

# KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: **YEAR ONE**

Term: **[1]** 2 3 4 5 6

Thematic Unit Name: **'LOOKING AFTER TEDDY'**

## NC STATUTORY SUBJECT Programmes of Study (POS):

### ENGLISH

#### RWI – 6 weeks

**Extended Writing:** LO – to write in full sentences with finger spaces, full stops and capital letters.  
to be able to say a sentence  
to join sentences with conjunctions **and, because, so**  
to use 'time' conjunctions First, then , next, after that, finally  
to write a story set in a familiar setting

**These 2 objectives to be achieved through -**

- **to write the ending of a story**
- **to write a recount**
- **to write simple instructions**

### MATHEMATICS

#### Number and place value - 2 weeks

I can count up to 20  
I can put all the numbers from 0 to 20 in the right order  
I can compare and order numbers to 20 and beyond  
I can identify numbers and show I understand using pictures and objects  
I can put numbers to 100 in the right order  
I understand what more or less means when counting in 1s  
I understand what the word equals means  
I can find patterns in numbers

**Addition - 2 weeks**

I know number bonds for numbers to at least 5  
I can answer questions by sorting and recording  
I know my number bonds for the number 10  
I can add one-digit numbers to 20  
I know my number bonds for the number 20  
I can add by reading and writing number sentences  
I can add one-digit numbers to two-digit numbers to 20  
I can add multiples of 10 to one-digit numbers  
I can add multiples of 10 to two-digit numbers  
I can solve one step problems that involve addition and subtraction

**Subtraction – 2 weeks**

I can subtract one-digit numbers to 20  
I can subtract by reading and writing number sentences  
I can subtract one-digit numbers from two-digit numbers to 20  
I can subtract multiples of 10 from two-digit numbers  
I can solve one step problems that involve addition and subtraction

**SCIENCE****Materials**

- 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.

**Art & Design**

Create texture pictures of teddies.  
to use a range of materials creatively to design and make products  
-bread  
-jam sandwiches

**Computing**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content – logging on, opening work, saving work  
I can log on and off  
I can close down the computer  
I can use the mouse with control  
I can use a paint programme

**Design & Technology**

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- bread
- jam sandwiches
- mobiles of natural materials

**Languages (KS2)**

N/A

**Geography**

(covered in Spring1, Summer 1, Summer 2)

**History**

(Covered in Autumn 2, Summer 2)

**Music**

Songs, chants and rhymes

listen with concentration and understanding to a range of high-quality live and recorded music, use their voices expressively and creatively by singing songs and speaking chants and rhymes

- harvest songs for assembly

**Physical Education**

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Using REAL PE – First Funs

I can hop on either leg

I can side-step in both directions

I can combine side steps with front pivots

I can balance for 30 seconds on my dominant leg

I can balance for 30 seconds on either leg

Outdoor PE

I can throw a catch a ball using different methods

I can control the ball with my feet

I can make up a simple game with a partner

**RE (Locally Agreed Syllabus)**

Discovery – Christianity – creation story

– I can retell the Christian creation story and say some things that they believe God created on different days

I can start to talk about how I think the world got here

To understand what it means to create something

To explore the outside environment and begin to understand the variety of natural objects we can find

To find out where Christians believe the Earth comes from.

To retell the Christian creation story.

**PHSE (non-statutory)**

Friendship and co- operation- SEAL changes

**Notes:**