

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: **WONDER WALKS**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Poetry (1 week) – based on seasons.

I can read a poem

I can recite a poem

I can read or listen to poems finding out what they are about and joining in with repeated phrases

I can learn a poem by heart and perform it

I can use adjectives correctly

I can write a poem or piece of poetic prose

Adventure stories (3 weeks) – Oscar and Hoo

I can write an adventure story

I can act out an adventure story

I can write sentences using full stops correctly

I can write sentences using capital letters correctly

I can join sentences

I can describe a character

I can write a story with a beginning, middle and end

Instructions (2 weeks) – Working towards writing a recipe.

I can write sentences using full stops correctly

I can write sentences using capital letters at the beginning correctly

I can identify instructions

I can give at least one step in a set of instructions

I can write sentences using verbs correctly

I can write instructions

MATHEMATICS

Place Value (1 week)

- I can count to 100 and beyond
- I can put numbers to 100 in the right order
- I can order and compare numbers to 100
- I can write and understand numbers up to 100 and beyond

Measure (Including money, time, capacity and length) (4 weeks)

- I can measure by comparing two objects
- I understand what time is
- I know language relating to dates
- I can estimate
- I can find sensible ways to measure objects and record my measurements
- I know what metres are
- I can find ways to compare objects by measuring them
- I can read the time in hours
- I can read the time in hours and half hours
- I know the value of notes and coins
- I can solve measuring problems

Shape (1 week)

- I can recognise and name common 2D shapes
- I can describe 2D shapes
- I can recognise and name common 3D shapes
- I can describe 3D shapes

SCIENCE

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

[Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.

They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.

Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.]

Seasonal Changes

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Art & Design

Pupils should be taught:

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing

Pupils should be taught to:

- recognise common uses of information technology beyond school

Design & Technology

Covered in Autumn i, Autumn ii, Summer i

Languages (KS2)

N/A

Geography

Geographical skills and fieldworks (**wonderwalks around the school grounds**)

- 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.

<p>History Covered in Autumn i, Summer ii</p>
<p>Music</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music (composition)
<p>Physical Education</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending
<p>RE (Locally Agreed Syllabus) Judaism – Key question: is Shabbat important to Jewish people?</p>
<p>PHSE (non-statutory) Values – Forgiveness and wisdom Seal – New beginnings</p>

Notes: