Yoxford and Peasenhall KS1 Curriculum Plan – 20-21

Academic Progress	Personal Development	Creative Development	Community Engagement

Reading, Writing and Maths Pupils expected to maintain or improve their EYFS attainment in KS1	Determined and Resilient Resourceful Reflective and Self-Improving Risk Taker Relationship Builder	Imaginative Purposeful Creative Innovative Adaptive Connection Builder	Responsibility Participation Social Action

School Drivers

Community	Aspiration

Curriculum

British History	Inspirational People	Space	Amazing Authors	Ancient Worlds	Around the World
All About Me – My Family Tree **HM Queen Elizabeth Florence Nightingale**	**People who help us ..vet, paramedics etc** **Local inspirational people:** **Ed Sheeran** **John Constable**	**Neil Armstrong** **Tim Peak**	**Julia Donaldson** **Judith Kerr** **Beatrix Potter** **Michael Rosen** **Roald Dahl**	**Anglo Saxons**	**Explorers!** **Cook** **Shackleton** **Scott** **Amelia Earhart** **Jeanne Barre**
Community – Roles and responsibilities and democracy. **Aspirations –** To become a leader.	**Community –** Support team behind the inspiration. **Aspiration –** To become inspirational.	**Community –** How do we rely on other people? **Aspiration –** Adventuring to new places and trying new things.	**Community –** How to use the community to achieve our goals. **Aspirations –** How to become a best-selling author.	**Community –** How our local area has changed over time. **Aspirations –** Standing up for our own beliefs.	**Community –** Coming together to achieve or build something. **Aspirations –** Design something that inspires other people.

Reading Goals

Read words accurately
This concept involves decoding and fluency.

Milestones
- Apply phonic knowledge and skill to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes and appropriate alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondence between spelling and sounds and where these come in the word
- Read words containing taught GPCs and commonly taught suffixes
- Read other words of more than one syllable containing taught GPC
- Read aloud accurately books that are consistent with phonic knowledge and do not require other strategies to work out words
- Re-read these books to boost fluency and confidence in word reading
- Read accurately by blending the sounds in words that contain graphemes taught so far, specially recognising alternative sounds for graphemes
- Read accurately words containing two or more syllables that contain the same graphemes as above
- Read most words quickly and accurately, without overt sounds and blending when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Understand texts
This concept involves understanding both the literal and more subtle nuances of texts.

Milestones
- Join in with stories or poems
- Check that reading make sense and self-correct
- Ask and answer questions about texts
- Listen to and discuss a wide range of texts
- Recognise and join in with reoccurring language
- Explain and discuss understanding of texts
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The Queens Knickers Utterly Me Paddington The Princess and the Pea Repunzel Non Fiction: History Books	Rosie's Walk One Snowy Night Mog and the Vee Tee Ee Cops and Robbers Non-Fiction Books: People who help us	Whatever Next ! Alien's Love Underpants Beeju Man on the Moon Dr Xargle's Book of Earthlets Non-Fiction – Space	Fiction Books by Amazing Authors! Non Fiction: Biographies	Non-Fiction: History	Non-Fiction: Geography Books
- Discuss events - Predict events - Discuss the significance of title and events	- Read words containing common suffixes - Discuss favourite words and phrases	- Read words with contractions and understand that the apostrophe represents the missing letter	- Read words containing common suffixes - Infer what characters are like from actions	- Link reading to own experiences	- Make inference based on what has been said or done

Writing Goals

Labels, Lists and Captions Formal Letter	Fact Files - Present Information	Narrative - stories in imaginary settings	Narrative - Stories that mimic significant authors Poetry – humorous and limericks	Non-Chronological Reports	Narrative – Diaries / Personal Experiences and Real Events

Transcriptions
Present Neatly – developing an understanding of handwriting and clear presentation
Spell Correctly – understanding the need for accuracy
Punctuate Accurately – understanding that punctuation adds clarity to writing

Milestones
- Sit correctly and hold a pencil correctly
- Begin to form lower case letter correctly
- Form capital letters correctly
- 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 reflect the size of the letters
- Spell words containing 40+ phonemes
- Spell common exception words, high-frequency words and day of the week
- Name letters of the alphabet in order
- Use letters names to describe spellings of words
- Add pre-fixes and suffixes
- Use the prefix un-
- Use suffix when no changes of the root word in needed
- Use spelling rules
- Write simple sentences dictated by the teacher
- Spell by segmenting and write the correct grapheme
- Learn some new ways of representing phonemes
- Spell common exception words correctly
- Distinguish between homophones and near homophones
- Leave spacing between words
- Use some features of standard written English
- Use the present and past tenses correctly including the progressive form

Composition
Write with Purpose – understanding the purpose(s) of a piece of writing
Use Imaginative Description – developing an appreciation of how best to convey ideas through description
Organise Writing Appropriately – developing an appreciation of how best to convey ideas
Use Paragraphs – understanding how to group ideas so as to guide the reader
Use Sentences Appropriately – using different types of sentences appropriately for both clarity and for effect

Milestones
- 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 of the type of writing used
- Write, review and improve
- Re-read writing to check it makes sense
- Organise writing in line with its purpose
- Write so that other people can understand the meaning of sentences
- Sequence sentences to form clear narratives
- Convey ideas sentence by sentence

Analysis and Presentation
Analysis Writing – understanding how grammatical choice give effect and meaning to writing
Present Writing – learning to reflect upon writing and reading it aloud to others

Milestones
- Discuss writing with the teacher and other pupils
- Use and understand grammatical terminology in discussing writing
  Year 1:
  Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark and exclamation mark
  Year 2
  Verb, tense (past/present), adjective, noun, suffix, apostrophe, comma
- Read aloud clearly enough to be heard by peers and teacher
- Read aloud writing with some intonation

Present Neatly – developing an understanding of handwriting and clear presentation	**Spell Correctly** – understanding the need for accuracy **Punctuate Accurately** – understanding that punctuation adds clarity to writing	**Write with Purpose** – understanding the purpose(s) of a piece of writing **Use Imaginative Description** – developing an appreciation of how best to convey ideas through description	**Organise Writing Appropriately** – developing an appreciation of how best to convey ideas **Use Paragraphs** – understanding how to group ideas so as to guide the reader **Use Sentences Appropriately** – using different types of sentences appropriately for both clarity and for effect	**Analyse writing** This concept involves understanding how grammatical choices give effect and meaning to writing.	**Present writing** This concept involves learning to reflect upon writing and reading it aloud to others.

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Science Goals

Working scientifically	Physics	Biology	
Work scientifically- This concept involves learning the methodologies of the discipline of science. Milestone - Ask simple questions - Observe closely using simple equipment - Perform simple tests - Identify and classify - Use observe and ideas to suggest answers to questions - Gather and record data to answer questions	**Understand movement, forces and magnets-** This concept involves understanding what causes motion. **Understand the Earth's movement in space-** This concept involves understanding what causes seasonal changes, day and night. **Investigate light and seeing-** This concept involves understanding how light and reflection affect sight. **Investigate sound and hearing-** This concept involves understanding how sound is produced, how it travels and how it is heard. **Understand electrical circuits-** This concept involves understanding circuits and their role in electrical applications.	**Understand plants-** This concept involves becoming familiar with different types of plants, their structure and reproduction. **Understand animals and humans-** This concept involves becoming familiar with different types of animals, humans and the life processes they share. **Investigate living things-** This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes. **Understand evolution and inheritance-** This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.	**Chemistry** **Investigate materials-** This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

Investigate living things-	Investigate living things	Investigate materials	Materials Continued / Seasonal Changes	Understand plants	Understand animals and humans
This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	This concept involves becoming familiar with a range of materials, their properties, and uses and how they may be altered or changed.		This concept involves becoming familiar with different types of plants, their structure and reproduction	This concept involves becoming familiar with different types of animals, humans and the life processes they share.
Seasonal Changes (Autumn) - 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.		Seasonal Changes (Winter) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. Seasonal Changes (Spring)		- 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.	Seasonal Changes (Summer) Notice that animals, including humans, have offspring which grow into adults. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

History Goals

Queen Elizabeth compared to Queen Victoria Florence Nightingale		Neil Armstrong Tim Peak		Mary Anning Boudicca	
Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence.		**Build an Overview of World History** An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society		**Understand Chronology** The concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	**Communicate Historically** This concept involves using historical vocabulary and techniques to convey information about the past.
- Use dates where appropriate. - 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.					
- 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? - Describe significant people from the past. - Show an understanding of the concept of nation and a nation's history. - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Describe significant people from the past.		- Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	

Geography Goals

Investigate places	Investigate patterns	Communicate geographically
This concept involves understanding the geographical location of places and their physical and human features.	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	This concept involves understanding geographical representations, vocabulary and techniques.

Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.	• 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?).	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	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?).	Understand geographical similarities and differences trough studying the human and physical geography of a small area of the United Kingdom and of a contracting non-European country.
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 simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Identify land use around the school.		- Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		Name and locate the word's continents and oceans. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

Art & Design Goals

Develop ideas This concept involves understanding how ideas develop through an artistic process.		**Master techniques** This concept involves developing a skill set so that ideas may be communicated.		**Take inspiration from the greats** This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.	
Drawing		Sculpture			Painting Inspirations from the great
- Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines. - Show pattern and texture by adding dots and lines. - Show different tones by using coloured pencils.		- Use a combination of shapes. - Include lines and texture. - Use rolled up paper, straws, paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding and carving.			- 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. - Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.

Design & Technology Goals

Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).		**Design, make, evaluate and improve** This concept involves developing the process of design thinking and seeing design as a process.		**Take inspiration from design throughout history** This concept involves appreciating the design process that has influenced the products we use in everyday life.	
	Computing Electricals and Electronics		Construction	Mechanics	
	- Model designs using software. - Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).		- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	- Create products using levers, wheels and winding mechanisms. - Explore how products have been created.	

Computing Goals

Code	Connect	Communicate	Collect
This concept involves developing an understanding of instructions, logic and sequences.	This concept involves developing an understanding of how to safely connect with others.	This concept involves using apps to communicate one's ideas.	This concept involves developing an understanding of databases and their uses.

Connect	Code	Code	Code	Collect	Communicate
This concept involves developing an understanding of how to safely connect with others.	This concept involves developing an understanding of instructions, logic and sequences.	This concept involves developing an understanding of instructions, logic and sequences.	This concept involves developing an understanding of instructions, logic and sequences.	This concept involves developing an understanding of databases and their uses.	This concept involves using apps to communicate one's ideas.
- Participate in class social media accounts. - Understand online risks and the age rules for sites.	- Control motion by specifying the number of steps to travel, direction and turn. - Add text strings, show and hide objects and change the features of an object.	- Select sounds and control when they are heard, their duration and volume. - Control when drawings appear and set the pen colour, size and shape.	- Specify user inputs (such as clicks) to control events. - Specify the nature of events (such as a single event or a loop). Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	Use simple databases to record information in areas across the curriculum.	- Use a range of applications and devices in order to communicate ideas, work and messages. Digital Media – ART Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Religious Education Goals

Understand beliefs and teachings	Understand practices and lifestyles.	Understand how beliefs are conveyed.	Reflect	Understand values
This concept involves understanding the key teachings of various religions.	This concept involves understanding the day to day lives and practices of various religions.	This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.	This concept involves an appreciation of how religion plays an important role in the lives of some people.	This concept involves an appreciation of how many people place values as an important aspect of their lives.

Christianity – Prayer and Worship – *Why do Christians pray to God and worship him?*	Christianity – Believing (Christmas) *Why was Jesus given the name saviour?*	Christianity – Stories and Books – *Why did Jesus teach about God in his parables?*	Christianity – Leaders and Teachers (Easter) – *Why do Christians trust Jesus and follow him?*	Judaism – Belonging – *Why is learning to do good deeds so important to Jewish people?*	Islam – Belonging – What does it mean to belong?
Describe some of the teachings of a religion. - Recognise, name and describe some religious artefacts, places and practices. - Identify how they make their own choices in life.	Describe some of the teachings of a religion. - Describe some of the main festivals or celebrations of a religion. - Identify the things that are important in their own lives and compare these to religious beliefs.	Describe some of the teachings of a religion. - Identify the things that are important in their own lives and compare these to religious beliefs. - Relate emotions to some of the experiences of religious figures studied. - Show an understanding of the term morals.	Describe some of the main festivals or celebrations of a religion. - Recognise, name and describe some religious artefacts, places and practices. - Name some religious symbols. - Explain the meaning of some religious symbols. - Identify the things that are important in their own lives and compare these to religious beliefs. - Relate emotions to some of the experiences of religious figures studied. - Show an understanding of the term morals.	- Describe some of the teachings of a religion. - Identify the things that are important in their own lives and compare these to religious beliefs. - Relate emotions to some of the experiences of religious figures studied. - Ask questions about puzzling aspects of life. - Identify how they make their own choices in life. - Explain how actions affect others.	- Describe some of the teachings of a religion. - Identify the things that are important in their own lives and compare these to religious beliefs. - Relate emotions to some of the experiences of religious figures studied. - Ask questions about puzzling aspects of life. - Identify how they make their own choices in life. - Explain how actions affect others.

Music Goals

Perform	Compose	Transcribe	Describe music
This concept involves understanding that music is created to be performed.	This concept involves appreciating that music is created through a process which has a number of techniques.	This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	This concept involves appreciating the features and effectiveness of musical elements.

Perform	. Perform	Compose	Transcribe	Compose	Describe music
This concept involves understanding that music is created to be performed.	This concept involves understanding that music is created to be performed.	This concept involves appreciating that music is created through a process which has a number of techniques.	This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	This concept involves appreciating that music is created through a process which has a number of techniques.	This concept involves appreciating the features and effectiveness of musical elements.
- 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,	-	- Create a sequence of long and short sounds - Clap rhythms - Create a mixture of different sounds - Choose sounds to create an effect - Sequence sounds		- Use symbols to represent a composition and use them to help with a performance.	Music Appreciation from around the world

- using voice and instruments. - Imitate changes in pitch.		- Create short musical patterns - Rhythmic phrases			

Primary Entitlement Goals					
Personal Development Determined and Resilient Resourceful Reflective and Self-Improving Risk Taker Relationship Builder		**Creative Development** Imaginative Purposeful Creative Innovative Adaptive Connection Builder		**Community Engagement** Responsibility Participation Social Action	
Meet or Communicate with a Famous Person.	**Aspire to do something once you leave school.** **Lead a presentation to the class.**	**Use something you made by yourself.** **Fly a kite.**	**Meet an author.** **Help to raise money for charity.**	**Get involved in nature.** **Identity 5 trees and plants.**	**Plant it, grow it and eat it !** **Perform on a stage.** **Review two places you have visited.**

Scouting Badges					
Navigator Stage 1	Digital Maker	Space	Safety (EV to Clip 'n' Climb)	Gardener	Camp Badge