

New Town Primary School
KS1 Curriculum Plan Year B



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 1	Number and place value within 10 Addition and subtraction within 10	Addition and subtraction within 10 Shape	Number and place value within 20 Addition and subtraction within 20	Number and place value within 50 Length and height Weight and volume	Multiplication and division Fractions Position and direction	Number and place value within 100 Money Time
Maths Year 2	Number and place value Addition and subtraction	Addition and subtraction within 100 Shape	Money Multiplication and division	Multiplication and division Measurement – mass, capacity and temperature	Fractions Time	Statistics Position and direction
English Reading Year 1	<p><u>Class reader:</u> Charlie and the Chocolate Factory by Roald Dahl</p> <p><u>Books to teach reading:</u> Owl Babies by Martin Waddell Stuck by Oliver Jeffers Not now Bernard by David McKee The Three Billy Goats Gruff by Paul Galdone Lost and found by Oliver Jeffers Chester by Melanie Watt Ning Nang Nong by Spike Milligan</p>	<p><u>Class reader:</u> The Hen Who Wouldn't Give Up by Jill Tomlinson</p> <p><u>Books to teach reading:</u> Winnie in Winter by Valerie Thomas The Tiger Who Came To Tea by Judith Kerr Gruffalo's Child by Julia Donaldson Giraffes Can't Dance by Giles Andrede How to Catch a Star by Oliver Jeffers Gorilla by Anthony Browne</p>	<p><u>Class reader:</u> The Matchbox by Paul Fleischman</p> <p><u>Books to teach reading:</u> The Book Without a Story by Carolina Rabei Hansel and Gretel by The Brothers Grimm Mog the Forgetful Cat by Judith Kerr Monkey Puzzle by Julia Donaldson The Ugly Duckling by Jerry Pinkney</p>	<p><u>Class reader:</u> The Billionaire Boy by David Walliams</p> <p><u>Books to teach reading:</u> The Tale of Peter Rabbit by Beatrix Potter Zog by Julia Donaldson A Tadpole's Promise by Jeanne Willis Pass the Jam Jim by Kaye Umansky Charlie Cooks Favourite Book by Julia Donaldson</p>	<p><u>Class reader:</u> The Magic Finger by Roald Dahl</p> <p><u>Books to teach reading:</u> Stickman by Julia Donaldson Wanted: The Perfect Pet by Fiona Robertson The Pirates Next Door by Jonny Duddle The Slightly Annoying Elephant by David Walliams The Bear Who Stared by Duncan Beedie The Hat Full of Secrets by Karl Newson</p>	<p><u>Class reader:</u> The Enchanted Wood by Enid Blyton</p> <p><u>Books to teach reading:</u> What Do You Do With A Tail Like This? by Robin Page and Steve Jenkins The Lion Inside by Rachel Bright The Tunnel by Anthony Browne Lights on Cotton Rock by David Litchfield Kitty and the Twilight Trouble by Paula Harrison The Whisperer by Nick Butterworth</p>

<p>English Reading Year 2</p>	<p><u>Class reader:</u> Diary of a Killer Cat by Anne Fine</p> <p><u>Books to teach reading:</u> Chickens Can't See in The Dark by Kristyna Litten Hey Little Ant by by Hannah Hoose and Phillip Hoose The Gunpowder Plot by Rob Lloyd Jones</p>	<p><u>Class reader:</u> Beaver Towers by Nigel Hinton</p> <p><u>Books to teach reading:</u> The Smartest Giant in Town by Julia Donaldson Voices in the Park by Anthony Browne Burglar Bill by by Janet and Allan Ahlberg</p>	<p><u>Class reader:</u> Fantastic Mr Fox by Roald Dahl</p> <p><u>Books to teach reading:</u> The Day The Crayons Quit by Drew Daywalt The Bear and the Piano by David Litchfield The Owl And The Pussycat by Edward Lear</p>	<p><u>Class reader:</u> Nim's Island by Wendy Orr</p> <p><u>Books to teach reading:</u> Owl babies by Martin Waddell Stick Man by Julia Donaldson The Wolf Story: What Really Happened by Toby Forward</p>	<p><u>Class reader:</u> The Hodgeheg by Dick King Smith</p> <p><u>Books to teach reading:</u> The Sound Collector poem by Roger McGough Winter's Child by Angela McAllister The Big Book of the Blue by Yuval Zommer</p>	<p><u>Class reader:</u> Greta's Story by Valentina Camerini</p> <p><u>Books to teach reading:</u> Dinosaurs And All That Rubbish by Michael Foreman The Three Javelinas by Susan Lowell My Hair by Hannah Lee</p>
<p>English Writing Year 1</p>	<p>Text one: Ruby's Worry by Tom Percival Outcome: Character description</p>	<p>Text one: Firework Night Outcome: List Poem</p>	<p>Text one: The Bear and the Piano Outcome: Narrative Adventure - Story</p> <p>Text two: When I Am By Myself -Poetry Outcome: Rhyming poem</p>	<p>Text one: Little Red Riding Hood by Lari Don Outcome: Narrative Traditional Tale</p> <p>Recount : Trip – recount</p>	<p>Text one: The way back home Outcome: Narrative science fiction</p> <p>Text two: Our Trip to The Woods Outcome: Non-Fiction - Recount</p>	<p>Text one: Pinocchio Carlo Collodi illustrated by Mauro Evangelista Outcome: Narrative – own version of the story</p> <p>Text two: Non-Fiction - On Safari Outcome: Postcard</p>
<p>English Writing Year 2</p>	<p>Text one: LRRH - Traditional Tale Outcome: Character and setting description</p>	<p>Text one: The Owl Who Was Afraid of the Dark Outcome: Narrative – story</p> <p>Text two: Meerkat Christmas Outcome: Non – Fiction: Postcard</p>	<p>Text one: Big Cats Outcome: Non Fiction: Non Chronological Report</p> <p>Text two: Desk Diddler Outcome: Poetry: Humorous Poem</p>	<p>Text one: George and The Dragon Outcome: Narrative - Legend</p> <p>Text two: Year 2 trip Outcome: Recount</p>	<p>Text one: The Building Boy Outcome: Narrative - Adventure</p> <p>Text two: The Marvelous Fluffy Squishy Itty Bitty Outcome: Character and setting description</p>	<p>Text one: This is How we do it Outcome: Non – Fiction Letter</p> <p>Text two: If I were in charge of the World Outcome: Poetry: Free Verse</p>

<p>Science Year 1 <i>National Curriculum Objectives</i></p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - 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><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - 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.
<p>Science Year 2 <i>National Curriculum Objectives</i></p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow And stay healthy. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Explore and compare the 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><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Curriculum Theme (Year B)	<u>On This Day</u>	<u>Berkshire</u>	<u>Water all Around</u>
A memorable experience	Cook for Diwali	A visit to Windsor Castle	A day at the beach
An innovative challenge	Learn to sing a Christmas Carol	Design a crown fit for a King or Queen to fit your teddy bear	Go beachcombing and make a collection
A book to read	Read a story from Hinduism- The Ramayana	Read as many stories about that have a castle in them as you can. Keep a list.	Lucy and Tom at the seaside- by Shirley Hughes Gracie the lighthouse cat- by Ruth Brown
Something to investigate	Find out how candles are made	What does the inside of a castle look like- draw a cross- section	Find out about some unusual sea creatures
Parental involvement	Parents invited to attend Harvest Festival Assemly	Parents and children to create their family tree	Come and see our Beach Experience Exhibition

<p>Geography National Curriculum Objectives Curriculum stimuli</p>	<p><i>No Geography this term</i></p>	<p><i>Pupils should be taught about the key physical features including: forest, hill, mountain, river, soil, valley, vegetation, season and weather. Pupils should be taught about the key human features including town, city and shop. Pupils should be taught to use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></p> <p>What are the main physical features of Berkshire? What rivers flow through Berkshire? What are the main human features of Berkshire? What does Berkshire look like on a map?</p>	<p><i>Pupils should be taught to name and locate the world's seven continents and five oceans. Pupils should name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should be taught about the key physical features including: beach, cliff, coast, sea, ocean, season and weather. Pupils should be taught about the key human features including port and harbour</i></p> <p>What are the names of the worlds oceans? What does a UK beach look like? Are all UK beaches the same? What kinds of wildlife/ plantlife can be found at the seaside?</p>
<p>History National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should be taught to identify similarities and differences between ways of life in different periods. Pupils should study events beyond living memory that are significant nationally or globally. Children should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>What was the Gunpowder Plot and why did it fail? Who was Guy Fawkes? How do people celebrate Bonfire Night?</p> <p>What event do we remember on 11th November? Who was Edith Cavell and why is she important? How do we commemorate WWI and WW2?</p>	<p><i>Pupils should know about significant events, people and places in their own locality. Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.</i></p> <p>What is a castle? Why were they built? How has Windsor Castle changed throughout history? Who is Queen Victoria and why is she important? Who is Queen Elizabeth II and why is she important?</p>	<p><i>No History this term</i></p>

<p>Art National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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 <p>The above will be taught using the Kapow Primaty scheme Drawing: Tell a Story</p>	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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 <p>The above will be taught using the Kapow Primaty scheme Craft and Design: Map it Out</p>	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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 <p>The above will be taught using the Kapow Primaty scheme Painting and mixed media: Beside the Seaside</p>
<p>D&T National Curriculum Objectives Curriculum stimuli</p>	<p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - Build structures, exploring how they can be made stronger, stiffer and more stable - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		
		<p>No DT this term</p>	

<p>PE National Curriculum Objectives Curriculum stimuli</p>	<p><i>Children should be taught to:</i></p> <ul style="list-style-type: none"> - 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. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns. 					
<p>The above will be taught through the GetSet4PE units: Gymnastics and Ball Skills</p>	<p>The above will be taught through the GetSet4PE units: Gymnastics and Sending and Receiving</p>	<p>The above will be taught through the GetSet4PE units: Dance and Target Games</p>	<p>The above will be taught through the GetSet4PE units: Dance and Invasion Games</p>	<p>The above will be taught through the GetSet4PE units: Yoga and Net and Wall</p>	<p>The above will be taught through the GetSet4PE units: Fitness and Athletics</p>	
<p>RE Local Authority Agreed Syllabus Curriculum stimuli</p>	<p><i>Children should be taught to:</i></p> <ul style="list-style-type: none"> - 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. - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. <p>For each religion taught, the following will be covered:</p> <p>God Who is God? What is the name of the God in each religion?</p> <p>Special Places (Place of Worship) What is your special place? What are the special places of worship for each religion? What is the Holy book of the religion called?</p> <p>Symbols and Meanings What is a symbol? What are the special symbols for each religion? Do the symbols have a significant meaning?</p> <p>Special Festivals and celebrations What is a festival? What festivals do you celebrate? What festivals are celebrated in the religion?</p>					
<p>Hinduism</p>	<p>Christianity</p>		<p>Islam</p>			
<p>Computing National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Create and debug simple programs. - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Recognise common uses of information technology beyond school (E-Safety) - 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. 		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Recognise common uses of information technology beyond school. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology safely and respectfully. 	

	<p><i>- Use logical reasoning to predict the behaviour of simple programs.</i></p> <p>The above will be taught using the Purple Mash scheme of work. Skills focus: Coding</p>		<p>The above will be taught using the Purple Mash scheme of work. Skills focus: E-Safety</p>		<p>The above will be taught using the Purple Mash scheme of work. Skills focus: Spreadsheets</p>	
PSHME and British values	Respect and Tolerance	Keeping safe, fit and healthy	The Law: morals, choices, democracy and rights	Living and Growing	Thinking of others	Ready for the Future
Music <i>National Curriculum Objectives</i> Curriculum stimuli	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>- Play tuned and untuned instruments.</i> <i>- Listen with concentration and understanding to a range of high-quality live and recorded music.</i> <i>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> 					
	The above will be learnt through Charanga: Year 1: Introducing Beat Year 2: Exploring Simple Patterns	The above will be learnt through Charanga: Year 1: Adding Rhythm & Pitch Year 2: Focus on Tempo and Dynamics	The above will be learnt through Charanga: Year 1: Introducing Tempo and Dynamics Year 2: Exploring Feelings Through Music	The above will be learnt through Charanga: Year 1: Combining Pulse, Rhythm and Pitch Year 2: Investing a Musical Story	The above will be learnt through Charanga: Year 1: Having Fun with Improvisation Year 2: Music that Makes You Dance	The above will be learnt through Charanga: Year 1: Explore Sound and Create a Story Year 2: Exploring Improvisation