



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

Year	Spring Term 1	Theme Hook: <b>Castles and Dragons</b>
A	Spring Term 2	Theme Hook: <b>Busy Buzzy Bees &amp; Bugs</b>
<p style="text-align: center;"><b>English</b></p> <p><b>Spring Term Talk for Writing:</b>            Warning Tale – Kassim and the Greedy Dragon            Poetry – Puff the Magic Dragon            Defeat the Monster – The Paper Bag Princess            Information Text – Bees</p> <p><b>Writing:</b>            Writing is taught using the TFW framework alongside covering the English National Curriculum Programmes of Study using Appendices 1 and 2.</p> <p><b>Spelling, Vocabulary, Grammar and Punctuation</b>            We use the appendices 1 and 2 to teach these and set differentiated weekly spellings for each year group.</p> <p><b>Phonics:</b>            We teach a progressive phonics program using Read Write Inc.</p> <p><b>Word Reading:</b>            Children are given phonics books matched closely to the sounds which they are learning during phonics.</p> <p><b>Reading Comprehension:</b>            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;"><b>Mathematics</b></p> <p><b>Year 1 – Spring Term Power Maths</b>            Unit 7 – Addition within 20            Unit 8 – Subtraction within 20            Unit 9 – Numbers to 50            Unit 10 – Introducing Length and Height            Unit 11 – Introducing Weight and Volume</p> <p><b>Year 1 – Spring Term Additional Skills</b>            I can recite doubles and halves of numbers to 10            I can recite number bonds to 10</p> <p><b>Year 2 – Spring Term Power Maths</b>            Unit 6 – Multiplication and division (2)            Unit 7 – Statistics            Unit 8 – Length and Height            Unit 9 – Properties of Shape            Unit 10 – Fractions</p> <p><b>Year 2 – Spring Term Additional Skills</b>            I can recite doubles and halves of numbers to 20            I can recite the multiplication and division facts x10</p>
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Let's plant and grow some flowers – Why do bees need flowers?</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</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> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>-Ask simple questions and recognise that they can be answered in different ways</li> <li>-Observe closely, using simple equipment</li> <li>-Perform simple tests</li> <li>-Identify and classify</li> <li>-Use observations and ideas to suggest answers to questions</li> <li>-Gather and record data to help in answer questions</li> </ul> <p><b>Seasonal Changes – Observed Throughout the Year</b></p> <ul style="list-style-type: none"> <li>-Observe changes as Winter becomes Spring.</li> <li>-Observe and describe weather associated with seasons and how day length varies.</li> </ul>		
<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>Kings and Queens</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>-Events beyond living memory that are significant nationally or globally</li> <li>-Understand what a monarch is and how the title of king or queen is inherited</li> <li>-The lives of significant individuals in the past who have contributed to national/international achievements – William the Conqueror, Richard 111, Queen Victoria, Elizabeth 1</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>-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. Queen Victoria and Elizabeth 1</li> <li>-Use a wide vocabulary of everyday historical terms</li> <li>-Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>-Understand some of the ways in which we find out about the past; identify different ways it is represented.</li> </ul>		



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## Geography

Let's use our Geography skills to hunt wild flowers and plants in our local area

### 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

### 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.

## Art and Design

### Painting - Colour and Chaos!

Mondrian, Rothko, Klee, Pollock, Delaunay & Kandinsky

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making paintings:

- Make/paint a Mondrian collage in primary colours
- Create a colour field painting using secondary and tertiary colours that I have mixed. Rothko
- Create a painting using tints I have mixed. Klee
- Create a drip painting using shades I have mixed - discuss and talk about Jackson Pollock.
- Create a painting using warm and cool colours - discuss Delaunay
- Create a circles painting using colours I have mixed myself - Wassily Kandinsky

## D.T.

### (Design and Technology)

Mechanisms: Sliders, Linkages and Levers

Design and Make an appealing 'Moving Bugs' picture for a younger child.

- Linked to our Bees and Bugs theme, children will go through the process of exploring and evaluating a range of existing moving books
- Explore and learn how to use and make mechanisms: sliders, levers and linkages.
- Design a working product thinking about who it is for and what it needs.
- Design and make decisions about product design and use annotated sketch to show them.
- Use mechanisms to make product and evaluate design against design criteria.

## PSRHE

### (Personal, Social, Relationship & Health Education)

### Spring Term 3 - Year 1 - Dreams and Goals

- Stay motivated; set simple goals and tell you about a thing I do well
- Set a goal, work out how to achieve it and tell you how I learn best
- Understand how to work well with a partner; overcome obstacles and celebrate our achievement
- Positively tackle a new challenge understanding this might stretch my learning; identify how I feel
- Celebrate my success and know how to store the feelings of success in my internal treasure chest

### Spring Term 3 - Year 2 - Dreams and Goals

- Stay motivated; choose realistic goal and tell you things I have achieved and how that makes me feel
- Carry on trying (persevering) even when I find things difficult; explain some of my strengths
- Work well with a partner; recognise who I work well with/who is more difficult for me to work with
- Explain ways to work well in a group; explain how I helped others to achieve their goal
- Explain how being part of a successful team feels; store these feelings in my internal treasure chest

### Spring Term 4 - Year 1 - Jigsaw - Healthy Me

- Know about the differences between being healthy and unhealthy and how to make healthy life style choices.
- Know how to keep selves clean and understand how germs cause disease or illness.
- Understand that household products can be harmful and know that medicines help us when used properly.
- Know how to keep safe when crossing the road and about people who can help me to stay safe.
- Be able to explain why their body is amazing and identify some ways to keep it safe and healthy.

### Spring Term 4 - Year 2 - Jigsaw - Healthy Me

- Know what is needed to keep our bodies healthy and be motivated to make healthy life style choices.
- Understand what relaxed means and know what makes us feel relaxed and what makes us feel stressed.
- Understand how medicines work and how important it is to use them safely.
- Sort food into the correct food groups knowing which foods keep me healthy; make healthy snacks.
- Have a healthy relationship with food and know which foods are most nutritious for my body.



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<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Spring Term 3</b></p> <p><b>Year 1 Theme: Machines - Musical Focus: Beat</b> Explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p><b>Year 2 Theme: Toys - Musical Focus: Beat</b> The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p> <p style="text-align: center;"><b>Spring Term 4</b></p> <p><b>Year 1 Theme: Animals - Musical Focus: Pitch</b> -Develop understanding of pitch through using movement, voices, instruments. Identify contrasts of high/low pitches. Create animal chants/sequences.</p> <p><b>Year 2 Theme: Animals - Musical Focus: Pitch</b> -Link animal movement with pitch movement to help understanding/recognition of changing pitch. -Interpret pitch line notation using voices instruments.</p>	<p style="text-align: center;"><b>R.E.</b> (Religious Education)</p> <p style="text-align: center;"><b>Awareness, Mystery and Value</b> <i>The agreed syllabus for Religious Education in Somerset</i></p> <p><b>Unit 1: What do Christians Believe about God?</b></p> <ul style="list-style-type: none"> <li>-The Bible -Intro the holy book of both Christians and Jews</li> <li>-Creation - Jewish story, Tenakah (Old Testament)</li> <li>-God's Creation- Caring for our world</li> <li>-Harvest and caring - Christians say thank you for our food</li> <li>-Lost and found stories - saying sorry and forgiving</li> <li>-Agape - Jesus taught people should be like God</li> <li>-Loving shepherd</li> <li>-Christians talk with God through prayer and worship</li> <li>-Saying thank you - write a thank you prayer</li> <li>-The Healing of the Ten Lepers</li> <li>-Christians (and others) believe that God is Almighty</li> <li>-Holy Tales - Elijah</li> </ul>				
<p style="text-align: center;"><b>P.E.</b> (Physical Education)</p> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Participate in team games, developing simple tactics for attacking and defending.</li> <li>-Use attacking and defending skills in a game</li> <li>-Apply specific skills to invasion game &amp; follow rules</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Perform dances using simple movement patterns.</li> </ul>	<p style="text-align: center;"><b>MFL</b> (Modern Foreign Languages) (Non-statutory at KS1)</p> <p><b>Spring</b> Continue learning French greetings</p> <p><b>Spring - French Colours</b></p> <p><b>Y1 - Colour names Y2 - Quelle Couleur?</b></p> <p><b>Continuous French</b></p> <p>Year 1 - Numbers 1-10 using songs and games Year 2 - Numbers 1-20 using songs and games</p>				
<p style="text-align: center;"><b>ICT</b> (Underpinned by Internet Safety)</p> <p style="text-align: center;"><b>(Information Communication Technology)</b></p> <p style="text-align: center;"><b>Programing with Scratch Junior</b></p> <ul style="list-style-type: none"> <li>-Understand that programs execute by following precise and unambiguous instructions.</li> <li>-Use logical reasoning to predict the behaviour of simple programs.</li> <li>-Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</li> <li>-Create and debug simple programs.</li> </ul>	<p style="text-align: center;"><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>-Dress up as knights and princesses and visit a local castle (Nunney Castle). Learn about the features and operations of the castle; role play as knights etc.</li> <li>-Grow wild flowers for the buzzy bees</li> <li>-Go on wild flower hunts and walks</li> <li>-Local bee keeper visit and bring equipment and clothing for children to see and dress up in</li> <li>-Build a castle role play area in the outdoor or indoor classroom</li> <li>-Go on bug hunts</li> <li>-Visit the local church to learn about Easter</li> </ul>				
<p style="color: red; font-weight: bold; font-size: 1.2em;">Gem Learning Power</p> <p style="text-align: center;"><b>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners...</b></p> <p>Whilst focusing and challenging the children on one particular Gem Power the other Powers: <b>Diamond, Ruby, Sapphire, Emerald, Amethyst</b> and <b>Topaz</b> are revisited as and when appropriate learning opportunities arise.</p>					
<p><b>Spring Term 1 Focus: Sapphire Power</b> <i>I can avoid monster distractions and stay focused</i></p> <ul style="list-style-type: none"> <li>-I can focus on my learning</li> <li>-I can ignore monster distractions</li> <li>-I can concentrate on the task</li> <li>-I can continue with my learning even if someone else isn't</li> </ul>	<p><b>Spring Term 2 Focus: Amethyst Power</b> <i>I can learn well with a partner</i></p> <ul style="list-style-type: none"> <li>-I can learn equally with one other person</li> <li>-I can share ideas using my talking and listening skills</li> <li>-I can learn in collaboration with my partner</li> <li>-I can add new ideas to the ones we already had</li> <li>-I can offer and ask for help from my partner</li> </ul>				
<b>Year A</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"><b>Spring Term 1</b></td> <td style="padding: 5px;">Theme Hook: <b>Castles and Dragons</b></td> </tr> <tr> <td style="padding: 5px;"><b>Spring Term 2</b></td> <td style="padding: 5px;">Theme Hook: <b>Busy, Buzzy, Bees and Bugs</b></td> </tr> </table>	<b>Spring Term 1</b>	Theme Hook: <b>Castles and Dragons</b>	<b>Spring Term 2</b>	Theme Hook: <b>Busy, Buzzy, Bees and Bugs</b>
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