



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

Year B Summer Term		Theme Hook: Cold, Cold & Hot, Hot!
English		Mathematics
<p>Summer Term Talk for Writing: Journey Tale – Little Charlie Directions Information – How to Get from A to B Rags to Riches Tale – The Elves and the Shoe Maker Instructions – How to find an Elves Hideaway</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>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>
Science		
Hot and Cold habitats...		
<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. 		
Geography		
What is the Weather like where Cold, Cold Polar Bears and Hot, Hot Kangaroos live?		
<p>Human and Physical Geography</p> <p>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</p> <p>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</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills and Fieldwork</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p>		



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History

The Great Fire of London (Fire is hot and dangerous!)

Content

Events beyond living memory that are significant nationally or globally: The Great Fire of London
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: King, Charles 11 – What did King Charles do when the fire broke out in pudding Lane? London then and now!
Fire fighters then and now – what was it like to be a fire fighter in 1666?

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

Landscapes and Cityscapes

Develop a wide range of Art and Design techniques

Use colour, texture, pattern, line, shape, form, and space to create landscapes and cityscapes in a range of materials, drawing on their own experiences and imagination.

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

Describe the work of three different artists, noting the similarities and differences between their different practices, and making links to their own work.
Monet, Van Gogh and Metzinger

D.T.

(Design and Technology)

Cooking and Nutrition - Design and Make a delicious dip for an Elves Hideaway picnic.

Linked to the Talk for Writing unit, children will go through the process of exploring and analysing a range of existing dips; communicating their ideas through talking and drawing; designing their own dip and choosing ingredients; selecting tools, measuring ingredients to make their dip; making and realising their dip and then finally evaluating their ideas and realisations against the design criteria and sharing their dip for others to evaluate at the Elves picnic.

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



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<p style="text-align: center;">Music</p> <p>Year 1 Unit Theme: Pattern Musical Focus: Beat Develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p> <p>Year 2 Unit Theme: Pattern Musical Focus: Beat Using simple notations, the children play, create and combine minibeat rhythms using body percussion and instruments.</p> <p>Year 1 Unit Theme: Weather Musical Focus: Exploring Sounds Use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>Year 2 Unit Theme: Weather Musical Focus: Exploring Sounds Have opportunities to create descriptive sounds/word rhythms with raps and songs about weather. Create descriptive class composition with voices/instruments.</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>Unit 3: What do Christians believe about love? Essential core: Agape - Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</p> <ul style="list-style-type: none"> -Christian Agape - Unconditional Sacrificial Love -The Good Samaritan – our loving neighbour -Zaccaeus – forgiving and making a fresh start -Jesus chooses his Disciples – how and why? -Parable Unmerciful Servant -Discuss meaning of mercy, forgiving, saying sorry -The Lord’s Prayer -Feeding the 5000 -Parable – The Selfish Farmer -The Widows Gift – not the amount that matters -Local Charity – fundraising ideas
<p style="text-align: center;">P.E. (Physical Education)</p> <p>Multi-Skills</p> <ul style="list-style-type: none"> -Learn about the importance of both individual and collective roles within their team. -Master basic movements including running, jumping, throwing and catching. <p>Gymnastics</p> <ul style="list-style-type: none"> -Develop travel, balance, agility and co-ordination 	<p style="text-align: center;">MFL (Modern Foreign Languages) (Non-statutory at KS1)</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 Year 2 – Numbers 1-20 using songs and games</p>
<p style="text-align: center;">ICT (Underpinned by Internet Safety) (Information Communication Technology)</p> <p>Preparing for Turtle Logo</p> <ul style="list-style-type: none"> • Walk forward a number of steps • Turn accurately 90° (a quarter turn). • Walk squares and rectangles. • Give and follow instructions. • Write an algorithm for a shape or a route. • Debug errors in an algorithm <p>Programming Turtle Logo and Scratch</p> <p>Write an algorithm for a shape. • Use the repeat command. • Combine a range of blocks to achieve a purpose. • Use more than one sprite and combine algorithms.</p>	<p style="text-align: center;">Cultural Capital</p> <ul style="list-style-type: none"> -Science museum visit to Bristol -Fire Fighter and Fire Safety visit -Visit a fire station -Dress up in heavy fireperson clothes -Fire engine to put out controlled fire of London -Micro Habitats – make bug hotel -Forest school fire and fire safety -Elves Hideaway Picnic -Care for planted vegetables growing in poly tunnel -Use home grown produce in dip design
<p style="color: red; font-weight: bold; font-size: 1.2em;">Gem Learning Power</p> <p>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 bounceability</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
<p>Year B Summer Term Theme Hook: Cold, Cold & Hot, Hot!</p>	