

KS1 Curriculum Map

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Topics:		
Term	Curriculum Area	Y1
Spring Term B	Maths	<p>Place Value (within 20)</p> <ul style="list-style-type: none"> • Count within 20 • Understand 10- 20 • 1 more and 1 less • The number line to 20 • Use the number line to 20 • Estimate on a number line to 20 • Compare and Order numbers to 20 <p>Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> • Add by counting on within 20 • Add ones using number bonds • Find and make number bonds to 20 • Doubles • Near doubles • Subtract ones using number bonds • Subtraction – counting back & finding the difference • Related facts • Missing number problems <p>Place Value (within 50)</p> <ul style="list-style-type: none"> • Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Partition of tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more and 1 less <p>Length and Height</p> <ul style="list-style-type: none"> • Compare lengths and heights • Measure length using objects • Measure length in centimetres <p>Mass and Volume</p> <ul style="list-style-type: none"> • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure and compare capacity

Literacy	<ul style="list-style-type: none"> • Use the pronoun I • Use conjunctions – when, and, because, but • To use command sentences • Write a letter • Use capital letters for names • Write factual statements • Use the suffix -s and -es for plurals • Use adjectives to describe • Write a range of questions • Write a multi-clause sentence • Write in past and present tense • Use exclamation marks • Use bullet points • Write and edit a non-fiction report
Science	<p>Identifying animals</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals • Identify and name a variety of common UK mammals • Identify and compare a variety of common UK birds and reptiles • Identify and compare a variety of common UK fish and amphibians • To be able to identify and sort carnivores, herbivores, and omnivores • To be able to take care of animals • To collect data and answer questions about animals
Computing	<p>Computing systems and networks – Technology around us</p> <ul style="list-style-type: none"> • To identify a computer and its main parts • To use a mouse in different ways • To use a keyboard to type on a computer • To use the keyboard to edit text • To create rules for using technology responsibly
History	<p>Florence Nightingale</p> <ul style="list-style-type: none"> • Who Florence Nightingale was and when she lived • Why Florence Nightingale went to Scutari and what hospital conditions were like when she got there • How Florence Nightingale improved the conditions and the Scutari hospital • Find out about Florence Nightingale’s later life • Identify similarities and differences between medical care now and in Victorian times • Order and summarise events in the life of Florence Nightingale
Geography	<p>We’re going on Safari</p> <ul style="list-style-type: none"> • Locate Africa on a world map • Identify the country of Kenya • Explore the climate and weather of Kenya • Explore the animals of Kenya

		<ul style="list-style-type: none"> • Use compass points to navigate around a map • Explore the landscapes of Kenya • Find out about the people and culture of Kenya • Identify similarities and differences between Kenya and the UK
	RE	<p>Who is Muslim and how do they live?</p> <p>Why does Easter matter to Christians?</p>
	PE	<p>Ball skills</p> <p>Games – being part of team, being safe and including class members</p>
	Art	Artist of the Term – Quentin Blake and Portraits
	DT	<p>Puppets</p> <ul style="list-style-type: none"> • To investigate a range of puppets and their features. • To be able to work with fabric to create a finger puppet. • To develop and practise sewing skills. • To be able to design a glove puppet. • To be able to follow a design to make a puppet. • To be able to evaluate a finished product.
	Music	
	PHSE	<p>Citizenship - Working Together</p> <ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? • How can I work well in a group? • Why is it important to take turns? • How can I negotiate to sort out disagreements? • How are my skills useful in a group? • What is a useful evaluation?