

# Curriculum Map KS1

## Writing

### Narrative

- Write stories set in places pupils have been
- Write stories with imaginary settings
- Write stories and plays that use the language of fairy tales and traditional tales
- Write stories that mimic significant authors
- Write narrative diaries

### Non-fiction

- Write labels
- Write lists
- Write captions
- Write instructions
- Write recounts
- Write glossaries
- Present information
- Write non-chronological reports

### Poetry

- Write poems that use pattern, rhyme and description
- Write nonsense and humorous poems and limericks

### Note: Only the following are statutory at KS1:

- Personal experiences
- Real events
- Poetry
- Different purposes Isambard Kingdom Brunel or Christina Rossetti

## Reading

- Listen to traditional texts
- Listen to a range of texts
- Learn some poems by heart
- Become familiar with a wide range of texts of different lengths
- Discuss books
- Build up a repertoire of poems to recite
- Use the class and school libraries
- Listen to short novels over time

## Communication

- Engage in meaningful discussions in all areas of the curriculum
- Listen to and learn a wide range of subject specific vocabulary

- Through reading identify vocabulary that enriches and enlivens stories
- Speak to small and larger audiences at frequent intervals
- Practice and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English
- Listen to and tell stories often so as to internalise the structure
- Debate issues and formulate well-constructed points

## Mathematics

- Count and calculate in a range of practical contexts
- Use and apply mathematics in everyday activities and across the curriculum
- Repeat key concepts in many different practical ways to secure retention
- Explore numbers and place value up to at least 100
- Add and subtract using mental and formal written methods in practical contexts
- Multiply and divide using mental and formal written methods in practical contexts
- Explore the properties of shapes
- Use language to describe position direction and movement
- Use and apply in practical contexts a range of measures, including time
- Handle data in practical contexts

## Science

Writing scientifically  
Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section)

### Biology

#### Plants

- Identify, classify and describe their basic structure
- Observe and describe growth and conditions for growth

#### Habitats

- Look at the suitability of environments and at food chains

#### Animals and Humans

- Identify, classify and observe

- Look at growth, basic needs, exercise, food and hygiene

#### All living things\*

- Investigate differences

## Chemistry

### Materials

- Identify, name, describe, classify, compare properties and changes
- Look at the practical uses of everyday materials

## Physics

### Light\*

- Look at sources of reflections

### Sound\*

- Look at sources

### Electricity\*

- Look at appliances and circuits

### Forces

- Describe basic movements

### Earth and space

- Observe seasonal changes

\*items marked \* are not statutory

## Art and design

- Use experiences and ideas as the inspiration for artwork
- Share ideas using drawing, painting and sculpture
- Explore a variety of techniques
- Learn about the work of a range of artists, artisans and designers

## Computing

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- Write and test simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school

## Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in a iterative process of designing and making. They should work in a range of relevant contexts, such as home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### Make

- Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### Technological knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products

### Cooking and nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

## Geography

- Investigate the worlds continents and oceans
- Investigate the countries and capitals of the United Kingdom
- Compare and contrast a small area of the United Kingdom with that of a non- European country
- Explore weather and climate in the United Kingdom and around the world
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations
- Use world maps, atlases and globes
- Use simple compass directions use aerial photographs
- Use fieldwork and observational skills

## History

Look at

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements- scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality

## Languages

- Language is optional at Key Stage. Italian is taught in year 1 and 2

## Music

- Use their voices expressively by signing songs and speaking chants and rhymes
- Play tunes and un- tuned instruments musically
- Listen with concentration and understanding to a range of

high- quality live and recorded music

- Make and combine sounds using the inter- related dimensions of music

## Personal development

- Discuss and learn techniques to improve in the eight areas of 'success'
- Study role models who have achieved success

## Physical education

- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns
- Swimming and water safety; take swimming instruction either in Key Stage 1 or Key Stage 2