



Key Stage One - Curriculum Mapping
England
 August 2023 - February 2024



Diseworth Curriculum Drivers		
Our World -Community, diversity, environment, beliefs	The Arts	Spiritual and moral
<p>As people concerned about the world around us, we will:</p> <ul style="list-style-type: none"> Consider how people from the past lived, worked and enjoyed their leisure time. Learn about the differences in lives of those who were rich and those who were poor. Describe the social, ethnic, cultural or religious diversity of past society. 	<p>As we learn creatively, we will</p> <ul style="list-style-type: none"> Express ourselves using a range of media. Encourage children to explore and analyse a range of paintings, artefacts, music and respond appropriately Consider ways that people living in the past created artwork and why. 	<ul style="list-style-type: none"> In our spiritual and moral development, we will: Consider ways in which religion shaped the lives of people who lived in the past. Consider how the beliefs of people from the past might have impacted on their daily lives and what this might have meant for architects of the day.

<p>History</p>	<p>Geography</p>	<p>Art</p>	<p>Design & Technology</p>
<u>Study of Robin Hood and Nottingham</u>	<u>Name, locate and identify</u>	<u>To use drawing, painting and</u>	

Study of Florence Nightingale and Queen Victoria

Great Fire of London

Significant historical events, people and places in their own locality.)

(The lives of significant individuals in the past who have contributed to national and international achievements).

(Events beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life).

Visit to Nottingham Castle

To investigate & interpret the past

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Observe or handle evidence ask questions and find answers about the past

To build an overview of world history

Describe historical events

Describe significant people from the past

Recognise that there are reasons why people in the past acted as they did

To understand chronology

Place events and artefacts in order on a **timeline**.

Label **timelines** with words or phrases such as: past, present, older and newer.

characteristics of the four countries and capital cities

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 and key human features

Use world maps, atlases and globes to identify the United Kingdom and its countries

Use simple compass directions

To investigate places

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?)

Investigate the world's continents and oceans

Compare and contrast a small area of the United Kingdom with that of a non-European country

To investigate patterns

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.

To communicate geographically

Use basic geographical vocabulary to refer to: key physical

sculpture to develop and share their ideas, experiences and imagination

To create works of art using sculpture and collage.

To develop ideas

Explore different methods and materials as ideas develop.

To master techniques

Drawing – 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

Painting – Use thick and thin brushes, add white to colours to make tints and black to colours to make tones.

Sculpture - use a combination of shapes including lines and textures.

Sculpture - use paper, straws, rolled up paper, card and clay as materials.

Sculpture - Use techniques such as rolling, cutting, molding and carving.

Collage - use a combination of materials that are cut, torn and glued.

Collage - sort and arrange materials

Collage - mix materials to create texture

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

To master practical skills

Textiles:

- Shape textiles using templates
- Join textiles using running stitch
- Color and decorate textiles using number of techniques (such as dyeing, adding sequins or printing).

Decorate, design, fabric, glue, model, stencil, template, knot, running-stitch, sew, shape, dyeing, tie dye, needle, thread.






To master practical skills

Mechanisms – Wheels and Axles:

- Mechanics - Create products using levers and winding mechanisms

Axle, axle holder, chassis, design, evaluation, fix, mechanic, mechanism,

<p>Recount changes that have occurred in one's own life.</p> <p>Use dates where appropriate.</p> <p>To communicate historically Use words and phrases such as; <i>a long time ago, years, century to describe the passing of time, past and present, timeline, diary, artefact, source, evidence, Monarch, legend, castle, archer.</i></p>	<p>features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features including, city, town, village, factory, farm, house, office and shop.</p> <p>Use words and phrases such as; <i>capital city, country, continent, ocean, sea, human, physical, map, globe, season, Europe, United Kingdom, equator</i></p>	<p>To take inspiration from the greats</p> <ul style="list-style-type: none"> Describe the work of, artisans and designers. Use some of the ideas of artists studied to create pieces. (Art Golden Time looking at notable artists) – British Artist Banksy <p>To communicate artistically. Use words and phrases such as; <i>carving, molding, form, medium, sculpture, tints, tones, primary colours, thickness, pattern, texture</i></p>	<p><i>model, test, wheel, decorate, evaluation, stable, strong, test.</i></p> <p>To design, make, evaluate and improve Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p>
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 <p>PE</p>	 <p>Computing</p>	 <p>Music</p>	 <p>RE</p>	 <p>Languages</p>
<p><u>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</u></p> <p><u>Participate in team games, developing simple tactics for attacking and defending</u></p> <p><u>Perform dances using simple movement patterns.</u></p> <p><u>Discrete units to be taught:</u></p>	<p><u>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</u></p> <p><u>Create and debug simple programs</u></p> <p><u>Use logical reasoning to predict the behaviour of simple programs</u></p>	<p><u>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</u></p> <p><u>Listen with concentration and understanding to a range of high-quality live and recorded Music</u></p> <p><u>Experiment with, create, select and combine sounds</u></p>	<p>UC: Creation - Who do Christians say made the world?</p> <p>UC: Incarnation – Why does Christmas matter to Christians?</p> <p>Who is Muslim and how do they live (Part 1) ?</p> <p>Diwali - Faith Week</p>	<p>Specify what is being covered Golden Time</p>

<p><u>Fundamentals, Dance, gymnastics invasion, sending and receiving.</u></p> <p>Games (Fundamentals, invasion, sending and receiving).</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination, including skipping with and without a rope and hopping, use the terms opponent and teammate.</p> <p>To use words and phrases such as: <u>rolling, hitting, running, catching, kicking, opponent, passing</u></p> <p>Dance</p> <p>Copy and remember moves and position, 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>To use words and phrases such as: <u>rhythm, performance, movements, sequence, traveling and springing.</u></p> <p>Gymnastics</p> <p>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</p>	<p><u>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</u></p> <p>Computer Science: Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p> <ul style="list-style-type: none"> • Write, test and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. <p>Digital Literate: Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.</p>	<p><u>using the inter-related dimensions of music.</u></p> <p>Pulse:</p> <p>Sing/play with good sense of pulse.</p> <p>Demonstrate an understanding of the differences between pulse and rhythm through physical movement/ playing/ singing.</p> <p>Begin to recognise rhythmic patterns found in speech</p> <p>Respond to visual and aural clues</p> <p>Voice:</p> <p>Sing with accuracy, within a range of notes.</p> <p>Follow and use performance instructions (including starting, stopping, dynamics and tempo)</p> <p>Recognise and demonstrate the link between pitch and shape using graphic notation.</p> <p>Rhythm:</p> <p>Begin to recognise dynamic patterns found in speech.</p> <p>Understand the differences between pulse and rhythm through physical movement, playing and singing.</p>	<p>To understand beliefs and teachings</p> <p>Describe some of the teachings of a religion.</p> <p>To understand practices and lifestyles</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>To reflect</p> <p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Relate emotions to some of the experiences of religious figures studied.</p> <p>Ask questions about puzzling aspects of life.</p> <p>To understand values</p> <p>Identify how they have to make their own choices in life.</p>	
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increasing control and balance.

To use words and phrases such as:
[equipment](#), [flexibility](#), [positions and sequence](#).

Perform with a good sense of pulse and rhythm

Use graphic notation to record rhythms

Offer comments about others' and accept suggestions from others.

To perform

(C)(1)Take part in singing, accurately following the melody.

(3)Follow instructions on how and when to sing or play an instrument.

(1)Imitate changes in pitch

To compose

(2)Clap rhythms

(1)(3)Create short, musical patterns.

(1)(3)Create short rhythmic phrases.

To transcribe

(3)Use symbols to represent a composition and use them to help with a performance.

To describe

(2)(3)Identify the beat of a tune.

(2)Recognise changes in timbre, dynamics and pitch.

[rhythm](#), [loud](#), [song](#), [soft](#),
[baroque](#), [voice](#), [high](#), [low](#),
[articulation](#), [long](#), [short](#),

solo, timbre, dynamics
and pitch.

Science



Science To work scientifically

Biology

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.

Vocabulary

Animals and Humans

- *Identify, classify and observe (CQ)*
- *Look at growth basic needs, exercise, food and hygiene (CQ)*

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Use words and phrases such as:

Observe, Equipment, Diagram,
Describe, Record, Difference,
Similarity, Data, Classify, Identify,
Investigate, Test, Table.

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including Pets.
- Identify, name, draw and label the basic parts of a human body and say which part of the body is associated with each sense.

Vocabulary

Use words and phrases such as:

Fish, Reptiles, Mammals,
Amphibians, Herbivore, Omnivore,
Carnivore, Human, Senses,
Teenager, Adult, Offspring, Exercise,
Hygiene, Bones, Vertebrate,
Invertebrate, Life Cycle.

To understand plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Vocabulary

Use words and phrases such as:

Deciduous Evergreen, Seed, Bulb,
Wild (plants), Garden (plants),
Structure.



We use Talk for Writing in our English lessons and Grammarsaurus for our Grammar work:

Autumn 1:

Non fiction

Recount of summer holiday activity
Persuasive Advert

Fiction

Text: The Three Little Pigs
Short Burst writing
Story plot: Defeating a monster
Focus: Characterisation

Autumn 2:

Non fiction

Instructions

Fiction

Text: The Magic Porridge Pot
Short Burst writing
Story plot: Finding Tale
Focus: Character Speech

Spring 1

Non fiction

Recount in the form of a letter

Maths



We follow the White Rose Maths Scheme:

Year 1

Place value (within 10)

Sort objects
Count objects
Count objects from a larger group
Represent objects
Recognise numbers as words
Count on from any number
1 more
Count back from 10
1 less
Compare groups by matching
Fewer, more, same
Less than, greater than, equal to
Compare numbers
Order objects and numbers
The number line

Addition and Subtraction (within 10)

Introduce parts and wholes
Part-whole model
Write number sentences
Fact families – addition facts
Number bonds within 10

We follow the White Rose Maths Scheme:

Year 2

Place Value

Numbers to 20
Count objects to 100 by making 10s
Recognise tens and ones
Use a place value chart
Partition numbers to 100
Write numbers to 100 in words
Flexibly partition numbers to 100
Write numbers to 100 in expanded form
10s on the number line to 100
10s and 1s on the number line to 100
Estimate numbers on a number line
Compare objects
Compare numbers
Order objects and numbers
Count in 2s 5s and 10s
Count in 3s

Addition and Subtraction

Bonds to 10
Fact families – addition and subtraction bonds to 20
Related facts
Bonds to 100 (tens)
Add and subtract 1s
Add by making 10

Fiction

Text: Monkey See, Monkey Don't
Short Burst writing
Story plot: Meeting Tale
Focus: Opening and Endings

Systematic number bonds within 10
Number bonds to 10
Addition – add together
Addition – add more
Addition problems
Find a part
Subtraction – find a part
Fact families – the eight facts
Subtraction – take away/ cross out
Subtraction – take away
Subtraction on a number line
Add or subtract 1 or 2

Shape

Recognise and name 3-D shapes
Sort 3-D shapes
Recognise and name 2-D shapes
Sort 2-D shapes
Patterns with 2-D and 3-D shapes

Place Value (within 20)

Count within 20
Understand 10
Understand 11, 12 and 13
Understand 14, 15 and 16
Understand 17, 18 and 19
Understand 20
1 more 1 less
The number line to 20
Use a number line to 20
Estimate on a number line to 20
Compare numbers to 20
Order numbers to 20

Addition and subtraction (within 20)

Add by counting on within 20
Add ones using number bonds

Add three 1-digit numbers
Add to the next 10
Add across a 10
Subtract across 10
Subtract from a 10
Subtract a 1-digit number from a 2-digit number (across a 10)
10 more, 10 less
Add and subtract 10s
Add two 2-digit numbers not across a 10
Add two 2-digit numbers across a 10
Mixed addition and subtraction
Compare number sentences
Missing number problems

Shape

Recognise 2-D and 3-D shapes
Count sides on 2-D shapes
Count vertices on 2-D shapes
Draw 2-D shapes
Lines of symmetry on shapes
Use lines of symmetry to complete shapes
Sort 2-D shapes
Count faces on 3-D shapes
Count edges on 3-D shapes
Count vertices on 3-D shapes
Sort 3-D shapes
Make patterns with 2-D and 3-D shapes

Money

Count money – pence
Count money – pounds notes and coins
Count money pounds and pence
Choose notes and coins
Make the same amount
Compare amounts of money
Calculate with money
Make a pound
Find change
Two-step problems

Find and make number bonds to 20

Doubles

Near doubles

Subtract ones using number bonds

Subtraction – counting back

Subtraction – finding the difference

Related facts

Missing number problems