

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: **HOUSES AND HOMES**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

**Information texts (houses) – 2 weeks**

- I can organise information
- I can write a caption
- I can give an explanation with a partner
- I can write sentences using singular and plural correctly
- I can explain how to find information in books
- I can read information texts and find the answers to questions

**Stories with a familiar setting (park) -3 weeks**

- I can write a story with a familiar setting
- I can write a story with characters and a setting
- I can write a story with a beginning, middle and end
- I can describe a character
- I can tell a story based on a familiar setting
- I can read a story with my teacher picking out key aspects

**Poetry that includes the senses – 2 weeks**

- I can write part of a poem including the senses
- I can write a poem or piece of poetic prose
- I can write part of a poem with patterns
- I can write lines that rhyme
- I can listen to a poem identifying where the writer talks about the senses
- I can learn a poem by heart and perform it

## MATHEMATICS

### **Multiplication and Division**

I can solve one step problems that involve multiplication and division

I can combine groups of 2

I can share numbers into 2 groups

I can combine groups of 10

I can share numbers into 10 groups

I can combine groups of 5

I can share numbers into 5 groups

### **Fractions**

I know what a half is

I know what a quarter is

### **Subtraction**

I can count back or up to find the difference using a number line

I can solve 1 and 2 step problems involving subtraction

### **Geometry**

I can show I understand direction and plan moves

I can describe position direction and movement using quarter turns

## 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 will be taught to:

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

**Art & Design**

Become proficient in drawing, painting, sculpture and other art, craft and design techniques by making observational drawings or houses; painting our own houses; collaging houses and making cardboard sculptures.

**Computing**

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Precise and unambiguous instructions using the Roamer program

**Design & Technology**

Design purposeful, functional, appealing products for themselves and other users based on design criteria. The children will design healthy lunch boxes.

Build structures, exploring how they can be made stronger, stiffer and more stable

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics – using cardboard the children will make sculptures of houses

**Languages (KS2)**

**Geography**

Use basic geographical vocabulary to refer to:

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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 through looking at aerial photographs of St Mary's school and the surrounding area
- compare different types of houses and homes in the local environment

**History**

- significant historical events, people and places in their own locality
- changes within living memory

**Music**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music from the BBC's Take Ten Pieces

**Physical Education**

- participate in team games, developing simple tactics for attacking and defending

**RE (Locally Agreed Syllabus)**

The children will be learning about the Jewish faith and the key question for study is:  
Does celebrating Chanukah make Jewish children feel closer to God?

**PHSE (non-statutory)**

The children will be thinking about our whole school values of Wisdom and Courage.  
They will be learning about how school life will change when they go into Year 2.

**Notes:**