



We Only Reach for The Highest



Key Stage One at Worthington is made up of three classes; Year1, Year1/2 and Year2. To ensure coverage of the national curriculum we have devised a two-year cycle for most subjects. English, Maths, ICT and PE are taught as one-year cycles, however the books we study in depth in English change to match the topic. All three classes will have the same topic title, however in some subjects each class will take a different aspect e.g. History. Following the same topic at the same time allows us to work closely with our partner year group to ensure all children (regardless of their class) will have the same opportunities. It also allows for some spectacular launches to our topics. The topics are planned, however there is scope for adaptations to meet the interests of the children at the time and so the information below may change slightly as the year progresses. More detail is added to our class topic webs each term to show what we intend to cover in each class. Each subject coordinator has a more detailed curriculum coverage map for their subject.

Key Stage One Curriculum -Topics			
KS1	Autumn	Spring	Summer
Cycle 1	Knights and Princesses	London's Burning	Explorers
Cycle2	Down Our Street	5, 4, 3, 2, 1, Blast Off!!!	Rainforest Friends

Subject Coverage and Overview

Cycle 1	Autumn	Spring	Summer
Topic	Knights and Princesses	London's Burning	Explorers
WOW Launch/Visitor	Knights and Princesses Day	Drama workshop for the Great Fire of London Visit from fire engine	In class 'Explorers' Treasure Hunt
Landing or mid-celebration	Travelling pantomime	Sculpture park -exhibition of sculptures and vehicles Great Fire of London drama event	Walk to Walkden Gardens Explorers Days -cook an explorer's meal
Science	<p>Everyday Materials - Pupils should be taught to:</p> <ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock □ describe the simple physical properties of a variety of everyday materials □ compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Uses of Materials - Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Plants - Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. □ 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. <p>From Living things and their habitats -</p> <ul style="list-style-type: none"> □ 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
History	<p>Castles - Kings and Queens-</p> <p>Each class will look at different aspects of this area in history and develop the children's sense of chronology and comparison of different eras through these areas.</p> <p>Y1 -The Royal Family</p>	<p>Great Fire of London (event)</p> <p>Samuel Pepys</p> <p>How has London changed?</p>	Study Explorers this will link to geography

	Y1/2 Queens in History Y2 Queen Victoria		
Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	London - city, town and village Human and physical features of each area Identify famous landmarks -devise simple maps and construct basic symbols	Use a world map to locate the seven continents and five oceans. Identify seasonal changes and daily weather patterns in the UK; Hot and cold areas in the UK Physical features
Art	Printing -Castle and Sun by Paul Klee Portraits	Sculptures	Photography/ICT
D&T	Design and make a bridge to link a castle to a town- work as a group - use construction toys/paper	Design and make fire engine - mechanism - wheels and axels	Where food comes from? What plants would an explorer find to eat? Sort plants into edible and not edible. Sort fruit and veg. Cook an 'Explorers' Meal.'
PSHCE	Worthington Way Keeping safe	Recycling	People who make a difference
SEAL/ Collective Worship	School Prayer/New Beginnings/ Getting on and Falling Out	Going for Goals/Good to be Me	Relationships/ Changes
RE	1- Who is a Christian and what do they believe? 2 -Christmas	1- How and why do we celebrate special and sacred times? ~Hindu and Muslims 2- Easter	1- What can we learn from sacred books? ~Christian and Jewish 2- International Day
Music	Y1 Hands Feet Heart Christmas Y2 WIDER OPPS RECORDER PROJECT	Rhythm In The Way/Banana Rap Friendship Song	Charanga - Zootime/ Your Imagination

KS1 Narrative Overview (Texts are a guide)

CYCLE 1		Autumn - Knights and Princesses		Spring - Great Fire of London		Summer - Explorers
	Narrative	Fairy Tales (3 weeks)	Contemporary fiction (3 weeks)	Recount story (3 weeks)	Traditional Tales (3 weeks)	Extended stories (3/4 weeks)
	Y1	Rapunzel	The Princess and the Wizard	Katie in London	Little Red Riding Hood	The Great Explorer

	Writing Outcome	-fairy tale structure -retell -compare beginnings with Tangled -alternative -change character	-group retell -setting description (riddles) -invent new story (different settings)	-retell -who/where/what -alternative story - visit new place - Edinburgh	-letter home -retell -wanted posters - character description -compare endings -same story but with a diff ending	Retell- Postcard home New story - The Explorer explores somewhere different - Australia
	Y1/2	Rapunzel	The Princess and the Wizard	Katie in London	Dick Whittington	The Enormous Crocodile
	Writing Outcome	-fairy tale structure -retell -compare beginnings with Tangled -alternative -change character	-character description of wizard - riddles describing settings -invent new story with a different opening (YR 2- first person)	- retell -who/where/what -alternative story - visit new place - Edinburgh	Letter writing (CV style) Retell with alternative adventure - 'What happened next?'	Wanted poster as character description Letter of apology in form of recount
	Y2	The Frog Prince	The Snow Queen/ Frozen	Vlad and the Great Fire of London	Dick Whittington	The Enormous Crocodile Greater Depth- Arctic Adventure

	Writing Outcome	-fairy tale structure -retell -alternative -alternative -change character	-retell -character profile - setting work - alternative - writing in first person	Recount of events from different perspective?	Letter writing (CV style) Retell with alternative adventure - 'What happened next?'	Wanted poster as character description Letter of apology in form of recount
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KS1 Non-Fiction Overview				
CYCLE 1		Autumn - Knights and Princesses	Spring - Great Fire of London	Summer - Explorers
		Information Texts (3 weeks)	Instructions (3 weeks)	Information Text (3 weeks)
	Y1	Labels and Captions / Fact Files	Instructions	Information texts -use of contents/index/glossary/etc.
	Writing Outcome	Writing labels and captions in topic work	Writing instructions for baking bread	Create a non-fiction text about parts of a plant
	Y2	Non-fiction Text	Instructions	Non-chronological Report
	Writing Outcome	Non-fiction text on animals from cold places Year 1/2- Non-fiction text on life inside the castle	Writing instructions for baking bread	Non-chronological report on an explorer

KS1 Cross-Curricular Overview

CYCLE 1		Autumn - Knights and Princesses	Spring - Great Fire of London	Summer - Explorers
	Year 1	Christmas story retell	Recount of the Fire of London	Writing instructions for planting a seed
	Year 2	Christmas Story retell	Recount of the Fire of London - in the form of Samuel Pepys diary	Thank you to Zoo Lab

KS1 Poetry Overview

	Autumn - Knights and Princesses	Spring - Great Fire of London	Summer - Explorers
Y1 (2-3 weeks)	List Poem - Ten Things in a Wizards Pocket - alliteration	Poems on a Theme - Easter - use of number words - follow pattern - use of verbs	Who Am I? riddles - simile
Y1/2 (2-3 weeks)	List Poem - Magical Wishes - alliteration	Poem on a Theme - - introduce a simile	Shape poems - create a pattern or shape on a page - use simple repeating phrases or lines as models.
Y2 (2-3 weeks)	Using senses - experiment with alliteration to create humorous and surprising combinations.	Shape Poem - on a theme create a pattern or shape on the page. Use simple repeating phrases or lines as models - simile	Make adventurous word choices to describe closely observed experiences.

Subject Coverage and Overview

Cycle 2	Autumn	Spring	Summer
Topic Name	Down Our Street	5,4,3,2,1 Blast Off!!!	Rainforest Friends
WOW Launch	Walk around Sale Moor / A Day in a Painting - Lowry Day/Artist in Residence	Space Man visit	Zoo Lab -visited by Brazilian rainforest animals
Landing or mid-celebration	Travelling pantomime	Art Gallery -parents are invited in to share the children's work in art and D&T	Carnival Day - Children share what they have found out about fair-trade and sample some of the children's baking. Perform their carnival dance.
Science	<p>Animals including Humans - Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults find out about 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. 	<p>Seasonal Changes (ongoing)- Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<p>Living Things and Their Habitats- Pupils should be taught to:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 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 (could be taught in Autumn)

History	Inventions in the home that has shaped our lives -identify similarities and differences between ways of life in diff periods Lowry	Space race The First Landing On the Moon Neil Armstrong	Fairtrade -changes in living memory
Geography	Where I live? Identify Sale Moor, Sale, and Manchester - locate on a map; look at physical and human features in Sale Moor. , Draw maps and routes and follow routes. Use simple compass points	Loot at Earth from Google Earth Locate different places Ariel photographs to identify landmarks	Compare Sale Moor to the Rainforest Use simple field work and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding areas -compare to the Rainforest
Art	Lowry -Drawing pencil/charcoal/pastel drawings	Painting -Starry Night by Vincent van Gogh	Henry Rousseau -The Tiger in the Jungle Collage/Textile work
D&T	Dips and Dippers	Moving picture -slide mechanism and lever mechanism	Design and sew an animal to fit into their rainforest collage.
PSHCE	Worthington Way Keeping safe and Healthy Eating	Friendship/Feelings and Emotions	Growing and Changing
SEAL/ Collective Worship	School Prayer /New Beginnings/ Getting on and Falling Out	Going for Goals/Good to be Me	Relationships/ Changes
RE	Autumn 1 Who is a Muslim and what do they believe? Autumn 2 Christmas	Spring 2 What can we learn from sacred books? ~Christian and Jewish Spring 2 Easter	Sum 1 How should we care for others and the world and why does it matter? ~all religions Sum 2 International Day
Music	Y1Hey You! Christmas Y2 WIDER OPPS RECORDER PROJECT	In the Groove/Big Bear Funk	Round and Round/I Wanna Play in a Band

KS1 Narrative Overview (Texts are a guide)

CYCLE 2		Autumn - Down Our Street		Spring - 5, 4, 3, 2, 1,		Summer - Rainforest Friends
	Narrative	Stories with Familiar Settings (3 weeks)	Contemporary fiction (3 weeks)	Instructional stories (3 weeks)	Fantasy stories (3 weeks)	Stories from other Cultures (3/4 weeks)
	Y1	The High Street	Augustus and His Smile	How to Wash a Woolly Mammoth	Marshmallows for Martians	Don't Spill the Milk!

	Writing Outcome	-retell - new story related to Sally visiting new shops (from Sale Moor)	-retell -invent new character searching in new places	Rewrite as - How to Wash an Alien	- Postcard home from George -wanted posters -Alien -compare fantasy settings? Retell in a new setting.	Retell- Postcard home Look at different settings within story -repetitive phrase New story - change to rainforest
	Y1/2	The High Street	Dear Greenpeace	How to Wash a Woolly Mammoth	Marshmallows for Martians	The Great Kapok Tree
	Writing Outcome	-retell - new story related to Sally visiting new shops (from Sale Moor)	-retell -invent new character searching in new places	Rewrite as - How to Wash an Alien	- Postcard home from George -wanted posters -Alien -compare fantasy settings? Retell in a new setting.	-setting description -Persuasive letter from the viewpoint of the animals (GD- look at vocabulary needed to be persuasive)
	Y2	The High Street	Dear Greenpeace	How to Wash a Woolly Mammoth	Marshmallows for Martians	The Great Kapok Tree
	Writing Outcome	-retell - new story related to Sally visiting new shops (from Sale Moor)	-retell -invent new character searching in new places	Rewrite as - How to Wash an Alien	- Postcard home from George -wanted posters -Alien -compare fantasy settings? Retell in a new setting.	-setting description -Persuasive letter from the viewpoint of the animals (GD- look at vocabulary needed to be persuasive)

KS1 Non-Fiction Overview				
CYCLE 2		Autumn - Down Our Street	Spring - 5, 4, 3, 2, 1,	Summer - Rainforest Friends
		Information Texts (3 weeks)	Recounts (3 weeks)	Information Text (3 weeks)
	Y1	Labels and Captions / Fact Files	Recounts	Information texts -use of contents/index/glossary/etc.
	Writing Outcome	Writing labels and captions in topic work	Writing a recount (newspaper report) about the moon landings and Neil Armstrong Fact File about Tim Peake	Create a non-fiction text about The Rainforest
	Y2	Information Text	Recounts	Non-chronological reports
	Writing Outcome	Information text on the life Lowry - comparisons of homes	Writing a recount (newspaper report) about the moon landings and Neil Armstrong Chronological report/ Information text about Tim Peake	Non-chronological report on Rainforest/ Animals/Endangered Animals/Saving the Rainforest etc.

KS1 Cross-Curricular Overview				
CYCLE 2		Autumn - Down Our Street	Spring - 5, 4, 3, 2, 1,	Summer - Rainforest Friends
	Year 1	Christmas Story retell	Season Watch- Explaining what happens in each season.	Instructions for making a rainforest collage
	Year 2	Christmas Story retell	Season Watch- Explaining what happens in each season.	Thank you letter to Explorer

KS1 Poetry Overview			
	Autumn - Down Our Street	Spring - 5, 4, 3, 2, 1,	Summer - Rainforest Friends
Y1 (2-3 weeks)	List Poem - Ten Things in a Wizards Pocket -alliteration	Poems on a Theme - Easter - use of number words - follow pattern - use of verbs	Who Am I? riddles - simile
Y1/2 (2-3 weeks)	List Poem - Magical Wishes - alliteration	Poem on a Theme (food) - introduce a simile. Taste food.	Shape poems - create a pattern or shape on a page - use simple repeating phrases or lines as models.
Y2 (2-3 weeks)	Using senses - experiment with alliteration to create humorous and surprising combinations.	Colour Poem -Use simple repeating phrases or lines as models - simile	Shape poems -making adventurous word choices

PE and ICT are taught on a one-year cycle

Key Stage One		
<u>Autumn Term - Digital Download</u> ~ Basic Skills in using the computer, computer technology its uses in and beyond school and e-safety. --recognise common uses of information technology beyond school - 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.		
Autumn	Year One	Year Two
Autumn Term	<u>Computer Skills</u> I can switch on a computer I can log on and shut down safely I can use a mouse - left click and right click -move the curser -click and drag I can open and close programs I can use a keyboard - space bar, back space and enter	<u>Computer Skills</u> I can save my work I can retrieve my work I can navigate a web page I can develop my use of the keyboard - shift key, caps lock, back space and delete etc I am developing my understanding of using the most efficient use of the keyboard I can cut, copy and paste

	<p><u>Awareness of Technology and E-Safety -</u></p> <p>What devices do we use?</p> <p>What is the Internet?</p> <p>Digital Footprint - how are we good online citizens - how we treat each other - know the difference between teasing and bullying - who to go to for help if they witness it (PSHCE)</p> <p>Introducing children to having password.</p> <p>Class Email</p>	<p><u>Awareness of Technology and E-Safety -</u></p> <p>What devices do we use?</p> <p>What is the Internet?</p> <p>Digital Footprint - how are we good online citizens - how we treat each other - know the difference between teasing and bullying - who to go to for help if they witness it (PSHCE)</p> <p>Choice of password and keeping it safe.</p> <p>Class Email</p>
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Spring Term - Control and Programming

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Spring Term	Year One Bee-Bots	Year Two Scratch
	<p>To know what an algorithm is. (Responding to instructions).</p> <p>To understand how algorithms are implemented at programs on digital devices.</p> <p>To know programs, need precise and unambiguous instructions to work properly.</p> <p>To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route</p> <p>To create and a debug a simple program.</p>	<p>To continue to develop their understanding of how algorithms work.</p> <p>To understand that devices or on-screen turtles, sprites -using scratch are controlled by sequences of instructions or actions, and that these can be inputted using icons or by text.</p> <p>To create, edit and refine sequences of instructions for a variety of programmable devices and programs.</p>

Summer Term - Multimedia

use technology purposefully to create, organise, store, manipulate and retrieve digital content

Year One

Graphics and Presentation

Clicker7

To use technology to combine text with photographs, graphics and drawings.

-Clicker 7 -use of paint and text

To create their own text-based content, including adding basic effects to sections of text.

To choose effects for a specific purpose.

To develop understanding of editing tools. (e.g. font size, style etc.)

To take photographs for a range of different purposes.

To understand that video can be recorded using technology and to begin to record video.

Year Two

Graphics and Presentation

Power Points

To use technology to word process work, making a wide range of edits and using common features of word processing tools. (In Year 2 -Power Point)

To use technology to create basic presentations considering the layout of slides and combining images and **sound**.

To use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts.

To use the computer to create basic images.

To choose to take photographs for a range of different purposes.

To add sound to power points.

P.E.	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Y1	Circuits	Net/wall tennis	Just dance in room /drama	multiskills	gymnastics	Invasion Games (ball skills leading to football)	gymnastics	Throwing and catching leading to netball	Dance in hall	Striking and fielding leading to cricket	Athletics	Athletics
Y1/2	gymnastics	Net/wall tennis		multiskills	circuits		gymnastics		Dance in hall		Athletics	Athletics
Y2	gymnastics	Net/wall tennis		multiskills	gymnastics		Circuits		Dance in hall		Athletics	Athletics