



# Key Stage 1 CURRICULUM MAP

		Autumn	Spring	Summer
Reading	Word reading	Phonics programme - Read, Write, Inc.		
	Comprehension	Texts include: poetry (contemporary and classic), key stories, traditional stories, fairy stories, nonfiction texts (NC p 21 - 28)		
Writing	Transcription	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Writing : Short Narratives (NCp24) Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		<b>Animals, including humans</b> Understand and describe a human and animal life cycles, and basics needs. Describe the importance of exercise, a balanced diet and hygiene.	<b>Uses of Everyday Materials</b> Identify and sort materials, describe material properties and compare material suitability for different uses.	<b>Plants – growth and health</b> Describe basic needs of plants for survival and the main changes as seeds/bulbs grow into plants.
		<b>Rocks</b>	<b>Living Things and Habitats –</b> Identify whether things are alive, dead or have never lived. Describe how different plants and animals are suited to different habitats. Describe how animals get their food and use simple food chains.	<b>Light and Shadow</b>
		<b>Working Scientifically</b> – on going across the year <b>Seasonal change</b> – ongoing across the year		
Computing		<b>Computer Science</b> – Introduction to algorithms, movement control and debugging. <b>Digital Literacy</b> - Exploring the possibilities that come with using technology and pledge to be safe, responsible, and respectful when traveling through the online world. Use a safe search engine. <b>IT</b> – Using technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Computer Science</b> – Debugging more complex problems. <b>Digital Literacy</b> – Keeping personal information private. <b>IT</b> - Using technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Computer Science</b> – Begin to use block programming, sequences of code and repetition. <b>Digital Literacy</b> – Identify where to go for help and support when concerned about content or contact on the internet <b>IT</b> - Using technology purposefully to create, organise, store, manipulate and retrieve digital content.

<p><b>History</b></p>	<p><b>How have homes, shops and other buildings in Framwellgate Moor changed?</b>  <b>Substantive themes:</b> Settlement/Cities, Trade, Industry/Economy.  <b>NC Ref:</b> Changes within locality living memory  <b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p>	<p><b>Was the invention of the first train and plane really that important?</b>  <b>Substantive themes:</b> Migration/Diversity, Transport/Travel, Technology, Industry/Economy.  <b>NC ref:</b> Events beyond living memory that are significant nationally or globally.  <b>Focus:</b> George Stephenson and the invention of the locomotive- development of railways. Orville Brother's – first FLIGHT and consequent development of air travel. Chronology over longer timeframe, comparing events, writing about significance.</p>	<p><b>How have holidays changed over the last 100 years?</b>  <b>Substantive themes:</b> Transport/Travel, Leisure, Industry/Economy.  <b>NC ref:</b> Changes within living memory – change in NATIONAL LIFE.  <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources</p>
<p><b>Geography</b></p>	<p><b>Where are our local shops?</b>  <b>Theme:</b> settlement/cities and landscape/topography  <b>NC Ref:</b> Geographical skills and fieldwork - 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.  <b>Focus:</b> Fieldwork and observational skills of the school and surrounding areas. Use of aerial photographs and basic maps.</p>	<p><b>What is our country like? Me and my UK.</b>  <b>Substantive themes:</b> Settlement/ Civilization/ Cities, Landscape/ Topography.  <b>NC Ref:</b> Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom  <b>Focus:</b> UK countries, capitals and seas. Map skills, photograph use, basic atlas introduction.</p>	<p><b>Where in the world are hot and cold places?</b>  <b>Substantive themes:</b> Trade, Travel, Sustainability.  <b>NC Ref:</b> Locational knowledge - name and locate the world's seven continents and five oceans. Human and physical geography - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  <b>Focus:</b> World maps, features, hot and cold places, continent, oceans, directional; language.</p>
<p><b>Geographical skills and fieldwork</b> – on going across the year around the school grounds and surrounding local areas. Cha</p>			
<p><b>D.T.</b></p>	<p><b>Food:</b> Design and make a healthy wrap.  <b>NC Links:</b> Develop confidence cutting, peeling and grating. Describe taste, texture and smell of fruits and vegetables. Taste test combinations of foods. Evaluating food combinations.</p>	<p><b>Textiles:</b> Design and make a pouch.  <b>NC Links:</b> Identify different forms of textiles. Match and sort fabrics and threads into colour, texture, length, size and shape. Explain how to thread a needle and have a go. Evaluate their own and their peers work.</p>	<p><b>Structures</b> – Make a chair.  <b>NC Links:</b> Begin to select tools and materials using correct vocabulary. Build structures, exploring how they can be made stronger, stiffer and more stable. Measure and cut with some accuracy. Learn to use hand tools safely and appropriately, Assemble, join and combine materials to make a product.</p>

			Sculpture
<b>Art and Design</b>	<b>Drawing:</b> -Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. -Explore 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.	<b>Painting/Mixed Media</b> - Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different pieces.	<b>Sculpture:</b> - Develop their ability to work with clay, learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread. - Apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay
<b>MFL</b>	Free Time: what you like to do and where you like to go. Greetings and ça va? Saying your name and/or age Numbers Story of Goldilocks in French : family and size. Xmas activities.	Snowman song: weather / clothes. Snowman story: places in the town / telling the time. Numbers. Story of the Hungry caterpillar in French: days of the week / fruits / counting. Easter activities.	People who help us : jobs Wheels on the bus song. Story of Little White Fish : colours Sur le pont d'Avignon song: sounds, nouns, definite article. Numbers.
<b>Music</b>	<b>Listening and Singing -</b> animal songs and rhymes using descriptive language. Animal word-rhythm grids <b>Experimenting with Sounds</b> - descriptive weather sequences: using sounds to represent ideas: I hear thunder...	<b>Listening and Singing -</b> travelling songs – adapted; Wheels on Bus / train...jungle trail, movement and actions/ pulse and rhythm <b>Listening and responding -</b> to music representing 'The Sea and Space': creating musical structures	<b>Listening and Experimenting with Sound -</b> world music/songs and dances. Junk Percussion Band? Africa- drumming S. America – Samba Asia – tuned pentatonic chimes etc.
	Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery. (Durham Music Service)		
<b>P.E.</b>	<b>Games &amp; Gymnastics</b> <b>Games &amp; Dance</b>	<b>Dance &amp; Gymnastics</b> <b>Games &amp; Gymnastics</b>	<b>Games &amp; Dance</b> <b>Athletics</b>
<b>R.E.</b>	<b>What do we know about the Bible and why is it important to Christians?</b>  <b>Why do Christians call Jesus the light of the world?</b>	<b>Who is Guru Nanak and why is he important to Sikhs?</b>  <b>Why is Lent such an important time for Christians?</b>	<b>How and why do people show care for others?</b>  <b>Why do people visit Durham Cathedral today?</b>

<b>PSHE</b>	<b>Being Me in My World</b> Who am I and how do I fit? <b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this <b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships <b>Changing Me</b> Coping positively with change
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