

KEY STAGE ONE—TWO YEAR ROLLING CURRICULUM PLAN 2015—2017
Year One : 2015-2016

Term One : Ourselves and Our Families	Term Two: Magic Carpet	Term Three: Tall Tales (Traditional and Fairy Tales)
<p>HISTORY : LOOK AT • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • COMMUNICATE HISTORICALLY</p> <p>BRITISH VALUES: What makes us British? • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>SCIENCE: INVESTIGATE LIVING THINGS : • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. WORK SCIENTIFICALLY : • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.</p> <p>ART AND DESIGN</p> <p>• Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers.</p> <p>PAINTING: • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.</p> <p>COMPUTING: Follow Switched On Computing Discrete scheme: plus additional opportunities for : ONLINE SAFETY : E CADETS: • Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. TO CONNECT: • Understand online risks and the age rules for sites.</p> <p>DESIGN TECHNOLOGY: DESIGN, MAKE AND EVALUATE: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.—Make products to sell at the school Christmas Fayre and consider profit and loss as a class.</p> <p>• Explore objects and designs to identify likes and dislikes of the designs.</p> <p>• Suggest improvements to existing designs. • Explore how products have been created.</p> <p>GEOGRAPHY : COMMUNICATE GEOGRAPHICALLY: • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p>MUSIC</p> <p>• Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music.</p> <p>TO PERFORM</p> <p>• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.</p> <p>LITERACY: POETRY: • Write poems that use pattern, rhyme and description.</p> <p>• Write nonsense and humorous poems and limericks. WRITE WITH A PURPOSE: • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve.</p>	<p>HISTORY• LOOK AT • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. (Chinese New Year, events that are significant in the Countries travelled to on the Magic Carpet)</p> <p>INVESTIGATE AND INTERPRET THE PAST</p> <p>• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.</p> <p>BUILD AN OVERVIEW OF WORLD HISTORY</p> <p>• Describe historical events. • Describe significant people from the past.</p> <p>• Recognise that there are reasons why people in the past acted as they did.</p> <p>COMMUNICATE HISTORICALLY</p> <p>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>GEOGRAPHY • Investigate the world’s continents and oceans.</p> <p>• Compare and contrast a small area of the United Kingdom with that of a non-European country.. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills.</p> <p>INVESTIGATE PLACES:</p> <p>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>• Name and locate the world’s continents and oceans.</p> <p>INVESTIGATE PATTERNS</p> <p>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>COMMUNICATE GEOGRAPHICALLY</p> <p>• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p>MUSIC</p> <p>• Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music.</p> <p>TO PERFORM</p> <p>• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.</p> <p>TO COMPOSE</p> <p>• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>• Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.</p>	<p>LITERACY: WRITING: NARRATIVE: • Write stories set in places pupils have been.</p> <p>• Write stories with imaginary settings.</p> <p>• Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries.</p> <p>NON FICTION : • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports.</p> <p>USE SENTENCES APPROPRIATELY: • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin.</p> <p>PUNCTUATE ACCURATELY: • Leave spaces between words. • Use the word ‘and’ to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form.</p> <p>PRESENT NEATLY: • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.</p> <p>READING: • Listen to traditional tales. • Listen to a range of texts.</p> <p>UNDERSTAND TEXTS: • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts.</p> <p>• Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.</p> <p>SCIENCE: PLANTS (LINK TO JACK AND THE BEANSTALK)</p> <p>• Identify, classify and describe their basic structure.</p> <p>• Observe and describe growth and conditions for growth.</p> <p>WORK SCIENTIFICALLY: • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.</p> <p>UNDERSTAND PLANTS: • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>ART & DESIGN: • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers. COLLAGE: • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.</p> <p>SCULPTURE: • Use a combination of shapes. • Include lines and texture.</p> <p>• Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.</p>

Term One : Ourselves and Our Families	Term Two: Magic Carpet	Term Three: Tall Tales (Traditional and Fairy Tales)
<p>LITERACY: WRITING: USE IMAGINATIVE DESCRIPTION: • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. SPELL CORRECTLY: • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. PUNCTUATE ACCURATELY: • Leave spaces between words. • Use the word 'and' to join words and sentences. *Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</p> <p>PE: DANCE: • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.</p> <p>PERSONAL DEVELOPMENT (BRONZE)</p> <p>TRY NEW THINGS• Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.</p> <p>WORK HARD• Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest.</p> <p>CONCENTRATE• Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed.</p> <p>PUSH THEMSELVES• Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once.</p> <p>IMAGINE• With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas.</p> <p>IMPROVE • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help).</p> <p>UNDERSTAND OTHERS• Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view.</p> <p>TO NOT GIVE UP</p> <p>• Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</p>	<p>DESIGN AND TECHNOLOGY</p> <p>FOOD : TO MASTER PRACTICAL SKILLS—Create a meal to satisfy you on your journey</p> <p>• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.</p> <p>TEXTILES - CREATE A MAGIC CARPET</p> <p>• Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>DESIGN,MAKE,EVALUATE & IMPROVE</p> <p>• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.</p> <p>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY</p> <p>• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.</p> <p>ART AND DESIGN</p> <p>• Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers.</p> <p>USING THE ARTWORK OF HENRI MATISSE AND WILLIAM MORRIS</p> <p>CREATE DESIGNS FOR YOUR OWN MAGIC CARPET</p> <p>TO DEVELOP IDEAS</p> <p>• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.</p> <p>TO MASTER TECHNIQUES</p> <p>PRINT• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.</p> <p>TEXTILES • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.</p> <p>TAKE INSPIRATION FROM THE GREATS</p> <p>• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.</p> <p>PERSONAL DEVELOPMENT (BRONZE)</p> <p>TRY NEW THINGS• Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.</p> <p>WORK HARD• Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest.</p> <p>CONCENTRATE• Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed.</p> <p>PUSH THEMSELVES• Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once.</p> <p>IMAGINE• With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas.</p> <p>IMPROVE • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help).</p> <p>UNDERSTAND OTHERS• Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view.</p> <p>TO NOT GIVE UP</p> <p>• Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</p>	<p>COMPUTING: Follow Switched On Computing Discrete scheme: plus additional opportunities for : • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. • Write and test simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Organise, store, manipulate and retrieve data in a range of digital formats. • Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</p> <p>HISTORY: UNDERSTAND CHRONOLOGY:</p> <p>• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.</p> <p>COMMUNICATE HISTORICALLY: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>MUSIC: • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. COMPOSE: • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. DESCRIBE MUSIC: • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.</p> <p>PERSONAL DEVELOPMENT (BRONZE)</p> <p>TRY NEW THINGS• Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.</p> <p>WORK HARD• Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest.</p> <p>CONCENTRATE• Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed.</p> <p>PUSH THEMSELVES• Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once.</p> <p>IMAGINE• With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas.</p> <p>IMPROVE • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help).</p> <p>UNDERSTAND OTHERS• Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view.</p> <p>TO NOT GIVE UP</p> <p>• Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</p> <p>PE: To develop practical skills in order to participate, compete and lead a healthy lifestyle GAMES: • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. SWIMMING: • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.</p>

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	<p>PE: GYMNASTICS:• Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.</p>	