



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

Year A Summer Term		Theme Hook: Pirates and Oceans
<p style="text-align: center;">English</p> <p>Summer Term Talk for Writing: Rags to Riches Tale – The Story of Pirate Tom Persuasion – Pirates Are Us! Poetry – The Owl and the Pussy Cat Information – Ocean Creatures</p> <p>Writing Writing is taught using the TFW texts rich in vocab 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 – Summer Term Power Maths Unit 12 – Multiplication Unit 13 – Division Unit 14 – Halves and Quarters Unit 15 – Position and Direction Unit 16 – Numbers to 100 Unit 17 – Time Unit 18 – Money</p> <p>Year 1 – Summer Term Additional Skills I can recite number bonds for each number to 10 I can tell the time to the hour and half hour</p> <p>Year 2 – Summer Term Power Maths Unit 11 – Position and Direction Unit 12 – Problem Solving and Efficient Methods Unit 13 – Time Unit 14 – Weight, volume and Temperature</p> <p>Year 2 – Summer Term Additional Skills I can tell the time to the quarter hour I can recite the multiplication and division facts x5</p>	
<p style="color: red;">Science</p> <p>Looking at local, world, micro and ocean habitats...</p> <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> -Explore and compare 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 micro-habitats -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>Working Scientifically</p> <ul style="list-style-type: none"> -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>Seasonal Changes – Observed Throughout the Year</p> <ul style="list-style-type: none"> -Observe changes as Spring becomes Summer. -Observe and describe weather associated with seasons and how day length varies. 		
<p style="color: orange;">History</p> <p>Famous Pirates and Who Was Christopher Columbus?</p> <p>Content</p> <ul style="list-style-type: none"> -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 -Compare Christopher Columbus to our prior learning of Neil Armstrong <p>Skills</p> <ul style="list-style-type: none"> -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. 		



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

Geography

Treasure Maps / Where in the world did Christopher Columbus sail to?

Place knowledge

-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

Human and physical geography

-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

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

Art and Design

Let's Sculpt an Imaginary Sea Creature!

-Learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptors: Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild

-Sculpt using a range of different materials

-Sculpt from imagination

-Sculpt using line, shape form and space

-Sculpt sugar cube buildings from imagination

-Create a large abstract sculpture of a person using various sizes of cardboard boxes

-Using re-usable materials and paper mache sculpt own imaginary under water sea creature

D.T.

(Design and Technology)

Structures – Pirate Paddy's Packed Lunch Problems!

-Linked to our pirate's theme, children will go through the process of exploring and evaluating a range of existing baskets and lunch boxes

-Select from a wide range of materials according to their characteristics.

-Select and use tools and equipment to make their product

-Test their product against the design criteria using washing lines, pulleys, watering cans etc.

-Use evaluations to improve product making it stronger, stiffer, more stable then retest and evaluate.

PSRHE

(Personal, Social, Relationship & Health Education)

Summer Term 5 - Year 1 – Relationships

-Know how it feels to belong to a family; understand there are lots of different types of families

-Identify what being a good friend means to me; solve friendship problems when they occur

-Know appropriate ways of physical contact greetings; which are appropriate or inappropriate

-Know who can help me in my school community and know when I need help and how to ask for it

-Can express how I feel and why I appreciate someone who is special to me

Summer Term 5 - Year 2 – Relationships

-Identify different members of my family; know why it is important to share and cooperate

-Understand there are lots of forms of physical contact within family; know which are acceptable/un

-Identify things which can cause conflict with friends; demonstrate positive problem-solving resolution

-Understand it can be good/not good to keep a secret and how this feels; know who to talk to

-Express appreciation for the people in my special relationships; be comfortable accepting appreciation

Summer Term 6 - Year 1 – Changing Me

-Start to understand life cycles of animals and humans; changes that happen when we grow are okay

-Say some things about me that have changed and some things about me that have stayed the same

-Understand that growing up is natural and that everybody grows at different rates

-Identify parts of body that makes boys different to girls; call parts by correct names - penis/vagina

-Understand that every time I learn something new I change a little; can tell you some of my changes

Summer Term 6 - Year 2 – Changing Me

-Can recognise cycles of life in nature; understand there are some changes outside of my control

-Respect/recognise how my body has changed since a baby; feel proud of becoming more independent

-Recognise the physical differences between boys and girls; use correct names for private parts

-Understand different types of touch; can be assertive/say what I like and don't like; can ask for help

-Identify what I am looking forward / start to think about changes I will make in Year 3



Stoke St Michael and Croscombe Primary Federation

Key Stage One National Curriculum Overview

<p style="text-align: center;">Music</p> <p style="text-align: center;">Summer Term 5</p> <p>Year 1 Theme: Water - Musical Focus: Pitch Use voices, movement and instruments to explore changes of pitch. Develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>Year 2 Theme: Water - Musical Focus: Pitch Sing and play a variety of pitch shapes, using movement and ready from scores. Create a class composition describing sounds/creatures of a pond.</p> <p style="text-align: center;">Summer Term 6</p> <p>Year 1 Theme: Travel - Musical Focus: Performing The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Year 2 Theme: Travel - Musical Focus: Performing The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</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 5: What do Jewish people believe about God and the Covenant?</p> <ul style="list-style-type: none"> -Rosh Hashanah – The beginning of the Jewish Year -Yom Kippur – The holiest day of the Jewish Year -Yom Kippur- About being sorry and forgiving -Sukkot – The Jewish Harvest Festival -Sukkot - Jews believe in one God - created Universe -Bar and Bat Mitzvah – Coming of age ceremonies -The Story of the Creation -Jonah – Make Good Choices -The Story of Jonah – Godly Play -King David – Don't Judge by Appearances -The Star of David as a symbol of Judaism -King Solomon – Wise Sayings – Be Wise 	
<p style="text-align: center;">P.E. (Physical Education)</p> <p>Multi-Skills</p> <ul style="list-style-type: none"> -Bat and Ball skills -Cricket game skills -Rounders game skills <p>Athletics</p> <ul style="list-style-type: none"> -Running, Sprinting and Jumping techniques -Throwing techniques – Discus and Javelin 	<p style="text-align: center;">MFL (Modern Foreign Languages) <small>(Non-statutory, at KS1)</small></p> <p>Summer Continue with previous learning</p> <p>Summer - French Animals</p> <p>Y1 – Animal names Y2 – A-tu un animal?</p> <p>Continuous French</p> <p>Year 1 - Numbers 1-10 using songs and games</p> <p>Year 2 – Numbers 1-20 using songs and games</p>	
<p style="text-align: center;">ICT <small>(Underpinned by Internet Safety)</small> (Information Communication Technology)</p> <p>Using the Internet</p> <ul style="list-style-type: none"> -Use the internet to research ocean creatures -Search for information safely online -Create content for an online blog -Post positive comments and responses on a blog <p>Word Processing</p> <ul style="list-style-type: none"> -Typing, symbols and save -Editing, undo and redo, select and format 	<p style="text-align: center;">Cultural Capital</p> <ul style="list-style-type: none"> -Visit Bristol aquarium -Visit the ships in Bristol harbour -Visit a local beach – Brea, Western or Kimmeridge -Visit free sea life centre on Kimmeridge -Visit fossil museum in Kimmeridge Bay -Fossil hunting in Radstock -Visiting fossil hunter and collector -Continue to grow and nurture flowers and plants 	
<p style="text-align: center;">Gem Learning Power</p> <p style="text-align: center;">Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners...</p> <p>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>Summer Term 5 Focus: Emerald Power: I can be courageous, brave and show bouncability</p> <ul style="list-style-type: none"> -I am happy to be brave and have a go with my learning -I know that I learn from making mistakes -I can bounce back from mistakes -I am comfortable when I make a mistake as I know that these help us to learn 	<p>Summer Term 6 Focus: Topaz Power I can actively learn with others in a group</p> <ul style="list-style-type: none"> -I can take turns learning in a group of 3 or more -I can share ideas during class talk time -I can listen well and ask questions in my group -I can help someone in my group by giving them an idea during learning time 	
Year A	Summer Term	Theme Hook: Pirates and Oceans