

KS1 Curriculum Map – Year A

2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Name	Fire and Fireworks 'Great Fire of London' & 'The Gunpowder Plot' History/Geography/DT Focus		Castles, Kings and Queens History/Art Focus	Toys DT/ History Focus	Around the World Geography/Science Focus Parts of Africa, Women's Euros (Switzerland)	
Cultural Capital	Wow Experience –Making Bread Visit from an Ecologist linked to Animals		Visit Caldicot Castle	Museum day in school School Trip to Bristol Hippodrome	Whole School trip to Slimbridge Wetlands Centre Women's Euros Football Competition	
Christian Values	Compassion	Generosity	Justice	Forgiveness	Respect	Trust
British Values	Democracy		Rule of Law	Tolerance	Mutual Respect	Individual Liberty
Notable People	Guy Fawkes Samuel Pepys - Diarist		Paul Klee – Artist William the Conqueror King Charles III	Leslie Scott – British Toy Designer (Jenga)	Beatrix Potter – Author & Botanist Banke Kuku – Nigerian fashion designer (textiles) Lia Williamson – Lionesses Captain (England WF)	
English	<u>Narrative</u> Vlad and the GFL by Kate Cunningham <u>Non-Fiction</u> The Great Fire of London by Liz Gogerly Non-Chronological report; Fact-Files	<u>Poetry</u> Each Peach Pear Plum by Janet and Allan Ahlberg <u>Non-Fiction</u> Instructional write building Tudor Houses Recount on burning them down.	<u>Narrative</u> Tin Forest By Helen Ward and Wayne Anderson <u>Non-Fiction</u> Non-Chronological report on castles Recount of trip to Caldicot Castle	<u>Narrative</u> Traction Man by Mini Grey <u>Non-Fiction</u> Instructions – how to make a toy	<u>Narrative</u> Anna Hibiscus by Atinuke <u>Non-Fiction</u> Non-Chron report on African Animals	<u>Narrative/Poetry</u> If All The World Were... by Joseph Coelho and Alison Colboys <u>Non-Fiction</u> Non-Chronological report on Switzerland or other European country from Women's Euros Recount of our school trip
Spelling	To separate words into phonemes for spelling To spell common homophones e.g. hear / here To write from memory simple sentences dictated by teacher.	To add ing, ed, er, est, y to words ending in e e.g. hike = hiking, nice = nicest To spell words ending in tion e.g. celebration To spell the aw sound e.g. ball, call, walk, talk	To add ing, ed, er, est, y to root words that need to double the last letter e.g. patted, hummed, tapped To spell r sound using wr at the beginning of words e.g. wrap, wrong	To spell words with contractions e.g. do not = don't 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 use the possessive apostrophe e.g. the robin's nest To spell words ending in il e.g. fossil, pencil, nostril To spell ee sound spelt ey e.g. donkey, monkey, honey	To add es to nouns and verbs ending in y e.g. cry = cries 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					

	<p>To use commas to punctuate a list</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. The girl's name</p> <p>To use speech marks</p> <p>To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (imperative)</p> <p>To use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, The man in the moon.</p> <p>To use co-ordination, using and, or and but and use subordination, using when, if, that, because</p> <p>To use the correct tense consistently throughout writing e.g. past or present.</p> <p>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</p>
Writing - Composition	<p>To develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> *writing narratives about personal experiences and those of others (real and fictional) *writing about real events *writing poetry *writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> *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	<p>To form lower-case letters of the correct size relative to one another</p> <p>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 unjoined</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To use spacing between words that reflects the size of the letters.</p>
Reading	<p>Word Reading</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above</p> <p>To read words containing common suffixes</p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> * 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

	<ul style="list-style-type: none"> * 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	<p style="text-align: center;">Mathematics to be taught throughout the year</p> <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>Addition and Subtraction</p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • 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. <p>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 (×), 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. <p>Fractions</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>Measures</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 (°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. • 														
	<p>Geometry – properties of shape</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>Geometry – position and direction</p> <ul style="list-style-type: none"> • 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). 														
	<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. 														
Science	<p style="text-align: center;"><u>Seasonal Changes</u> (this concept needs to be visited throughout the year; Autumn, Winter, Spring, Summer) - observe changes across the four seasons through a weather calendar.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; text-align: center;"><u>Animals inc Humans</u></th> <th style="width: 20%; text-align: center;"><u>Everyday Materials Brilliant Builders</u></th> <th style="width: 20%; text-align: center;"><u>Animals inc Humans</u></th> <th style="width: 20%; text-align: center;"><u>Plants</u></th> <th style="width: 20%; text-align: center;"><u>Living Things & Habitats</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Identify, name a variety of common animals that are carnivores, herbivores & omnivores </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - Know that humans and mammals have offspring; lifecycles of different mammals. - </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - 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 </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Recap 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. - explore and compare the differences between things that are living, dead, and </td> </tr> </tbody> </table>					<u>Animals inc Humans</u>	<u>Everyday Materials Brilliant Builders</u>	<u>Animals inc Humans</u>	<u>Plants</u>	<u>Living Things & Habitats</u>	<ul style="list-style-type: none"> - Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Identify, name a variety of common animals that are carnivores, herbivores & omnivores 	<ul style="list-style-type: none"> - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a 	<ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - Know that humans and mammals have offspring; lifecycles of different mammals. - 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Recap 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. - explore and compare the differences between things that are living, dead, and
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	- Explore and compare the differences between things that are living, dead, and things that have never been alive		variety of everyday materials -			things that have never been alive
Seasons weather calendar throughout the year						
Computing	Programming Integra SOW Y2: Probot (maths links)	Media Integra SOW Y2: Traditional Tales (English links) (iPads using JIT5 (j2e.com))	Online Safety Integra SOW/SID resources Y2	Programming Teach Computing SOW Y2: Programming B – Programming quizzes	Data Teach Computing SOW Y2: Data and information – Pictograms (maths & science links)	Media Teach Computing SOW Y2: Creating media – Digital music
History	Events beyond living memory that are significant nationally – Great Fire of London & The Gunpowder Plot. Significant historical individual – Samuel Pepys & Guido (Guy) Fawkes. To begin to describe similarities and differences using pictures		Study of historical buildings – Life & achievements of a significant individual; William the Conqueror. Our current monarch and a basic grasp of the monarchy line	Research popular toys through the 20th century and the early 21st century. Order chronologically.		
Geography	To explore the physical & human features of London, developing a sense of place and scale.	Map work - Looking at a map of London from 1666 and mapping out how far the fire spread. How London changed after fire; human features.	To know different types of castles. To explore their position based on physical and human features. Map work, compass directions and aerial photos. Settlements		Where do we live? Which other countries are close? Where is Africa? Is it a country or a continent? Where in the world is Africa? Where is Switzerland? What is similar/different to Switzerland, UK and Parts of Africa? Atlas and map work; 7 continents and 7 seas and contrast of human/physical geography. Identify seasonal and daily weather patterns in the UK and the location of a cold area of the world. Link to hemispheres.	
Art	Exploring & Developing Ideas - Great Fire of London Silhouette picture; colour mixing explore gloomy shades of grey.	Drawing – explore thickness and position of lines to create firework pictures using crayon, oil pastels & paint. Include materials for texture	Painting; colour mixing to create a colourwash using watercolour. Add castle outline using charcoal. Artist Link – Paul Klee: The Castle and Sun.	Printing; create repeating patterns for a Victorian Zoetrope. Artist Link – Eric Dyer	Textiles and Patterns from around Africa – Kente paper weaving to create a mat. Fashion Designer – Banke Kuku	

	Artist Link – David Best	Artist Link – Charles Fazzino	Colour Mixing and Line Drawings – Bayeux Tapestry.			
DT	Tudor houses linked to GFL. Mechanisms (sliders and levers) Christmas gifts with slider/lever/wheels and axels WOODWORK BENCH		Food and Nutrition: (Healthy Sandwich) food box. Name and sort the different groups and prepare a salad sandwich using a variety of techniques.		Textiles and patterns – Use dying techniques to make a tie-dye apron. Use basic stitch technique to attach with ribbon apron tie. Use beads to add decoration and embellishments.	
RE	1.7 What does it mean to belong to a faith community?	{1.3 Why does Christmas matter to Christians?	1.5 What makes some places sacred?	{1.1 What is the Good News Jesus brings?	1.3 Who is Jewish and what do they believe?	
PHSE	Being me in my world 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships – Building positive, healthy relationships	Changing Me – Coping positively with change
PE	GAMES Throwing & Catching (accuracy, distance & height) DANCE Body actions (slide, turn, noisy, quiet, strong, gently)	GYM Travelling, body shape GAMES Catching with partner	GAMES Rolling, bowling, bouncing DANCE Body actions – use of space High/low, near/far, pathway	GAMES Kicking a ball, including targets & partner GYM Weight on different body parts, balancing	GYM Weight on different body parts, balancing ATHLETICS (sports day activities)	GAMES Skipping with rope Striking ball with bat ATHLETICS (sports day activities)
Music	<u>Ongoing throughout the year</u> <ul style="list-style-type: none"> • use their voices expressively and creatively 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 • experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
	BBC Ten Pieces Creating a response to a piece of classical music	Christmas singing and performance.	Recorder		BBC Ten Pieces Creating a response to a piece of contemporary music.	Singing skills Learning and practising songs for the summer performance