

# New Town Primary School

## KS1 Curriculum Plan Year A



| Year A                | Term 1  | Term 2   | Term 3   | Term 4  | Term 5  | Term 6   |
|-----------------------|---|--|--|---|---|--|
| <b>Maths Year 1</b>   | Number and place value within 10<br>Addition and Subtraction within 10  | Shape<br>Number and place value within 20  | Addition and subtraction within 20<br>Number and place value within 50   | Counting in multiples of 2,5 and 10<br>Measurement- length, weight and volume   | Number and multiplication and division with an emphasis on 2,5 and 10<br>Fractions  | Geometry- position and direction<br>Number and place value within 100<br>Money, Time   |
| <b>Maths Year 2</b>   | Number and place value within 100<br>Addition and Subtraction within 100  | Money<br>Multiplication and division   | Money<br>Multiplication and division<br>Statistics   | Properties of shape<br>Fractions<br>Measurement- length   | Position and direction<br>Problem solving methods<br>Time   | Measurement- Mass, capacity and temperature<br>Investigations  |
| <b>English Year 1</b> | <b>The Three Little Pigs</b><br><b>The Tiger Who Came To Tea</b><br>Complex sentences:<br>Use of 'who' (relative clause)<br>Precise, clear language to give information<br>Repetition for description<br>Reading fluency and skills                             | <b>Mr Wolf's Pancakes</b><br><b>Where the wild things are</b><br><b>Christmas stories</b><br>Types of sentences:<br>Simple Connectives:<br>Similes using as....as...<br>Repetition for rhythm<br>Instructions and labels<br>Reading fluency and skills   | <b>The Gorilla</b><br><b>Tractionman</b><br><b>Aliens love underpants</b><br>Adjectives to describe<br>Alliteration<br>Also as openers:<br>Capital letter for names<br>Capital letter for the personal pronoun I<br>Prepositions:<br>Determiners:<br>Reading fluency and skills  | <b>Monkey See Monkey Do</b><br><b>How to look after a hamster</b><br><b>The Owl Who Was Afraid of the Dark</b><br>Non-fiction , Planning tools, Headings<br>Introduction , Middle section(s) , Ending<br>Compound sentences using connectives<br>Reading fluency and skills   | <b>Anansi &amp; The Turtle</b><br><b>Amazing Grace</b><br><b>The Avocado Baby</b><br><b>The Kiss That Missed</b><br>-'ly' openers<br>Simple sentences<br>Embellished simple sentences using adjectives<br>Speech bubble<br>Bullet points<br>Reading fluency and skills  | <b>Mrs Armitage on Wheels</b><br><b>The Lighthouse Keepers</b><br><b>Picnic.</b><br><b>How The Elephant got his Trunk</b><br>Fiction:<br>Planning Tools<br>Plan opening<br>5 parts to a story:<br>Opening , Build-up<br>Problem / Dilemma<br>Resolution , Ending<br>Reading fluency and skills                                 |
| <b>English Year 2</b> | <b>Little Red Riding Hood</b><br><b>The Bear and the Piano</b><br><b>The Lion Inside</b><br>All capital letters, conjunctions, sentence structure, apostrophes to mark singular possession<br>Reading fluency and skills-comprehension, retrieval and inference | <b>Traction Man</b><br><b>Stick man</b><br><b>Don't look in this book</b><br>Rhyming words, compound words, adjectives, expanded noun phrases, exclamation marks, question marks, conjunctions, co-ordination, past and present tense, use of the suffixes -er and -est<br>Reading fluency and skills-comprehension, retrieval and inference | <b>Mr Wolf's Pancakes</b><br><b>What Pet should I get</b><br><b>The Smartest Giant in Town</b><br>Commas in a list, adverbs and adjectives, imperative verbs, sentence punctuation, expanded noun phrases, conjunctions, apostrophes to mark, sentence structure singular possession, adverbs for information<br>Reading fluency and skills-comprehension, retrieval and inference | <b>The tear thief</b><br><b>The day the crayons quit</b><br><b>Salty dogs</b><br>Adverbs and adjectives, conjunctions, contracted word forms, progressive form of verb in the past, expanded noun phrases, apostrophes to mark singular possession, commas in a list, generalisers for information<br>Reading fluency and skills-comprehension, retrieval and inference | <b>Winters child</b><br><b>The secret path</b><br><b>The treasure hunt</b><br>-ly starters, conjunctions, subordination, alliteration<br>Prepositions, expanded noun phrases, sentence punctuation, progressive form of verb in the present, vary sentence openers, long and short sentences<br>Reading fluency and skills-comprehension, retrieval and inference | <b>Journey</b><br><b>The shopping basket</b><br><b>Nim's Island</b><br>Speech bubbles/marks for direct speech, Comma after -ly opener, embellished simple sentences, similes using ... like..., complex sentences, formation of adjectives using suffixes<br>Reading fluency and skills-comprehension, retrieval and inference |

|                                 |  |  |  |
|---------------------------------|--|--|--|
| <b>Topic Heading</b>            | <u><b>Great people and great events!</b></u>                         | <u><b>The Other Side of the World</b></u>  | <u><b>Our changing weather</b></u>   |
| <b>A memorable experience</b>   | <b>Fire engine to visit school</b>                                   | <b>Write a postcard to someone in Scotland</b>   | <b>Recording a weather report</b>  |
| <b>An innovative challenge</b>  | <b>To make a 3D house from the Great Fire of London</b>              | <b>To create a canvas inspired by Scottish Artist Charles Rennie Mackintosh</b>  | <b>Daily weather readings at New Town</b>  |
| <b>A book to read</b>           | <b>Toby and The Great Fire of London</b>                             | <b>To the Edge of the World – Julia Green<br/>Katie Morag delivers the mail – Mairi Hedderwick</b>   | <b>Greta’s Story</b>   |
| <b>Something to investigate</b> | <b>What other diseases are spread by animals or small creatures?</b> | <b>To investigate the link between Scotland and Australia (Flag – Commonwealth)</b>  | <b>Extreme Weather- fact file</b>  |
| <b>Parental Engagement</b>      | <b>The Great Fire and Plague Exhibition</b>                          | <b>Visit to the library</b>  | <b>Exhibition of work</b>  |
| <b>Geography</b>                | <i>No Geography this term</i>  | <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-european country. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use ariel photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construst basic symbols in key.</i> | <i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and south Poles.<br/>What is the weather like from season to season?<br/>What is the climate like across the world?</i> |

|                |   |   |   |
|----------------|---|---|---|
|                |   | What is different and the same in Scotland and Australia?   |   |
| <b>History</b> | <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Pupils should know where the people and events they study fit in with a chronological framework.</i></p> <p><i>They should use a wide vocabulary of everyday historical terms.</i></p> <p><i>Pupil should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p>What caused The Great Fire of London and The Plague?</p> <p>Who was important during this time?</p> | No History this Term  | <p><i>Pupils should develop an awareness of changes within living memory.</i></p> <p>How have our actions in the past affected our environment?</p> <p>How is this affecting us now?</p> <p>How will this affect us in the future?</p> <p>How is it affecting other living things on the planet?</p>  |
| <b>Art</b>     | <p><i>Use a range of materials creatively to design and make products</i></p> <p><i>To use drawing and painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>Develop a wide range of art and design techniques in using colour, pattern, texture line, shape, form and space</i></p> <p><i>About the work of a range of artists, craftmakers and designers describing the differences and similarities between different practices and diciplines and malking links to their own work</i></p>  | <p><i>Use a range of materials creatively to design and make products</i></p> <p><i>To use drawing and painting to develop and share their ideas, experiences and imagination</i></p> <p><i>Develop a wide range of art and design techniques in using colour, pattern, texture line, shape, form and space</i></p> <p>How do the Aborigines create their art?</p> <p>Who was Rennie Mackintosh and what makes his art distinctive?</p> | <p><i>Use a range of materials creatively to design and make products</i></p> <p><i>To use drawing and painting to develop and share their ideas, experiences and imagination</i></p> <p><i>Develop a wide range of art and design techniques in using colour, pattern, texture line, shape, form and space</i></p> <p>Study the work of Andy Goldsworthy</p> <p>Produce art and collage using natural materials. Look at which natural materials can be used to produce dyes for fabrics</p> |

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
|  | Can you create a scene from the Great Fire of London using a range of different materials?  |   |   |   |   |   |
| <b>DT</b>                                      | <i>All NC 2014 objectives.</i><br>Can you design and make a model of a house which would survive a fire?  |   | <i>No DT this term</i>  |   | <i>No DT this term</i>  |   |
| <b>Science</b><br>Links to Outstanding Science | <p><i>Pupils should be taught to:</i><br/>Year1<br/>-distinguish between an object and the material from which it is made<br/>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br/>-describe the simple physical properties of a variety of everyday materials<br/>-compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Year2<br/>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br/>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Materials- Everyday Materials Y1 and Uses of Everyday Materials Year 2</u></p> |   | <p><i>Pupils should be taught to:</i><br/>Year 1<br/>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br/>- identify and name a variety of common animals that are carnivores, herbivores and omnivores<br/>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)<br/>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 2<br/>- notice that animals, including humans, have offspring which grow into adults<br/>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br/>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Animals including Humans Year 1 and Year 2</u></p> |   | <p><i>Pupils should be taught to:</i><br/>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br/>-identify and describe the basic structure of a variety of common flowering plants, including trees<br/>-observe and describe how seeds and bulbs grow into mature plants<br/>☑ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Plants Year 1 and Year 2</u></p> <p><i>Pupils should be taught to:</i><br/>-observe changes across the four seasons<br/>-observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Seasonal Changes Year 1</u></p> |   |
| <b>PE</b>                                      | <i>Children should be taught to: master basic movements including</i>   | <i>Children should be taught to: master basic movements</i> | <i>Children should be taught to: master basic movements</i>   | <i>Children should be taught to: master basic movements</i> | <i>Children should be taught to: master basic movements</i>   | <i>Children should be taught to: master basic movements</i> |

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
|  | <p><i>running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><i>Children should should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>-participate in team games, developing simple tactics for attacking and defending</i></li> <li><i>-perform dances using simple movement patterns</i></li> </ul> <p><i>The above will be taught through:</i></p> <p><i>Gym/ Games</i></p> | <p><i>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</i></p> <p><i>Children should should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>-participate in team games, developing simple tactics for attacking and defending</i></li> <li><i>-perform dances using simple movement patterns</i></li> </ul> <p><i>The above will be taught through Dance/ Games</i></p> | <p><i>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</i></p> <p><i>Children should should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>-participate in team games, developing simple tactics for attacking and defending</i></li> <li><i>-perform dances using simple movement patterns</i></li> </ul> <p><i>The above will be taught through Gym/ Games</i></p> | <p><i>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</i></p> <p><i>Children should should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>-participate in team games, developing simple tactics for attacking and defending</i></li> <li><i>-perform dances using simple movement patterns</i></li> </ul> <p><i>The above will be taught through Dance/ Games</i></p> | <p><i>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</i></p> <p><i>Children should should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>-participate in team games, developing simple tactics for attacking and defending</i></li> <li><i>-perform dances using simple movement patterns</i></li> </ul> <p><i>The above will be taught through Gym/ Games</i></p> | <p><i>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</i></p> <p><i>Children should should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>-participate in team games, developing simple tactics for attacking and defending</i></li> <li><i>-perform dances using simple movement patterns</i></li> </ul> <p><i>The above will be taught through Dance/ Games</i></p> |
| <b>RE</b>  | <p><i>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</i></p> <p><i>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</i></p>  |   |   |   |   |   |
| <b>Religion to be studied</b>  | <b>Judaism</b>   | <b>Sikhism</b>  | <b>Buddhism</b>   |   |   |   |
| For each religion teach each of the four aspects- try to draw comparisons as | <p><b><u>God</u></b><br/>Who is God? What is the name of the God in each religion?</p> <p><b><u>Special Places (Place of Worship)</u></b><br/>What is your special place?<br/>What are the special places of worship for each religion?</p> <p><b><u>Symbols and Meanings</u></b><br/>What is a symbol? What are the special symbols for each religion? Do the symbols have a significant meaning?</p> <p><b><u>Special Festivals and celebrations</u></b></p>   |   |   |   |   |   |

|  |   |   |  |  |   |  |
|--|---|---|--|--|---|--|
| you build on knowledge   | What is a festival? What festivals do you celebrate? What festivals are celebrated in the religion?   |   |  |  |   |  |
| <b>Computing</b>   | <p><i>Create and debug simple programs</i></p> <p>What mistake did you make?<br/>How are you going to debug your programme?</p>   | <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p>Can you use different tools?<br/>Can you add special effects?<br/>Who is the audience?</p> | <p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i></p> <p>What is an algorithm?<br/>How can I debug my coding?</p> | <p><i>Use logical reasoning to predict the behaviour of simple programs</i></p> <p>Can you create a city?<br/>How are you going to navigate your character on the screen?<br/>What algorithms could you use?<br/>How are you going to add a score?<br/>How are you going to add an enemy to your game?</p> | <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p>Can you download all the pictures from the shared area?<br/>Can you add a title?<br/>Can you add subtitles?<br/>Can you add transition between the frames?</p> | <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Who is the audience?<br/>What visual effects could you add?<br/>What sound effects could you add?<br/>How can you add a picture?<br/>What is a hyperlink?<br/>How can you add a hyperlink?</p> |
| <b>PSHME-</b> for progressions and discussion topics see school overview                           | <b>Respect and Tolerance</b>  | <b>Keeping safe, fit and healthy</b>  | <b>The Law: morals, choices, democracy and rights</b>  | <b>Living and Growing</b>  | <b>Thinking of others</b>   | <b>Ready for the Future</b>  |
| <b>Music</b><br>These aspects should run as a thread throughout all teaching and learning of Music | <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li><i>-play tuned and untuned instruments</i></li> <li><i>-listen with concentration and understanding to a range of high-quality live and recorded music</i></li> <li><i>-experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul> |   |  |  |   |  |

|   |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
| <p><b>Music</b><br/>Links to<br/>Charanga units<br/>of work</p> | <p>The above will be<br/>learnt through:<br/>Year 1:<br/>Hey You!<br/>Year 2:<br/>Hands, Feet, Heart</p> | <p>The above will be<br/>learnt through:<br/>Year 1:<br/>Little Angel Gets Her<br/>Wings<br/>Year 2:<br/>Babushka</p> | <p>The above will be<br/>learnt through:<br/>Year 1:<br/>In The Groove<br/>Year 2:<br/>Glocksenspiel Stage 1</p> | <p>The above will be<br/>learnt through:<br/>Year 1: Rhythm In The<br/>Way We Walk and<br/>Banana Rap<br/>Year 2: I Wanna Play<br/>In A Band</p> | <p>The above will be<br/>learnt through:<br/>Year 1:<br/>Round and Round<br/>Year 2:<br/>Zoo Time</p> | <p>The above will be<br/>learnt through:<br/><br/>Year 1 &amp; 2<br/>Reflect, Rewind &amp;<br/>Replay</p> |
|---|--|---|--|--|---|---|