

Lawford Mead Primary School

KS1 Curriculum



Rationale:

This document contains all of the statutory requirements of the National Curriculum (2014) for the foundation subjects. The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the Foundation Subjects it is important that Key Stage teams plan for progression using schemes of work where appropriate. This is not prescribed within The New Curriculum Programs of Study. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum.

KS1 English Curriculum



In Key Stage 1 we use The English Planning Kit, developed by local Literacy Consultant – Jonathan Bond. This is a resource which enables us to plan and deliver the 2014 Primary National Curriculum for English coherently and effectively.

Talk For Writing

We use Pie Corbett's Talk for Writing as part of our literacy curriculum when it is appropriate. This is a vehicle for children to embed key vocabulary as well as extend and embellish their vocabulary when writing creatively.

Phonics & Spelling

We follow the letters and sounds Phonics Programme and children are taught generally as a whole class with support given for lower ability groups and extension activities provided for higher ability groups when this is appropriate. Phonics is taught daily for 15 minutes and 'Phonics Play' is an online resource that makes each learning session interactive and fun.

Reading

Children are heard to read individually each week and also as part of a guided reading group. They are encouraged to read aloud with expression are immersed in a love of reading by listening to and working with a range of genre including stories poems and non-fiction text.

Speaking & Listening

Speaking and Listening objectives are met through a variety of curriculum subjects. Speaking and listening activities are crucial for developing literacy skills and we endeavour to use a range of different strategies and provide a language rich environment to support and extend children's vocabulary and conversational skills.

Drama

In conjunction with Talk for Writing, teachers use drama in Literacy as a way to engage pupils with a variety of text types. They are provided with opportunities to respond to characters in stories by using role play activities. They develop their understanding of feelings and emotions using characters words and actions. Children learn to respond to characters and deliver lines to improve their play using simple props and sound effects.

The English Planning Kit - Text Type Progression			
Year Group	Narrative	Non-fiction	Poetry (taught in short units)
1	Text types should only be introduced once pupils are confidently writing a sequence of sentences		
	<ul style="list-style-type: none"> • Stories with familiar settings • Traditional and fairy tales • Cumulative and repetitive stories 	<ul style="list-style-type: none"> • Non-chronological reports • Recounts • Instructions 	<ul style="list-style-type: none"> • Pattern and rhyme • Poems on a theme • Poems using the senses
2	<ul style="list-style-type: none"> • Stories with familiar settings • Traditional and fairy tales • Different stories by the same author • Introduction to plays • Extended stories 	<ul style="list-style-type: none"> • Non-chronological reports • Recounts • Instructions • Persuasion 	<ul style="list-style-type: none"> • Poems on a theme • Poems based on observation • Nonsense poetry

Reading Year 1

Pupils will learn how to:

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Explain their understanding of what is read to them
- Offer an opinion on what is read to them and listen to the opinions of others
- Offer opinions and preferences about books
- Link what they read and hear read to their own experiences
- Enjoy stories (including fairy and traditional stories), poems and rhymes
- Enjoy stories
- Retell a story using prompts
- Retell a story in the correct order
- Join in with stories being read aloud
- Enjoy poems and rhymes and recite some by heart
- Read aloud a well known story with some expression
- Discuss meanings of new words and link these to words already known

Reading Year 2

Pupils will learn how to:

- Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- Show their understanding of books through discussion
- Offer opinions and preferences about books
- Discuss favourite authors
- Give opinions about books backed up by reasons
- Discuss the sequence of events in texts and how events are connected
- Learn some classic poems by heart
- Retell a story using words and phrases from the text
- Retell a story from memory, including all the main parts
- Retell a stock of basic stories
- Discuss meanings of new words and link these to words already known
- Discuss their favourite words
- Discuss their favourite phrases

Word Reading Year 1

Pupils will learn how to:

- Respond quickly with the correct sound for graphemes (using phonemes taught so far)
- Respond quickly with the correct sound for graphemes (for all 40+ phonemes)
- Blend GPCs to read accurately
- Remember high frequency phonically decodable words
- Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)
- Read words containing taught GPCs and ending in -s, -es and ing
- Read words of more than one syllable
- Read words containing taught GPCs and ending in -ed, -er and est
- Read words with contractions and understand how apostrophes work in these words
- Apply phonic knowledge across the curriculum
- Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies
- Re-read books to build fluency and confidence
- Listen to what they are reading to hear if it makes sense
- Read to the end of a sentence to help work out an unknown word
- Re-read when they have not understood
- Use the punctuation to get meaning from the text
- Use the context as an aid to decoding unknown words
- Look for words within words to aid decoding
- Break down large words into syllables to aid decoding

Word Reading Year 2

Pupils will learn how to:

- Blend GPCs to read accurately
- Recognise alternative sounds for graphemes
- Apply phonic knowledge across the curriculum
- Decrease reliance on 'sounding out' in common words
- Increase the speed of reading
- Re-read books to build fluency and confidence
- Read fluently and confidently
- Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)
- Read words of two or more syllables
- Read words containing common suffixes (link to spelling)
- Decode unfamiliar words without hesitation
- Decode unfamiliar words automatically
- Sound out unfamiliar words and use other reading strategies when reading aloud
- Orchestrate a range of reading strategies to decode successfully
- Self-correct when reading aloud

Writing composing Year 1

Pupils will learn how to:

- Begin to use the sentence by sentence process of think, say, write, check
- Use ideas from their reading in their writing
- Compose a sentence orally before writing it
- Write a sequence of sentences
- Write a sequence of sentences to form a short narrative or non-narrative text
- Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)

Writing composing Year 2

Pupils will learn how to:

- Embed the sentence by sentence process of think, say, write, check
- Write about personal experiences and real events
- Write an entertaining story
- Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.
- Write a poem based on a given structure
- Ensure that there is a clear beginning, middle and end in their writing
- Develop an idea over several sentences
- Use adventurous vocabulary
- Add detail to interest the reader
- Make their writing lively and interesting for the reader
- Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing...
- Build writing stamina through writing longer pieces
- Re-read writing for sense
- Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 2)

Writing evaluating Years 1

Pupils will learn how to:

- Begin to use the sentence by sentence process of think, say, write, check
- Talk about their writing
- Read aloud their writing clearly (link with Spoken Language)

Writing evaluating Years 2

Pupils will learn how to:

- Embed the sentence by sentence process of think, say, write, check
- Re-read writing for sense
- Ensure that there is a clear beginning, middle and end in their writing
- Check writing for consistent use of tense
- Check writing for consistent use of tense (including the progressive form of verbs)
- Proof-read for spelling, grammar and punctuation errors
- Evaluate their writing with others and by themselves
- Use expression when reading aloud their writing

Spelling Year 1

Pupils will learn how to:

- Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum)
- Segment words into individual phonemes to aid spelling
- Name the letters of the alphabet in order
- Use letter names to talk about different grapheme choices
- Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) **Every week on going**
- Spell simple words with adjacent consonants
- Spell words ending in -nk
- Spell plural nouns with -s and -es
- Use -s and -es to spell third person singular verbs
- Spell words with the -ing suffix (where no change is needed to the root word)
- Spell common words ending in -ve
- Spell words with the -ed suffix (where no change is needed to the root word)
- Spell words with the -er suffix (where no change is needed to the root word)
- Spell words with the -est suffix (where no change is needed to the root word)
- Spell simple words with the un- prefix
- Spell common compound words
- Spell the days of the week
- Divide words into syllables to aid spelling
- Write simple dictated sentences using spelling knowledge taught so far
- Apply spellings and spelling conventions taught in their own work

Spelling Year 2

Pupils will learn how to:

- Segment words into individual phonemes to aid correct spelling
- Choose the correct grapheme where there are several options
- Use the frequency and usual position of graphemes to make a spelling choice
- Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)
- Investigate spelling patterns and conventions
- Spell words ending with the 'i' sound spelt y e.g. fry wk2
- Spell words where -es is added to a word ending in y e.g. flies
- Spell words with the 's' sound spelt c before e, i and y e.g. city wk 10
- Spell words beginning with the 'r' sound spelt wr e.g. wrote
- Spell words ending with the 'ee' sound spelt ey e.g. monkey
- Spell words with the 'u' sound spelt o e.g. Monday
- Spell words with the suffix -ly e.g. badly
- Spell contracted words using the apostrophe e.g. can't
- Spell frequently confused common homophones e.g. here and hear
- Spell words with the 'j' sound spelt j, g, ge and dge wk3
- Spell words with the 'or' sound spelt a before an l or a ll e.g. call
- Spell words with the 'or' sound spelt ar after w e.g. warm
- Spell words with the 'o' sound spelt a after w and qu e.g. watch
- Spell words with the 'ur' sound spelt or after w e.g. word
- Spell words with the suffixes -ful and -less
- Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried
- Spell two syllable words ending in -tion e.g. station
- Use the possessive apostrophe with singular nouns e.g. Sid's
- Spell words ending in the 'l' sound and spelt -le e.g. table
- Spell words ending in the 'l' sound and spelt -el e.g. camel
- Spell words ending in the 'l' sound and spelt -al e.g. pedal
- Spell words ending in the 'l' sound and spelt -il e.g. fossil
- Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw wk4
- Spell the 'zh' sound spelt s e.g. treasure
- Spell words with the suffix -ment e.g. enjoyment
- Spell words with the suffix -ness e.g. sadness

	<ul style="list-style-type: none"> • Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest • Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping • Spell further common homophones e.g. there, their and they're • Write simple dictated sentences using spelling and punctuation knowledge taught so far • Apply spellings and spelling conventions taught in their own work
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Grammar and Vocabulary Year 1	Grammar and Vocabulary Year 2
<p>Pupils will learn how to:</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Leave spaces between words • Join words with 'and' within sentences • Join sentences with 'and' • Identify and know the purpose of nouns • Form singular and plural nouns (link with spelling) • Change the meaning of words by adding un- (link with spelling) • Form new nouns by compounding e.g. whiteboard (link with spelling) 	<p>Pupils will learn how to:</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions • Recognise and write statements • Recognise and write questions • Recognise and write exclamations • Recognise and write commands • Join sentences with 'or' and 'but' • Use 'when', 'if', 'that' and 'because' to extend sentences • Avoid using 'and', 'but' or 'so' after a full stop • Write expanded noun phrases • Form nouns by using suffixes such as -ness and -er. • Identify and know the purpose of verbs • Use interesting verbs when writing • Write consistently in 'past' or 'present' tense • Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing • Identify and know the purpose of adjectives • Form adjectives using -ful, -er, -est and -less (link with spelling) • Identify and use -ly adverbs • Form adverbs by adding -ly to adjectives • Learn to use some features of written standard English

Punctuation Year 1

Pupils will learn how to:

- Use correct grammatical terminology when discussing their writing
- Use full stops and capitals
- Use capital letters for people, places, days of the week and 'I'
- Use question marks
- Use exclamation marks

Punctuation Year 2

Pupils will learn how to:

- Use correct grammatical terminology when discussing their writing
- Explain what an apostrophe is
- Use apostrophes for simple contracted forms
- Use apostrophes for singular possession
- Avoid using conjunctions and full stops together
- Use commas for lists

Handwriting Year 1

Pupils will learn how to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases))
- Form the equivalent upper case letters correctly (I, J, L, T, U)
- Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r)
- Form the equivalent upper case letters correctly (B, H, K, M, N, P, R)
- Form the digits 2, 3 and 5 correctly
- Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s)
- Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S)
- Form the digits 0, 6, 8 and 9 correctly
- Form 'zigzag' lower case letters correctly (v, w, x, y, z)
- Form the equivalent upper case letters correctly (V, W, X, Y, Z)
- Form the digits 1, 4, and 7 correctly

Handwriting Year 2

Pupils will learn how to:

- Form lower case letters of the correct size relative to one another
- Write capital letters and digits of the correct size
- Know which letters not to join
- Use diagonal and horizontal strokes to join letters together
- Ensure spacing between words is appropriately sized
- Type accurately

Speaking/Listening Year 1

Pupils will learn how to:

- Tell a story or describe an incident clearly
- Retell a story or incident in which events are ordered
- Read aloud clearly and use some intonation for effect
- Listen and respond appropriately to adults and peers
- Listen and follow instructions accurately, asking for help or clarification if necessary
- Listen with sustained concentration

Speaking/Listening Year 2

Pupils will learn how to:

- Add detail to their talk to keep the listener interested
- Use emphasis, story language and interesting vocabulary when telling stories
- Use gesture to support talk
- Follow up listening with relevant questions
- Comment constructively after listening
- Be able to extract key points when listening to an adult



At Lawford Mead Primary School, we use the Focus on Assessment objectives to plan our maths to ensure full coverage of the National Curriculum. Active Learn Abacus Maths Scheme is also used to inform planning, which offers a range of interactive activities to engage the children in their maths learning.

Pupils should be taught to:	
<p>Number and Place Value</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words. 	<p>Number- Addition and Subtraction</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
<p>Number- Multiplication and Division</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>Number- Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
<p>Measurement</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: <ul style="list-style-type: none"> ○ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ○ mass/weight [for example, heavy/light, heavier than, lighter than] ○ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ○ time [for example, quicker, slower, earlier, later] • measure and begin to record the following: <ul style="list-style-type: none"> ○ lengths and heights ○ mass/weight ○ capacity and volume • time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • Geometry – position and direction • describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Maths Curriculum Key Stage One Year 2

At Lawford Mead Primary School, we use the Focus on Assessment objectives to plan our maths to ensure full coverage of the National Curriculum. Active Learn Abacus Maths Scheme is also used to inform planning, which offers a range of interactive activities to engage the children in their maths learning.

Pupils should be taught to:	
<p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems 	<p>Number- Addition and Subtraction</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
<p>Number- Multiplication and Division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Statistics</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.
<p>Number- Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.
<p>Measurement</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day. 	

Art Curriculum Year Key Stage One Year One and Two

Early Learning Goal:

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and purposes. They represent their own ideas, thoughts and feelings through art.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

- 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.

X curricular links

- DT skills
- Literacy...illustration
- Science...plants (Andy Goldsworthy)
- Maths ... shape and space, symmetry
- Geography...art from different cultures
- History...studies of different artists through time

Gifted and Talented/SEND

- Extend children exceeding the expected level with higher levelled questions, differentiated tasks with reference to Year 2 curriculum for art.
- Children who have not yet reached the expected level will continue to work with reference to The Early Learning Goals.

Design and Technology Curriculum Year One and Two

Early Learning Goal:

Children will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

<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>Cooking & Nutrition Pupils should be taught to:</p> <p>Key stage 1</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<p>X curricular links</p> <ul style="list-style-type: none"> art and craft skills literacy...labelling...spk/list science... materials /plants maths ... shape and space measurements
<p>Gifted and Talented/SEND</p> <ul style="list-style-type: none"> extend children exceeding the expected level with higher levelled questions, differentiated tasks with reference to Year 2 curriculum for Design and Technology. children who have not yet reached the expected level will continue to work with reference to The Early Learning Goals 		

Computing Curriculum Year One and Two

Early Learning Goal: (under the 'understanding of the world' strand)- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

- Pupils should be taught to:
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Cont...

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.

X curricular links

- Art
- Literacy
- Maths
- Science

Gifted and Talented/SEND

- extend children exceeding the expected level with higher levelled questions, differentiated tasks with reference to Year 2 curriculum for computing.
- children who have not yet reached the expected level will continue to work with reference to The Early Learning Goals.

History Curriculum Key Stage One Year One and Two

Early Learning Goal:

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Pupils should develop an awareness of the past using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify the similarities and differences between ways of life in different periods. They should use a wide vocabulary of historical terms. They should ask and answer questions choosing and using parts of stories and other sources to show that they understand key features of events. They should understand some of the ways in which we find out about the past and recognise some ways it is represented.

Memory and Change

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Key Events

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Famous People

Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Local History

- Significant historical events, people and places in their own locality.
- Visit local museums.
- Use historical artefacts.

Cross Curricular Links

Use of ICT – conducting a search/ navigating a website.

- Literacy – writing recount / newspaper report.
- Maths – creating timelines / sequencing key events.
- Art – portraits of famous people / creating artwork of historical buildings. Drawings of historical artefacts.
- Speaking and listening – invite people to talk about historical events which they have first-hand knowledge

Extension Activities

- Extended research using texts and ICT
- Visiting museums and places of historical interest.

Gifted and Talented/SEND

- extend children exceeding the expected level with higher levelled question and differentiated tasks
- children who have not yet reached the expected level will continue to work with reference to The Early Learning Goals.

P.E Curriculum Key Stage One Year One and Two

Early Learning Goal: Moving and handling- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Early Learning Goal: Health and Self Care- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Pupils should develop fundamental movement skills ,become increasingly competent and confident and assess a broad range of opportunities to extend their agility balance and co-ordination ,individually and with others. They should be able to engage in competitive (both against themselves and others) and co-operative physical activities in a range of increasingly challenging situations.

Pupils should be taught to:

- 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

X curricular links

- Literacy... reports stories poems
- Maths time/ measurement
- Science health and fitness, how our bodies work
- Art...movement in art

Gifted and Talented/SEND

- extend children exceeding the expected level with higher levelled questions, differentiated tasks with reference to Year 2 curriculum for P.E.
- children who have not yet reached the expected level will continue to work with reference to The Early Learning Goals.

Music Curriculum Key Stage One Year One and Two

Early Learning Goal Children sing songs, make music and dance. They experiment with ways of changing them. Children listen attentively in a range of situations. They begin to build a repertoire of songs and dances. They explore the sounds of instruments.

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Performing

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- recognise & explore how sounds can be made and changed
- use voices in different ways eg speaking, singing, chanting
- develop co-ordination and feel for rhythm when singing.
- repeat short rhythmic & melodic patterns, create & choose sounds in response to given starting points
- develop a sense of pulse/rhythm in time to music.
- perform simple dance routines demonstrating repeating phrases.
- perform simple rhythmic accompaniments in correct tempo.
- explore , select and structure sounds.
- develop awareness of audience, venue and occasion.

Composing

- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- perform/compose through picture sequences
- create musical patterns
- explore, organise sounds and create musical ideas.
- begin to understand notation in a simple form.
- be aware of pitch in terms of listening, composing and appraising. identify simple repeated patterns & take account of musical instructions.

Listening

- listen with concentration and understanding to a range of high-quality live and recorded music listen with concentration and recall sounds with increasing aural memory.
- understand how sounds including pitch timbre tempo and silence can be organised to create effect. understand how different music styles are used for different purposes. (lullaby, dance etc)
- recognise changes in tempo, pitch, timbre and texture when listening to music.
- respond to different moods in music & recognise well-defined changes in sounds
- listen and respond to high-quality recorded and live music.

Appraising

- explore and express their ideas and feelings about music using movement, dance and expressive and musical language.
- demonstrate personal taste to music.

X curricular links

*Using sound tracks from films to draw pictures and write sentences.
opinions taking turns to speak, confidence when talking and performing to others.
Counting beats. Creating repeating patterns. Number songs and actions
Music from different times and cultures.*

Gifted and Talented/SEND

- extend children exceeding the expected level with higher levelled questions, differentiated tasks with reference to Year 2/3 curriculum
- children who have not yet reached the expected level will continue to work with reference to The Early Learning Goals.

Geography Curriculum Key Stage One Year One and Two

Early Learning Goal:

Children know about similarities and differences in relation to places, objects people and things. They talk about the features of their own immediate environment and how the environments might vary from one another.

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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

Geographical skills and fieldwork continued

- 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.

X curricular links

- Mathematics grid references
- Science natural world... forces
- Art...painting landscapes works of art including geographical features. Observational drawing locality
- Literacy...descriptions letters comparisons directions
- Music...other cultures

Gifted and Talented/SEND

- extend children exceeding the expected level with higher levelled questions, differentiated tasks with reference to Year 2 curriculum for Geography.
- children who have not yet reached the expected level will continue to work with reference to The Early Learning Goals.