



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

CROSCOMBE STOKES ST. MICHAEL

Year B	Spring Term 3	Theme Hook: Toys, Toys, Toys!
	Spring Term 4	Theme Hook: Scrumdidilyumptious
English		Mathematics
<p>Spring Term Talk for Writing: Information Text – Toys Around the World Poetry – My Favourite Toys Defeat the Monster Text – The Three Little Pigs Instructions – How to Trap a Wolf</p> <p>Writing: Writing is taught using the TFW 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>Year 1 – Spring Term Power Maths 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>Year 1 – Spring Term Additional Skills I can recite doubles and halves of numbers to 10 I can recite number bonds to 10</p> <p>Year 2 – Spring Term Power Maths Unit 6 – Multiplication and division (2) Unit 7 – Statistics Unit 8 – Length and Height Unit 9 – Properties of Shape Unit 10 – Fractions</p> <p>Year 2 – Spring Term Additional Skills I can recite doubles and halves of numbers to 20 I can recite the multiplication and division facts x10</p>
Science		
<p>Every Day Materials – The Three Little Pigs (Linked to TFW)</p> <ul style="list-style-type: none"> -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching. <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 Winter becomes Spring and then Spring to Summer. -Observe and describe weather associated with seasons and how day length varies. 		
Geography		
<p>Scrumdidilyumptious – Where does chocolate come from? From Bean to Bar and Fair Trade! Locate Ghana in West Africa and Brazil in South America</p>		
<p>Locational Knowledge</p> <ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans. <p>Place Knowledge</p> <p>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: Brazil!</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> -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. 		

Year B Key Stage 1: Spring Term Theme Hooks: Toys, Toys, Toys! & Scrumdidilyumptious



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History

Victorian Toys and Florence Nightingale and Edith Cavell

Content

Know where the lives of significant individuals: Florence Nightingale and Edith Cavell fit in with a chronological framework and identify differences and similarities between ways of life in Victorian times compared to now in the context of finding out about Victorian Toys.

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

Victorian Era Influential Artist - William Morris: Printing and Stained Glass Windows

- Develop a wide range of artist techniques in the context of pattern, shape, line, printing and collage.
- Learn about the work of a range of artists: William Morris and his influence in the Victorian era.

Artist – Giuseppe Arcimboldo: Scrumdidilyumptious

- Develop a wide range of artist techniques in the context of observational drawings of fruit, vegetables, flowers and collage.
- Learn about the work of a range of artists: Giuseppe Arcimboldo

D.T.

(Design and Technology)

Mechanisms – Wheels and Axels

Design and make a rolling toy for a young Victorian child.

Linked to the History unit, children will go through the process of learning skills related to mechanisms and how wheels and axels operate; they will explore and analyse a range of toys through the ages, especially ones with mechanisms; they will communicate their ideas through talking and drawing; design their own toy, explaining its features; select tools and materials; make and realise their toy and then finally evaluate their ideas and realisations against the 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;">Music</p> <p>Year 1 Unit Theme: Seasons Musical Focus: Pitch Develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p>Year 2 Unit Theme: Seasons Musical Focus: Pitch Develop understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes/perform in a variety of musical ways.</p> <p>Year 1 Unit Theme: Story Time Musical Focus: Exploring Sounds Learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Year 2 Unit Theme: Story Time Musical Focus: Exploring Sounds Introduced to famous pieces to stimulate composition. Interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</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 4: What do Christians believe about Forgiveness? Link with Easter</p> <ul style="list-style-type: none"> -Salvation – what is the Bible? -Salvation – What is Easter all about? -Is Easter Happy or Sad? -Palm Sunday -Jesus in the Temple -The Last Supper -Washing of Feet -Jesus is Arrested -Crucifixion -Resurrection -The Easter Story -Scrumdilyumptious – Why do we celebrate with chocolate Easter eggs? 	
<p style="text-align: center;">P.E. (Physical Education)</p> <p>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>Gymnastics -Develop travel, balance, agility and co-ordination</p>	<p style="text-align: center;">MFL (Modern Foreign Languages) (Non-statutory at KS1)</p> <p>Spring Continue learning French greetings</p> <p>Spring - French Colours Y1 – Colour names Y2 – Quelle Couleur?</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) Programming TOYS!</p> <p>Understand what algorithms are and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Children will work in the context of programming a Bee-Bot (or similar programmable toy) to reach set markers and program a sequence to make a Bee-Bot (or similar programmable toy) move.</p>	<p style="text-align: center;">Cultural Capital</p> <ul style="list-style-type: none"> -Museum of Radstock – Victorian toys -Victorian school dress up day -Healthy Me – Road safety talks and walks -Healthy Me – Make healthy snacks -Brazilian dance and carnival /South American Arts -Visit the chocolate factory -Chocolatier visitor -Build the Three Little Pigs Houses -Internet Safety 	
<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>Spring Term 1 Focus: Sapphire Power I can avoid monster distractions and stay focused</p> <ul style="list-style-type: none"> -I can focus on my learning -I can ignore monster distractions -I can concentrate on the task -I can continue with my learning even if someone else isn't 	<p>Spring Term 2 Focus: Amethyst Power I can learn well with a partner</p> <ul style="list-style-type: none"> -I can learn equally with one other person -I can share ideas using my talking and listening skills -I can learn in collaboration with my partner -I can add new ideas to the ones we already had -I can offer and ask for help from my partner 	
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