

KS1 Curriculum Overview Year B  
2019 - 2020

		Under the Sea	Toy Story	Dinosaurs and All That Rubbish	Feathered Friends	Down Under	Island Home
Subjects		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enhancements		Be Who You Are Day Super Splash Heroes Visit to school from the Rockpool School OR trip to Sealife Centre (if not already done in EY pirate topic) National Poetry Day - October 6 Harvest Festival	Children in Need Odd Socks Day Christmas Party Christmas play and fair Carol singing at Christ Church Loan box from Bailiffgate Museum - Childhood Memories History of Toys Pantomime at Whitley Bay Playhouse Togston Parish Christmas Lights Winter Art Competition Christingles - led by local vicar	Trip to Life Centre- Rubbish Rockets or Fantastic Fossils workshops (depending on which is running) Safer Internet Day	National Tell a Fairy Tale Day - February 26 World Book Day - March 5 Easter Disco Decorated Egg Competition	Trip to Northumberland Zoo with a focus on Australian animals and birds. Class Assemblies	Sport's Day Summer Fair Sea safety - lifeguards/RNLI
English Talk4Writing		<u>Fiction</u> Model Text: <i>Billy's Bucket</i> Kes Grey Genre: Familiar/ repetitive tale Focus: Familiar patterns 3-5 part story with focus on capital letters and full stops  <u>Non-Fiction</u> Information texts about sea creatures Genre: Labels, lists, signs and posters	<u>Fiction</u> Model Text: <i>Dogger (shortened version)</i> Shirley Hughes (RS) Genre: Familiar tales, lost and found story Focus: Familiar patterns, characterisation  <u>Non-Fiction</u> Advertisement poster for lost toy Genre: Labels, lists, signs and posters	<u>Fiction</u> Text: <i>Dinosaurs and All That Rubbish</i> Michael Foreman Focus: Vocabulary Settings <u>Non-Fiction (main focus this term)</u> Model text: Dandydocus Genre: Non-chronological information report Model text: <i>How to look after a baby dinosaur</i> Genre: Instructions	<u>Fiction</u> Model Text: <i>Shh! We Have a Plan</i> Genre: Journey/quest tale Focus: Character descriptions Setting descriptions  <u>Non-Fiction</u> Model Text: <i>Life cycle of a Frog</i> Genre: Explanation  Shh! We Have a Plan Genre: Instructions How to catch a bird (using text type learned last term).	<u>Fiction</u> Model Text: <i>Wombat Stew</i> Marcia Vaughan Genre: Wishing/ repetitive tale Focus: character description adjectives plurals  <u>Non-Fiction</u> Model text: Persuasive letter Save the ... Genre: Persuasive writing/letters  Model text: Postcard	<u>Fiction</u> Model Text: The Lighthouse keeper's Lunch Genre: Cumulative tale Focus: 5 Part stories, description and dialogue  <u>Non-Fiction</u> Model text: Recount
English Poetry		<u>Poetry</u> <i>Commotion in the Ocean</i> Giles Andreae What am I? Riddle poems	<u>Poetry</u> Firework shape poem List poems (Use Emily Brown and the Thing Cressida Cowell (RS) for inspiration) - Nice/scary things	<u>Poetry</u> Michael Rosen Spike Milligan` - nonsense poems		<u>Poetry</u> List Poems - noises (Use Peace At Last (RS) for inspiration)	
Author Study		Giles Andreae	Shirley Hughes	Michael Foreman	Chris Haughton	Jackie French	Anthony Browne
Reading Spine (RS) books <small>(can be read/reread whenever appropriate) Plus fiction and non-fiction topic related books which are changed half termly in each classroom.</small>		<i>Can't You Sleep Little Bear?</i> Martin Waddell <i>The Owl Who Was Afraid of the Dark</i> Jill Tomlinson	<i>Cops and Robbers</i> Alan and Janet Ahlberg <i>Burglar Bill</i> Alan and Janet Ahlberg <i>Pumpkin Soup</i> Helen Cooper	<i>The Flower</i> John Light <i>Something Else</i> Kathryn Cave <i>The Hodgeheg</i> Dick King-Smith	<i>Journey</i> Aaron Becker <i>I'll bring You to Mrs Cole</i> Michael Foreman <i>Frog and Toad Together</i> Arnold Lobel	<i>Tuesday</i> David Wiesner <i>The Man on the Moon</i> Simon Bartram <i>Leon and the Place Between</i> Angela McAllister	<i>Willa and old Miss Annie</i> Berlie Doherty <i>Gorilla</i> Anthony Browne <i>Silly Billy</i> Anthony browne
Mathematics (Primary Stars Education - White Rose)	Year 1	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)	Number: Addition and Subtractions (within 20) Number: Place Value (within 50)	Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume Consolidation	Consolidation Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
	Year 2	Number: Place Value Number: Addition and Subtraction	Measurement: Money Number: Multiplication and Division Consolidation	Number: Multiplication and Division Statistics	Geometry: Properties of Shape Number: Fractions	Measurement: Length and Height Geometry: Position and Direction Consolidation and Problem solving	Measurement: Time Measurement: Mass, Capacity and Temperature Consolidation

# KS1 Curriculum Overview Year B

## 2019 - 2020

<b>Science</b>	Animal Life Cycles  Food Chains	Comparing Materials  Brilliant builders!	Seasonal Changes  Weather Art	Habitats  Habitats and Homes	Plants  Art and Nature	Animals including Humans  People and their Pets
<b>Computing</b>	Online Safety & Exploring  Maze Explorers (simple logo)	Recap online safety  Programmable toys - Beebots Pictograms	ThinkUKnow Lee & Kim E-safety - Safer Internet Day  Questioning	Recap online safety  Making Music	Recap online safety  Animated Story Books	Presenting Ideas  NGFL Little Red Ship recap simple logo
<b>History</b>	Changes within living memory - Going to the Seaside	Events beyond living memory: Who was Guy Fawkes?)  Changes within living memory (and beyond): Toys Through Time	Under the ground: Mary Anning fossil hunter	The Wright Brothers	Amy Johnson: Queen of the Air	Grace Darling
<b>Geography</b>	We are Britain - Seasides	Toys around the world	Continents and seas  Recap coastal features -Northumberland	Local Study Learn the school and its locality, routes and journeys with Rosie the hen Links to road safety training NCC	Australia	Islands Mountains, rivers and coasts - Recap United Kingdom Recap four nations - find out more about Scotland
<b>Art &amp; Design</b> (each half term has a <b>main</b> art or DT focus)	Observational drawings of shells.	Firework chalk and oil pastel pictures & Winter Art Competition Andy Warhol Toys	Tone (Links with Science) Drawing - line and shape Dinosaur drawings	Feather and bird sketches	Investigate texture (links to Science)  Investigate 3D forms and joining methods to create structures - Anthony Gormley.	Seascapes -use skills learned over the year of colour mixing, shades and tone
<b>Design Technology</b>		Puppets - Textiles (links to previous history topic Punch and Judy)		Teddy Bear's Picnic - Cooking and nutrition - links with Science  Take it outside STEM activity - Build a bird's nest		Vehicles - Mechanisms
<b>Music</b>	Drumming (Northumberland SLA specialist teacher)  Use voices expressively and creatively by singing songs and speaking chants and rhymes:  - Harvest	Drumming (Northumberland SLA specialist teacher) Explore how the sounds of different instruments can be used to represent movement of characters. - Focus on Tchaikovsky - Dance of the Sugarplum Fairy/ Mirlitons  Use their voices expressively and creatively by singing songs and speaking chants and rhymes: - Christmas	Drumming (Northumberland SLA specialist teacher)  Explore sound with a story. Make own dinosaur sound compositions using instruments made from recycled materials.	Listen with concentration and understanding to a range of high- quality live and recorded music: - Saint-Saëns' Carnival of the Animals - Listen and respond to classical music - Look at the range of instruments in orchestras  Experimenting with Sounds - stories and descriptive ideas e.g. using sounds to represent ideas for garden sounds, birdsong etc	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music: - Aboriginal dreamtime music - Making own compositions using symbols (Dreamtime)	Listen with concentration and understanding to a range of high- quality live and recorded music. -Scottish music
<b>RE</b> <b>(Northumberland</b> <b>SACRE)</b>	Harvest  Unit 1: Christianity: God - God as a loving parent or friend - belief that we are dependent on God for life itself  Noah's Ark	Unit 1: Judaism: Festivals and Celebrations - Shabbat - Hanukkah  Unit 2: Judaism: Lifestyles  Christianity Festivals and celebrations: Christmas	Christians think of God as the Creator -Creation story  Unit 3: Judaism: Stories about the importance of Jewish scripture, especially the Torah about how and why some of the Torah stories are important to the Jewish people	Unit 2: Christianity: Jesus -that Jesus is special to Christians - events of Jesus' life  Easter	Unit 2: Christianity: Jesus' friends and the stories told by and about him.	Unit 4: Christianity: Lifestyles - importance for Christians of love, of forgiveness, and of loving both God and one's neighbours

## KS1 Curriculum Overview Year B

### 2019 - 2020

<b>PE</b>	<p><b>Multiskills</b> Y1 I can perform a variety of tasks moving in different ways. Y2 I can perform a variety of tasks using a variety of equipment.</p> <p>Under the Sea - gymnastics Y1 I can perform a floor sequence of at least 3 balances on different body parts. Y2 I can perform a sequence with my partner which includes at least 4 elements e.g. balance, jump, turn, roll.</p>	<p><b>Multiskills</b> Y1 I can run and jump in straight lines and through obstacle courses to improve my agility. Y2 I can bounce/ throw and catch a ball against the wall/ floor or to a partner to improve my co-ordination.</p> <p><b>Toys - Dance</b> Y1 I can create and perform a dance about myself and my daily routines. Y2 I can create and perform a dance based on a topic showing different moods, ideas and feelings</p> <p>Hoolahoop Festival Year 1</p>	<p><b>Gymnastics</b> Y1 I can create a short sequence including 3 actions and the use of a ribbon. Y2 I can incorporate the use of a hoop or ribbon into a sequence with at least 4 elements.</p> <p><b>Parachute Games</b> Y1 I can co-operate as part of a group to complete a set of challenges with the parachute. Y2 I can use motor and communication skills to compete as part of a team at a range of activities.</p> <p>Gymnastics Festival Year 2</p>	<p><b>Invasion Games</b> Y1 I can work as part of a team to keep possession of a ball. Y2 I can play a 3 v 1 game in a small grid using hockey and football skills and score by hitting a target. Y2 I can work as part of a group to select a ball and develop an invasion game with my own scoring system.</p> <p><b>Dance - (Carnival of Animals - Aviary)</b> Y1 I can create and perform a short dance based on a familiar story showing a variety of shapes and actions. Y2 I can create and perform a dance that includes a contrast of music responding to music and pictures.</p>	<p><b>Net Games</b> Y1 I can score points by sliding/rolling a ball over an opponent's line in a 1v1 or 2v2 situation. Y2 I can score points in a 2v2 game by throwing/ hitting a ball over a line so it bounces twice.</p> <p><b>Target Games</b> Y1 I can throw beanbags into hoops/ at cones to score points. (Individual or against an opposition). Y2 I can throw a ball or beanbag at a set of cones, scoring points for every successful hit.</p>	<p><b>Striking and Fielding Games</b> Y1 can play a 3 v 1 game throwing a bean bag and jumping to score. Y2 I can play a 4 v 1 game, hitting the ball and jumping to score.</p> <p><b>Athletics</b> Y1 I can work with a partner, running to collect different pieces of equipment and returning to my start point. Y1 I can throw different pieces of equipment and explain which one goes the furthest. Y2 I can throw a variety of equipment to different targets, keeping my own and my partners score. Y2 I can jump over obstacles and over lines, explaining what I must do to improve the height/ distance of my jumps.</p>
<b>PSHE</b>	What makes a good friend?	Who is special to us?	What helps us to stay safe?	What helps us to stay healthy?	How do we recognise our feelings?	How can we look after each other and the world?