		
<p style="text-align: center;">Geography</p> <p style="text-align: center;">Let’s find out where IN this world Stoke St Michael or Croscombe is!</p> <p>Locational knowledge -Name and locate the world’s seven continents and five oceans -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork -Use 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 [for example, near and far; left and right], 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.</p>		



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History

Let's find out about the past of Stoke St Michael or Croscombe

Content

Significant historical events, people and places in their own locality. Find out about the quarrying in this area and when and why children from Stoke St Michael and Croscombe had to work in these quarries.

Let's have a look at a significant individual who travelled to space

Content

-The lives of significant individuals in the past who have contributed to national and international achievements. Learn about Neil Armstrong, Buzz Aldrin and Tim Peake.
-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Moon landings and space travel.

Skills

-Develop an awareness of the past, using common words and phrases relating to the passing of time.
-Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms
-Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
-Understand some of the ways in which we find out about the past; identify different ways it is represented.

Art and Design

Drawing and Portraiture

Develop a wide range of Art and Design techniques

-line drawing to draw a self-portrait
-Use colours to portray emotions in portraits
-Use collage materials make abstract/pop-art portrait
-Use watercolours to create a background

Know about the work of a range of Artists describing the differences and similarities between different practises and disciplines

-Look at portraits and art created by Leonardo da Vinci, Gustav Klimt, Vincent Van Gogh, Pablo Picasso, Paul Klee and Andy Warhol

D.T.

(Design and Technology)

Textiles - Design and Make a unique Ginger Bread Man puppet to be used in the class puppet theatre.

Linked to the Talk for Writing unit, children will go through the process of exploring and analysing a range of existing puppet designs; communicating their ideas through talking and drawing; designing their own puppet; explaining its features; selecting tools and materials; making and realising their puppet and then finally evaluating their ideas and realisations against the design criteria for a puppet theatre performance of the Gingerbread Man.

PSRHE

(Personal, Social, Relationship & Health Education)

Autumn Term 1 - Year 1 – Jigsaw – Being Me

-Know how to use my jigsaw journal and feel special and safe in my class.
-Understand the rights and responsibilities as a member of my class and know that I belong to my class.
-Know how to make my class a safe place for everybody to learn.
-Know my views are valued; contribute to the learning charter and know my choices in following the charter.
-Know how it feels to be proud of an achievement and recognise the choices I make have consequences.

Autumn Term 1 - Year 2 – Jigsaw – Being Me

-Know how to use my jigsaw journal and know who to ask for help when I feel worried.
-Understand the rights and responsibilities for being a member of my class and school.
-Help to make my class a safe and fair place for everybody.
-Listen to other people and contribute my own ideas about rewards and consequences.
-Understand that following the learning charter will help me and others learn.

Autumn Term 2 – Year 1 – Jigsaw – Celebrating Difference

-Identify similarities and differences between myself and other people in my class.
-Be able to explain what bullying is and how been bullied might feel.
-I know some people to talk to if I'm feeling unhappy or bullied and I can be kind to children who are bullied.
-I know how to make a new friend and also how it feels to make a new friend.
-Explain ways I am different from my friends; understand these differences make us all special and unique.

Autumn Term 2 – Year 2 – Jigsaw – Celebrating Difference

-Start to understand that sometimes people can make assumptions about boys and girls (stereotypes).
-I understand some ways in which boys and girls are similar and different and feel okay about this.
-I understand that bullying is sometimes about difference and I recognise what is right and wrong.
-I know when and how to stand up for myself and others and I know how to get help if I am being bullied.
-Understand it is okay to be different and still be friends as these differences make us all special and unique.



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<p style="text-align: center;">Music</p> <p>Autumn 1 - Year 1 Theme: Ourselves Musical Focus: Exploring Sounds The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>Autumn 1 - Year 2 Theme: Ourselves Musical Focus: Exploring Sounds The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>Autumn 2 - Year 1 Theme: Number Musical Focus: Beat The children develop a sense of steady beat through using movement, body percussion and instruments.</p> <p>Autumn 2 - Year 2 Theme: Number Musical Focus: Beat The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p>	<p style="text-align: center;">R.E. (Religious Education)</p> <p style="text-align: center;">Awareness, Mystery and Value <i>The agreed syllabus for Religious Education in Somerset</i></p> <p style="text-align: center;">Unit 2: What do Christians Believe about Jesus? (Incarnation) Link with Christmas.</p> <ul style="list-style-type: none"> -Why is Jesus important to Christians? -The Christian festival of Christmas -Why is Christmas important to Christians? -Sequence key events of the Christmas story -Baptism of Jesus – Explore what Christians believe -Explore the account of Jesus’ baptism -The Storm on the Lake – Godly play -What does say about who Jesus is? -The Paralysed Man -The Wedding Feast -The Centurion’s Servant -Healing Jairus Daughter – Godly Play 	
<p style="text-align: center;">P.E. (Physical Education)</p> <p>Autumn 1 - Multi-Skills -Learn about the importance of both individual and collective roles within their team. -Master basic movements including running, jumping, throwing and catching.</p> <p>Autumn 2 - Gymnastics -Develop travel, balance, agility and co-ordination</p>	<p style="text-align: center;">MFL (Modern Foreign Languages) (Non-statutory at KS1)</p> <p>Autumn 1 – French Greetings Y1 – Hello, goodbye etc. Y2 – Greetings conversations</p> <p>Autumn 2 - French Family Members Y1 – Names of family members Y2 – Voici Ma Famille</p> <p>Continuous French Year 1 - Numbers 1-10 using songs and games Year 2 – Numbers 1-20 using songs and games</p>	
<p style="text-align: center;">ICT (Underpinned by Internet Safety) (Information Communication Technology)</p> <p>Recognise common uses of information technology beyond school -Google Earth – How can we find out where we are on this planet and solar system. -Google Earth – zoom into Stoke St Michael or Croscombe and create own map of school village using satellite images to help (Geography link)</p> <p>Use technology safely and respectfully -Identify where to go for help and support when they have concerns about content or contact online</p>	<p style="text-align: center;">Cultural Capital</p> <ul style="list-style-type: none"> -Both schools visit the Earth Science Centre at Stoke St Michael Quary to enhance understanding about the History and Geography of our local area. -Road safety and mapping walk around local area. -Visit local historical sites – church, mill, river etc. -Visiting community police officer -fire safety visit -Nurse visit to discuss the human needs for survival, hygiene, need for exercise and eating the right amounts of different types of food. -Make healthy snacks for snack time. 	
<p style="color: red; font-weight: bold; font-size: 1.2em;">Gem Learning Power</p> <p>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners... Whilst focusing and challenging the children on one particular Gem Power, the other Powers: Diamond, Ruby, Sapphire, Emerald, Amethyst and Topaz are revisited as and when appropriate learning opportunities arise.</p>		
<p>Autumn Term 1 Focus: Diamond Power: I can face a challenge and be responsible for problems</p> <ul style="list-style-type: none"> -I can organise my own belongings -I can organise my own learning space -I can move my learning on by asking questions -I can identify a problem that is in my power to solve without help from an adult 	<p>Autumn Term 2 Focus: Ruby Power I can support others and recognise their achievements</p> <ul style="list-style-type: none"> -I can identify and demonstrate ways of kindness -I can make others feel good about their successes -I can empathise with how others might feel -I understand how others have felt during learning and can support them and show kindness 	
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