KS1 Curriculum Map – Year B 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SJM VALUES	Joyfulness	Perseverance	Hope & Humility	Wisdom	Service	Respect
Topic Name	There's No Place Like Home **Geography/Eco Link to Climate Change**		Time Travellers **History**		Land Ahoy **Geography/Science/History**	
Cultural Capital	Visit from the Guide Dogs Association Visit from an artist and creation of self-portrait gallery Field Trip – Chipping Sodbury		Trip to Clifton Suspension Bridge & SS Great Britain. Trip to British Aerospace Museum		Trip to Westonbirt Arboretum – Art Link to Natural Sculptures, Andy Goldsworthy. .Possible Mosque Visit?	
Notable People	Victoria Irish – local artist and parent Andy Warhol Pablo Picasso Giuseppe Arcimboldo William Roy (cartographer)		Guest Speaker – Pilot/Cabin Crew Brunel Bessie Coleman Amelia Earhart Wright Brothers		Andy Goldsworthy Edward Teach – Blackbeard the Pirate (Redcliffe, Bristol)	
English	**Narrative** Stories in a familiar setting – 'Oliver's vegetables'/ fruit salad **Non-Fiction** Recount & Instructions ; How to make a salad **Poetry** Fruit riddles	Narrative 'Tidy' by Emily Gravett Character descriptions, letter writing, alt. ending. Non-Fiction FACT FILES British woodland creatures Climate change poster	Narrative Adventure Short Film – 'Take Flight' (Literacy Shed) Non-Fiction Instructions on how to make a Bi-Plane out of a cardboard tube	Narrative 'Rosie Revere, Engineer' by Andrea Beaty Explanation, description of character. Trip recount. Non-Fiction Persuasion-letter/ advert Brunel fact file.	Narrative Character/Innovative Stories 'Dougal's Deep Sea Diary' by Non-Fiction Non Chronological report - Sea creatures Recount – real life; science WOW day	Narrative Character/Innovative Stories 'Night pirates' Non-Fiction Recount – Trip to seaside. Instructions – How to make a jelly fish
Spelling	To separate words into phonemes for spelling	To add ing, ed, er, est, y to words ending in e e.g. hike = hiking, nice = nicest	To add ing, ed, er, est, y to root words that need to double the last letter e.g. patted, hummed, tapped	To spell words with contractions e.g. do not = don't	To use the possessive apostrophe e.g. the robin's nest	To add es to nouns and verbs ending in y e.g. cry = cries

	To spell common homophones e.g. hear / here To write from memory simple sentences dictated by teacher.	To spell words ending in tion e.g. celebration To spell the aw sound e.g. ball, call, walk, talk	To spell r sound using wr at the beginning of words e.g. wrap, wrong	To use and spell suffixes ment, ness, ful and less e.g. enjoyment, sadness To spell j sound spelt as –ge or –dge e.g. badge, bridge, huge	To spell words ending in il e.g. fossil, pencil, nostril To spell ee sound spelt ey e.g. donkey, monkey, honey	To spell n sound spelt as kn or gn e.g. gnat, gnaw, knife, knee To spell l sound as le as in table or el as in tunnel or al as in metal e.g. table, apple, camel, tunnel, metal, petal
Punctuation & Grammar	To punctuate sentences using a full stop, capital letter, exclamation mark and question mark To use capital letters for proper nouns and the personal pronoun, I To use commas to punctuate a list To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. The girl's name To use speech marks To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (imperative) To use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, The man in the moon. To use co-ordination, using and, or and but and use subordination, using when, if, that, because To use the correct tense consistently throughout writing e.g. past or present. To use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, she was shouting					
Writing - Composition	To develop positive attitudes towards and stamina for writing by: *writing narratives about personal experiences and those of others (real and fictional) *writing about real events *writing poetry *writing for different purposes *consider what they are going to write before beginning by: *planning or saying out loud what they are going to write about *writing down ideas and/or key words, including new vocabulary *encapsulating what they want to say, sentence by sentence *make simple additions, revisions and corrections to their own writing by: *evaluating their writing with the teacher and other pupils *re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form *proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] *read aloud what they have written with appropriate intonation to make the meaning clear.					
Handwriting	To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined					

	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters.
Reading	**Word Reading** To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes To read accurately words of two or more syllables that contain the same graphemes as above To read words containing common suffixes To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation To re-read these books to build up their fluency and confidence in word reading **Comprehension** To develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Mathematics	**Mathematics to be taught throughout the year** **Number and place value** • 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.
	Addition and Subtraction 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: *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.
	Multiplication and Division • 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 (×), division (÷) 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.
	Fractions • recognise, find, name and write fractions 1/3,1/4,2/4 and ¾ of a length, shape, set of objects or quantity • write simple fractions for example, ½ Of 6 = 3 and recognise the equivalence of 2/4 and 1/2
	Measures • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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.
	Geometry – properties of shape • 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. **Geometry – position and direction** • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).					
	Statistics • 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.					
Science	**Animals inc. Humans** Ourselves & Our Senses	**Seasonal Change** Wild Weather	**Uses of Everyday Materials** Investigating Materials & Exploring Change. Link to the engineer Brunel.		**Animals inc. Humans** Art & Nature	**Living Things & Habitats** Habitats and Homes
Computing	**Programming** Teach Computing SOW Y1: Moving a Robot (BeeBots)	**Media** Teach Computing SOW Y1: Creating Media – Digital Painting	**Online Safety** Integra SOW/SID resources Y1	**Programming** Teach Computing SOW Y1: Programming animations	**Data** Teach Computing SOW Y1: Data and information – Grouping Data	**Media** Teach Computing SOW Y1: Creating Media – Digital Writing
History			**Famous People in Transport: Bessie Coleman/ Wright Brothers/Brunel/Amelia Earhart** How has transport changed? Early travel The history of transport Looking at engineers from different backgrounds and genders (bridges) (Visit SS great Britain)			**Chronology, Similarities and Differences** Sea sides from the past. How holidays have changed? Timeline
Geography	Ask simple geographical questions from their own observations? Where is it? What is it like? (Link to our homes – map study; aerial photographs of the high street/school) Who are we and where do we live?				Know key physical features of a coastline. Compare different beaches from around the world.	

Art		Self-portraits: Colour, pattern, texture, line, shape, form and space. Andy Warhol Pablo Picasso Giuseppe Arcimboldo		Paper Mache and Collage – Hot Air Ballons.		Sand Art/Sculptures using natural materials – Andy Goldsworthy.
DT	Breakfast Yoghurt Pots Making a lunchtime salad (English link)		Design, Make and Evaluate a bridge structure. Base on Brunel's Suspension Bridge.		Design, Make and Evaluate a toy raft that will float. Textile link – Pirate Flag for raft.	
RE	1.8 How should we care for others and the world, and why does it matter? {1.2 Who made the world?}	1.6 How and why do we celebrate special and sacred times? *Christmas* {1.3 Why does Christmas matter? Core learning}	1.2 Who is a Muslim and what do they believe?	1.6 How and why do Muslims celebrate special and sacred times? - *Eid* *Easter – see flip* {1.5 Salvation: Why does Easter matter? Digging Deeper}	1.4 How can we learn from sacred books?	1.5 What makes some places sacred to Muslim people?
PSHE	Being Me in My World - Exploring how to create a learning environment that helps the children to learn in a happy, busy and safe way. Exploring how to manage feelings in class and the consequences of actions.	Celebrating Differences - Celebrating similarities and differences - what makes use unique and special. Exploring what bullying is, how it makes us feel and how to prevent bullying.	Dreams and Goals -Focussing on setting achievable goals, steps to achieve them and how to overcome obstacles.	Healthy Me - Exploring the difference between being healthy and unhealthy, ways to feel relaxed, which foods are healthy and how medicines can help us.	Relationships – An exploration of feelings within the context of important relationships including friends and families.	Changing Me – Recognising cycles of life in nature, how people change as they grow older, the physical differences between boys and girls and looking forward to next year.
PE	GAMES Throwing & Catching (accuracy, distance & height) GYM Travelling, body shape	DANCE Body actions (slide, turn, noisy, quiet, strong, gentle) GAMES Catching with partner	DANCE (traditional) GAMES rolling, bowling, bouncing	GAMES kicking a ball, including target and partner GYM weight on different body parts, balancing	GAMES kicking a ball, DANCE body actions	GAMES skipping with rope Striking ball with bats ATHELETICS Sports day activities

					use of space, high/low, near/far, pathway	
Music	<u>Ongoing throughout the year</u> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.					