

## 2021-2022 Key stage 1 curriculum planning Year 1/2 A year

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Topic	Commotion in the ocean	Time to celebrate	Castles dragons and knights	Super heroes	Let it grow	Is there anybody out there?
Visit/Trip		Newstead trip	Trip to a castle/ Knights visit?			
Texts	Light house keeper stories At the beach( postcards) A first book of the sea ( poem and science) Storm whale Secret of spiggy holes Gracie the light house cat The coral kingdom Dougals deep sea diary Shark lady Dolphin boy	The dog that saved Christmas Snow- Walter de la mare( poem) Harvey Slumfenburger's Christmas Present Twas the night before Christmas	Paper bag princess The knight and the dragon Small knight and the royal chocolate cake The boy who grew dragons George and the dragon King Arthur and the knights of the round table- Marcia Williams Look out it's a dragon( Changing stereotype) The egg ( caring for someone) Castles- Colin Thompson	Traction Man Supertato Elliot Midnight Superhero Charlie's super hero underpants Michael recycle	Jim and the beanstalk Ten seeds Oliver's garden Charlie and Lola- what plant am I growing? The little gardener The last wolf (protect environment) Katie and the sunflowers Wangaris trees of peace The green ship	Beegu Dr Xargle Professor astro cats solar system Man on the moon
Literacy Composition / genre	<b><u>Fiction writing</u></b> Our holidays Adventure stories set by the sea. Our own versions of stories we have read.  <b><u>Non-fiction writing</u></b> Postcards/letters	<b><u>Fiction writing</u></b> Christmas poems  <b><u>Non-fiction writing</u></b>  Instructions how to make decs/ food  Non chronological report xmas traditions	<b><u>Fiction writing</u></b> Fairy tale and traditional tales original and own version <i>talk4write</i>  <b><u>Non-fiction writing</u></b> Labels captions- castles/ knight Instructions- how to capture/ train a dragon. Non chronological report- castles	<b><u>Fiction writing</u></b> Adventure stories / recounts from a superhero- invent own superhero  <b><u>Non-fiction writing</u></b> Non chronological report- about counties and capitals of UK Persuasion- recycling theme. Use of bags/ plastic straws etc	<b><u>Fiction writing</u></b> Fairy tale own version Jack and the Beanstalk <b><u>Non Fiction writing</u></b> Report over time <i>growing and recording.</i> Plant life cycles Information text Instructions- seeds/ Recipes	<b><u>Fiction writing</u></b> Fantasy story a new planet new alien character Letters in role  <b><u>Non- fiction writing</u></b> Labels captions Information text (newspaper report)- Neil A/ space. Instructions how to make – sun shade/ uv detector.
Spelling 1/2	Year 1 and 2 common exception words. Spellings linked to the children's phonic groups					

<u>Numeracy</u>	Number / place value Addition/ subtraction Geometry, money, time	Number / place value Addition/ subtraction Fractions, 2D shape, handling data	Number / place value Addition/ subtraction Multiplication/division Weight, time, multiplication / division	Number / place value Addition/ subtraction Multiplication/division Fractions, length, measures, data	Number / place value Addition/ subtraction Multiplication/division 3D shape, time	Using and applying the 4 operations  Problem solving using all learnt over the year
<u>Science</u>	<b>SOS Unit 6 Year 1 – Holiday (3,4,5,6)</b> <i>By the seaside / protect the environment</i>  <b>Keeping the environment safe</b> – recycling	<b>SOS Unit 2 Year 1 – Celebrations</b> <i>Materials / food and our senses</i>	<b>SOS Unit 2 Year 2 Materials Monster – Uses</b> <i>of everyday materials</i>	<b>SOS Unit 3 Year 2 – Move it Making movements/ Everyday uses of materials</b>  <b>SOS Unit 1 Year 1 – Who am I? My body / Our super senses</b>	<b>SOS Unit 5 Year 2- Young Gardeners</b>  <b>SOS Unit 6 Year 2 – Little Masterchef (3, 4)</b>	<b>SOS Unit 2 Year 1 – Celebrations (1,2,3)</b> <i>Light and Shadows</i>  <b>SOS Unit 6 – The Holiday (1, 2) Sun Safety</b>  <b>Unit 4 Year 1 SOS – Treasure Island (3)</b> <i>Design a sun shade (materials)</i>
<u>History</u>	Grace Darling- rescue at sea. .	Traditional Christmas (Linking back to Victorian) Who is Queen Victoria? How do Queen Victoria and Prince Albert influence how we celebrate Christmas?	Why does The Queen live in a castle? King Arthur Changes in castles over time.	Asking an older person about changes to Belper in their lifetime. Changes in Belper focusing on the area around school, the high street and the station		Neil Armstrong flight to the moon /Helen Sharman (first British and first woman to go to international space station)
<u>History</u>	H1. I can use words and phrases like: old, new and a long time ago. . H4. I can explain how some people have helped us to have better lives. H6. I can spot old and new things in a picture. H8. I can use words and phrases like:	H1. I can use words and phrases like: old, new and a long time ago. H2. I can recognise that some objects belonged to the past. H5. I can ask and answer questions about old and new objects.	H1. I can use words and phrases like: old, new and a long time ago. H2. I can recognise that some objects belonged to the past. H5. I can ask and answer questions about old and new objects. H11. I can place events and people in chronological order.	H1. I can use words and phrases like: old, new and a long time ago H3. I can talk about changes that have happened during my lifetime.  H12. I can tell you about an important event or place in Belper. H13. I can give examples of things that were different when my grandparents were children.	H9. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. H15. I can answer questions using books and the internet. H16. I can research the life of a famous person from the past using different sources of evidence. <b>Building’s uses in local area</b>	H4. I can explain how some people have helped us to have better lives. H11. I can place events and people in chronological order H7. I can explain what an object from the past might have been used for. .

	<p>before, after, past, present, then and now. H9. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. H10. I can tell you about an important event from the past. H11. I can place events and people in chronological order.</p>			H14. I can find out things about the past by talking to an older person		
<u>Geography</u>	<p>Features of the coastline/ sea side Naming of the oceans. Naming Continents</p>		Finding out where famous castles are located	<p>Maps of route to school Personal views of the local area How we can be superheroes and make our local area safer and greener.</p>		
<u>Geography</u>	<p>G11. I can explain how an area has been spoilt or improved and give my reasons. G15. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, city, town, harbour, school, shop. G18. I can name the continents and oceans of the world and locate them on a map. G21 I can name the seas around the UK.</p>			<p>G5. I can name the town and country where I live. G6. I can explain how jobs in my town may be different from jobs in other locations. G10. I can say what I like and do not like about the place I live in and compare it with a different place. G11. I can explain how an area has been spoilt or improved and give my reasons. G12. I can explain the facilities that a village, town and city may need and give reasons. G13. I can draw a simple map and use symbols in a key. G20. I can find where I live on a map of the United Kingdom.</p>		
<u>DT</u>	<p>Testing bread and fillings to design a healthy sandwich for the light house keeper..</p>	<p>Make Christmas decorations</p>	<p>D4 I can make something that moves</p>		<p>Make pizza and salad</p>	<p>Design and make a sun shade</p>

	D1 I can use my own ideas to make something. D3 I can cut food safely. D9 I can think of an idea and plan what to do next	D11 I can join materials and components in different ways. D12 I can explain what went well with my work. D13 I can explain why I have chosen specific textiles. D14 I can measure materials to use in a model or structure.			D1 I can use my own ideas to make something. D3 I can cut food safely. D9 I can think of an idea and plan what to do next.	D10 I can choose tools and materials and explain why I have chosen them. D11 I can join materials and components in different ways. D12 I can explain what went well with my work. D13 I can explain why I have chosen specific textiles. D14 I can measure materials to use in a model or structure.
<u>Art</u>	Collage	Printing Mixed Media	3D form	Recycled Art Drawing	Painting Artist study	Mixed Media
<u>Computing</u>	To create text and pictures using digital programmes To save and retrieve work To change font sizes, colour To draw and use images appropriately	To create text and pictures using digital programmes To save and retrieve work To change font sizes, colour To draw and use images appropriately	Purple Mash –coding	Purple Mash – coding	Use search engines to find information and present	Use search engines to find information and present
<u>RE</u>	Unit 1.8 What does it mean to belong?	Christmas customs round the world. The spirit of Christmas	Unit 1.2 What can we learn from creation stories What do old Testament stories tell Christians about how to live? Easter	Unit 1.1 Who is a Christian/ Jew? What do they believe?	Unit 1.5 In what ways is a synagogue/ church important to believers? Visit synagogue/ St Marks	
<u>British Values</u>	Belonging How we show we care for others? How my behaviour affects others. Understand and respect that there are diff and sim between people and respect this. Understand what bullying is and work to prevent it.	How do we develop positive relationships with others? How do we listen and sepond appropriately in group discussions. How can we work co-operatively. How do we greet and talk to adults?	How do we show empathy for others?		Choosing how to spend fund raising money. Understanding why there are rules. Belonging to a variety of groups. Understanding and abiding by school behaviour policy. In this country everyone has a right to change things through a democratic process.	I take responsibility for my behaviour. Keeping safe online. I can make informed choices eg. Choices that effect my health and wellbeing. Choices have consequences.

	Know where and how online to get help. Select school councillor. Voting activities.					
<u>PSHCE</u> <u>RSE</u>	Bullying matters	Relationships	Exploring emotions	Difference and diversity	Being responsible	Being healthy
<u>Music</u>		<p><b>Christmas play</b> I can use my voice to speak, sing and chant. I can follow instructions about when to play and sing. I can sing and follow a melody.</p> <p><b>Using senses to listen and appreciate music</b> I can respond to different moods in music. I can say whether I like or dislike a piece of music. I can listen out for particular things when listening to music.</p>		<p><b>Creating music to create a feeling / tempo</b> I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can choose sounds to represent different things. I can sing or clap increasing and decreasing tempo. I can choose sounds which create an effect.</p>		<p><b>Create an adventure – composing</b> I can use my voice to speak, sing and chant. I can use instruments to perform. I can clap short rhythmic patterns. I can make a sequence of sounds. I can choose sounds to represent different things. I can follow instructions about when to play and sing. I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument. I can order sounds to create a beginning, middle and an end. I can create music in response to different starting points. I can use symbols to represent sounds. I can make connections between notations and musical sounds.</p>
<u>PE</u>	Ball skills Athletics	Endball Gymnastics	Tennis Dance	Dodgeball Gymnastics	Football Circuit training	Athletics Team games