

Stoke St Michael and Croscombe Primary Federation

Key Stage One National Curriculum Overview

Year B Autumn Term Theme Hook: What a Wonderful World!

English

Autumn Term Talk for Writing:

Tale from another culture - Handa's Surprise

Recounts – Handa's Diary

A counting Journey Tale - We all went on Safari

Instructions - How to find a lion

Writing

Writing is taught using the TfW framework alongside covering the English National Curriculum Programmes of Study using Appendices 1 and 2.

Spelling, Vocabulary, Grammar and Punctuation

We use the appendices 1 and 2 to teach these and set differentiated weekly spellings for each year group.

Phonics:

We teach a progressive phonics program using Read Write Inc.

Word Reading:

Children are given phonics books matched closely to the sounds which they are learning during phonics.

Reading Comprehension:

Children not only read 1:1 with an adult they also receive a group reading experience tailored to them.

Mathematics

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

Year 1 - Autumn Term Additional Skills

I can recite the number names to 50 and beyond

I can recite number bonds for each number to 6

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)

Year 2 – Autumn Term Additional Skills

I can recite number bonds to 20

I can recite the multiplication and division facts x2

Science

What a Wonderful World... Amazing African Animals!

Animals, Including Humans

- -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)

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

Seasonal Changes – Observed Throughout the Year

- -Observe changes as Autumn becomes Winter.
- -Observe and describe weather associated with seasons and how day length varies.

Geography

Amazing Africa!

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

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.



Stoke St Michael and Croscombe Primary Federation

Key Stage One National Curriculum Overview

History

Let's find out about Nelson Mandela's Life Story in South Africa Let's find out about Black History (Black History Month = October)

Content

- -The lives of significant individuals in the past who have contributed to national and international achievements. Learn about Nelson Mandela, Walter Tull, Rosa Parks etc.
- -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Nelson Mandela. Timeline of recent changes 1900 - 2020
- -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

African Ndebele Art and African Batik Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space:

- -African colour and pattern work
- -Make a traditional African batik

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

- -African Ndebele Art
- -African Silhouette Art
- -Batik African Art

D.T.

(Design and Technology)

Cooking and Nutrition - Design and Make an African fruit or vegetable kebab for snack time.

- -Linked to Handa's Surprise
- -Understand where food comes from in the context of looking at different fruits and vegetables.
- -Explore and evaluate a range of existing products in the context of tasting salads and fruits.
- -Select from and use a range of tools and equipment to perform practical tasks in the context of preparing a fruit or vegetable kebab.
- -Evaluate design giving reasons

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.



Stoke St Michael and Croscombe Primary Federation

Key Stage One National Curriculum Overview

Music

+Explore African Sounds

Year 1 Unit Theme: Our School Musical Focus: Exploring Sounds

Explore sounds found in their school environment.

Investigate ways to produce/record sounds, using IT to stimulate musical ideas related to geography.

Year 2 Unit Theme: Our Land Musical Focus: Exploring Sounds

Explore timbre and texture as they explore descriptive sounds. They listen to, and perform,

music inspired by myths.

Year 1 Unit Theme: Our Bodies

Musical Focus: Beat

Respond with bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat, using body percussion.

Year 2 Unit Theme: Our Bodies

Musical Focus: Beat

Develop a sense of steady beat through using their own bodies. Respond to music and play rhythm patterns on body percussion and instruments.

P.E

(Physical Education)

Multi-Skills

- -Learn about the importance of both individual and collective roles within their team.
- -Master basic movements including running, jumping, throwing and catching.

Gymnastics

-Develop travel, balance, agility and co-ordination

ICT (Underpinned by Internet Safety)

(Information Communication Technology) Computer Art – African Pattern

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use logical reasoning to predict the behaviour of simple programs

Use a simple painting application to:

- -Create shapes and fill areas,
- -Paint with different brushes,
- -Make changes to improve my work
- -Add text to a painting,

R.E.

(Religious Education)

Awareness, Mystery and Value

The agreed syllabus for Religious Education in Somerset

Unit 6: What do Jewish people believe about the Torah?

- -Simchat Torah Rejoicing in Torah
- -Know that Torah means 'teaching'
- -Giving the Law Godly Play
- -Sabbath rest and have a family meal on Fridays
- -Shabbat eat the challah bread together
- -Synagogue Obedience to the demands of the Torah
- -Look inside a synagogue and synagogue worship
- -The Torah Scroll Hebrew language
- -Jewish Home look at the ways the special days of the Jewish faith are lived out at home
- -Jewish Wedding Link Jewish wedding customs to obedience to god's law The Torah!

MFI

(Modern Foreign Languages)

(Non-statutory at KS1)

Autumn 1 - French Greetings

Y1 - Hello, goodbye etc. Y2 - Greetings conversations

Autumn 2 - French Family Members

Y1 – Names of family members Y2 – Voici Ma Famille Continuous French

Year 1 - Numbers 1-10 using songs and games Year 2 - Numbers 1-20 using songs and games

Cultural Capital

- -Visit the African animals at Longleat Safari Park
- -Bring your pet/animal to school day
- -reptile visitor / speaker
- -zoo keeper assembly
- -African drumming session
- -African dancing session
- -Design class African art exhibition
- -Taste African fruits and foods
- -A dress up day in Africa
- -Celebrating Difference assemblies
- -Visit a Synagogue

Gem Learning Power

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.

Autumn Term 1 Focus: Diamond Power:

- I can face a challenge and be responsible for problems
- -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

Autumn Term 2 Focus: Ruby Power

I can support others and recognise their achievements

- -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

Year A Autumn Term

Theme Hook: What a Wonderful World!