

KS1 AUTUMN TERM 2020 CURRICULUM	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
TEXT	<p>Colour Monster – Anna Llenas Yeti and the Bird – Nadia Shireen</p>	<p>Lost and Found – Oliver Jeffers Tadpole’s Promise – Jeanne Willis</p>	<p>The Great Fire of London – Emma Adams and James Weston Lewis</p>	<p>Rosie Revere Engineer – Andrea Beaty</p>
WRITING	<p>List of rules, letters, postcards, character descriptions, Sequencing and caption writing</p>	<p>Character descriptions, retellings, advice, instructions, non-chronological reports (Y2), own version ‘losing/finding’ narrative, setting descriptions, oral retellings, own version narrative, explanation - frog life cycle</p>	<p>A guide to London buildings (non-chronological report), warning posters, writing in role; diary entry in role as the cat</p>	<p>Short explanations, writing in role, reports, adverts, leaflet for a local landmark</p>
SCIENCE	<p>Animals including humans: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; describe and compare common animals</p>	<p>Seasonal changes and animals including humans – identify and name a variety of common animals that are carnivores, herbivores and omnivores. Offspring</p>	<p>Animals including humans: Identify, name, draw and label the basic parts of the human body and link with senses. Health and hygiene Everyday Materials</p>	<p>Everyday Materials – Distinguish between an object and the material form from which it’s made; identify and name a variety of everyday materials; describe physical</p>

				properties; compare and group materials
HUMANITIES	Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.	Location Knowledge and Human and Physical Geography – Name and locate the world’s 7 continents and 5 oceans. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.	History – Events beyond living memory – The Great Fire of London	History – Local Study – famous landmarks of the local area / the UK
CREATIVE: Art / DT / Music	Art – Exploring lines and mixing colours – feelings Covid – Secure Music – Charanga – Friendship song	DT – Textiles – Puppets Butterfly puppets (symmetry) Covid – Secure Music —I wanna be in a band Charanga	Art – Printing on the theme of the Great Fire of London Colour wash/marbling Music -- Round and Round, London’s Burning Charanga	DT – Mechanisms – Wheels and Axles Santa’s sleigh Music – Christmas Carols – Traditional and Modern
COMPUTING	Staying Safe Online Getting started – Logging on; click and drag; designing Kapow	Staying Safe Online Getting started – Logging on; click and drag; designing Kapow	Staying Safe Online Programming – BeeBot Kapow	Staying Safe Online Programming BeeBot Kapow

R.E. / RSE and PSHE and C	Beginnings Daily PSHE and C / Emotional Friendly activities to start each day	Signs and Symbols RSE focus week – Journey In Love and No Outsiders focus.	Signs and symbols Judaism focus week	Preparation
P.E.	Wigan Athletic – Every Monday Gymnastics	Wigan Athletic – Every Monday Gymnastics	Wigan Athletic – Every Monday Gymnastics	Wigan Athletic – Every Monday Gymnastics

Every morning will start with the children taking part in a class Collective Worship. They will also be engaging in mindfulness / PSHE and C themed activities to support them with getting prepared for the day.

KS1 MATHS CATCH UP CURRICULUM

Every day will involve the pupils counting in different ways and there will be regular arithmetic tasks and number bonds' quizzes to keep these areas bubbling over.

Pupils will be developing at their level. Their fluency, reasoning and problem solving skills will be applied daily also, in order to give them plenty of opportunity to develop confidence with working with numbers in a variety of ways.

Pupils will continue to carry out pre-learning activities so that work can be matched accordingly.

<u>WEEKS</u>	<u>Y1</u>	<u>Y2</u>
1 – 4 (4 weeks)	Place Value – Numbers within 10; sorting and counting objects; counting, reading and writing numbers; one more and one less; ordering and comparing numbers; positioning on a number line	Place Value – Counting forwards and backwards within 20 then 50; tens and ones within 20 then 50; compare numbers within 50; count to 100 and read and write numbers; represent numbers to 100; order and compare objects and numbers to 100
5 – 8 (5 weeks)	Addition and Subtraction – addition family; addition symbol; number bonds; fact families within 10; part-whole model; adding together; adding more; subtraction – taking away; breaking apart; find the difference; comparing addition and subtraction statements ($a + b > c + d$)	Addition and Subtraction – bonds to 20; check calculations; compare number sentences; add and subtract 1s; 10 more and 10 less; add and subtract 10s; add by making 10; add a 2 digit and 1 digit number, crossing 10s; subtraction – crossing 10; subtract a 1 digit from a 2 digit number; add 2 x 2digit numbers not crossing and crossing ten.
9 – 11 (3 weeks)	Money – Recognise coins up to 20 p; solve problems (Only 1 week on this for Y1)	Money – recognise coins and notes; count money; make the same amount of money; find the total; find change; find the difference; solve problems
12	<u>Weeks 10 - 12</u> Place Value – Within 20; count forwards and backwards within 20; compare and order; compare groups of objects; compare numbers; order numbers	Multiplication and Division – make equal groups; add equal groups; arrays Consolidation of the above – application to reasoning tasks and problem solving – Start money tasks

<p>Additional Geometry / Statistics sessions will cover – 1 extra hour timetabled a week</p>	<p>Recognise and name 2D and 3D shapes; create patterns using shape; sort 2D and 3D shapes; Position and Direction – describe turn and develop positional language</p>	<p>Tally charts and Pictograms; Recognise and 2D and 3D shapes; create patterns; sort shapes; develop wider language – vertices and symmetry</p>
<p>Additional weeks</p>	<p>Assess and Review Assessment of progress will take place in a variety of ways – discussions, feedback, museums, presentations, daily work, informal quiz, observations, pre and post learning activities, as well as our usual half termly more formal assessment. Pupils will have an opportunity to review their learning regularly.</p>	<p>Assess and Review Assessment of progress will take place in a variety of ways – discussions, feedback, museums, presentations, daily work, informal quiz, observations, pre and post learning activities, as well as our usual half termly more formal assessment. Pupils will have an opportunity to review their learning regularly.</p>