



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

Table with 2 columns: English and Mathematics. English column includes sections for Autumn Term Talk for Writing, Writing, Spelling, Vocabulary, Grammar and Punctuation, Phonics, Word Reading, and Reading Comprehension. Mathematics column includes sections for Year 1 and Year 2 Autumn Term Power Maths and Additional Skills. A Science section titled 'What a Wonderful World... Amazing African Animals!' is also present, covering Animals, Working Scientifically, and Seasonal Changes. A Geography section titled 'Amazing Africa!' covers Place knowledge, Locational knowledge, and Geographical skills and fieldwork.



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### 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

#### 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

#### 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 being 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;"><b>Music</b>     +Explore African Sounds</p> <p><b>Year 1 Unit Theme: Our School</b>  <b>Musical Focus: Exploring Sounds</b>          Explore sounds found in their school environment. Investigate ways to produce/record sounds, using IT to stimulate musical ideas related to geography.</p> <p><b>Year 2 Unit Theme: Our Land</b>  <b>Musical Focus: Exploring Sounds</b>          Explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p><b>Year 1 Unit Theme: Our Bodies</b>  <b>Musical Focus: Beat</b>          Respond with bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat, using body percussion.</p> <p><b>Year 2 Unit Theme: Our Bodies</b>  <b>Musical Focus: Beat</b>          Develop a sense of steady beat through using their own bodies. Respond to music and play rhythm patterns on body percussion and 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 style="text-align: center;"><b>Unit 6: What do Jewish people believe about the Torah?</b></p> <ul style="list-style-type: none"> <li>-Simchat Torah – Rejoicing in Torah</li> <li>-Know that Torah means ‘teaching’</li> <li>-Giving the Law – Godly Play</li> <li>-Sabbath – rest and have a family meal on Fridays</li> <li>-Shabbat – eat the challah bread together</li> <li>-Synagogue – Obedience to the demands of the Torah</li> <li>-Look inside a synagogue and synagogue worship</li> <li>-The Torah Scroll – Hebrew language</li> <li>-Jewish Home - look at the ways the special days of the Jewish faith are lived out at home</li> <li>-Jewish Wedding - Link Jewish wedding customs to obedience to god’s law – The Torah!</li> </ul>		
<p style="text-align: center;"><b>P. E.</b> (Physical Education)</p> <p><b>Multi-Skills</b></p> <ul style="list-style-type: none"> <li>-Learn about the importance of both individual and collective roles within their team.</li> <li>-Master basic movements including running, jumping, throwing and catching.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Develop travel, balance, agility and co-ordination</li> </ul>	<p style="text-align: center;"><b>MFL</b> (Modern Foreign Languages) <small>(Non-statutory at KS1)</small></p> <p><b>Autumn 1 – French Greetings</b>  <b>Y1</b> – Hello, goodbye etc. <b>Y2</b> – Greetings conversations</p> <p><b>Autumn 2 - French Family Members</b>  <b>Y1</b> – Names of family members <b>Y2</b> – Voici Ma Famille</p> <p><b>Continuous French</b>          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>     <small>(Underpinned by Internet Safety)</small> (Information Communication Technology)</p> <p style="text-align: center;"><b>Computer Art – African Pattern</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>-Create shapes and fill areas,</li> <li>-Paint with different brushes,</li> <li>-Make changes to improve my work</li> <li>-Add text to a painting,</li> </ul>	<p style="text-align: center;"><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>-Visit the African animals at Longleat Safari Park</li> <li>-Bring your pet/animal to school day</li> <li>-reptile visitor / speaker</li> <li>-zoo keeper assembly</li> <li>-African drumming session</li> <li>-African dancing session</li> <li>-Design class African art exhibition</li> <li>-Taste African fruits and foods</li> <li>-A dress up day in Africa</li> <li>-Celebrating Difference assemblies</li> <li>-Visit a Synagogue</li> </ul>		
<p style="color: #e91e63; font-weight: bold; font-size: 1.2em;">Gem Learning Power</p> <p><b>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners...</b>          Whilst focusing and challenging the children on one particular Gem Power, the other Powers: <b>Diamond</b>, <b>Ruby</b>, <b>Sapphire</b>, <b>Emerald</b>, <b>Amethyst</b> and <b>Topaz</b> are revisited as and when appropriate learning opportunities arise.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Autumn Term 1 Focus: Diamond Power:</b>  <b>I can face a challenge and be responsible for problems</b></p> <ul style="list-style-type: none"> <li>-I can organise my own belongings</li> <li>-I can organise my own learning space</li> <li>-I can move my learning on by asking questions</li> <li>-I can identify a problem that is in my power to solve without help from an adult</li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Autumn Term 2 Focus: Ruby Power</b>  <b>I can support others and recognise their achievements</b></p> <ul style="list-style-type: none"> <li>-I can identify and demonstrate ways of kindness</li> <li>-I can make others feel good about their successes</li> <li>-I can empathise with how others might feel</li> <li>-I understand how others have felt during learning and can support them and show kindness</li> </ul> </td> </tr> </table>		<p><b>Autumn Term 1 Focus: Diamond Power:</b>  <b>I can face a challenge and be responsible for problems</b></p> <ul style="list-style-type: none"> <li>-I can organise my own belongings</li> <li>-I can organise my own learning space</li> <li>-I can move my learning on by asking questions</li> <li>-I can identify a problem that is in my power to solve without help from an adult</li> </ul>	<p><b>Autumn Term 2 Focus: Ruby Power</b>  <b>I can support others and recognise their achievements</b></p> <ul style="list-style-type: none"> <li>-I can identify and demonstrate ways of kindness</li> <li>-I can make others feel good about their successes</li> <li>-I can empathise with how others might feel</li> <li>-I understand how others have felt during learning and can support them and show kindness</li> </ul>
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