

# Rolling Programme KS1 Cycle A

	<b>AUTUMN</b> <b>Focus driver: Create</b>  <b>Theme: Weather</b>  <b>Key Question: Would you prefer to live in a cold or hot place?</b>  <b>Hook/Role Play: Weather Station</b>		<b>SPRING</b> <b>Focus driver: Discover</b>  <b>Theme: Superheroes</b>  <b>Key Question: Are all superheroes alive today?</b>  <b>Hook / Role Play– Hospital</b>  Nursing throughout history		<b>SUMMER</b> <b>Focus Driver: Explore</b>  <b>Theme: Food and farming</b>  <b>Key question: Do all children around the world live the same life?</b>  <b>Hook: Visit- Sherwood Forest</b>  <b>Role Play – Garden shop</b>  Where I live: Local area including school grounds: Food and farming/forests and woodland	
<b>ENGLISH</b>	TWS – The day the crayons quit – Drew Daywalt –Persuasive letter  TWS – Firework Night – Poem  TWS - My Christmas Star by The BBC – narrative		TWS - The Crow's Tale by Naomi Howarth – narrative – fable  TWS - Seasons by Hannah Pang – Information text		TWS - Last Stop on Market Street by Matt de la Pena – narrative  TWS - Our Trip to The Woods – recount  TWS – Plants by Dorling Kindersley – information text	
<b>PHONICS</b> <b>Little Wandle</b> <b>YEAR 1</b>	Phase 3/ 4 Revision And 4 Phase 5 GPCs	Phase 5 Graphemes	Phase 5 Graphemes	Phase 5 Graphemes	Review Phase 5 GPCs for phonics screening check	Phase 5 Graphemes
<b>GRAMMAR</b> <b>AND</b> <b>PUNCTUATION</b>	Year 1 Curriculum Key terminology use throughout, so children are secure in understanding of word classes etc.					
	Punctuation: Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Word work: Regular plural noun suffixes (adding <i>s</i> or <i>es</i> ) How it changes the meaning of the noun. e.g. <i>dog- dogs wish-wishes</i>  Punctuation:	Sentence structure: Putting words together to make a sentence.  How <b>and</b> can join words and join sentences.	Text structure: Sequencing sentences to form short narratives	Word work: Suffixes added to verbs where no change is needed in the spelling of root words (adding <i>ed</i> , <i>ing</i> or <i>er</i> )  Prefix (adding ' <i>un</i> ' in front of a word) How it changes the meaning of verbs and	Sentence structure: Recap and revision

		Using capital letters for names and the personal pronoun 'I'.			adjectives. e.g. <i>unkind, untie</i>	
	Year 2 Curriculum Key terminology use throughout so children are secure in understanding of word classes etc.					
		Formation of <b>nouns</b> using <b>suffixes</b> such as – <i>ness</i> , – <i>er</i> and by compounding (for example, <i>whiteboard, superman</i> )  Formation of <b>adjectives</b> using <b>suffixes</b> such as – <i>ful</i> , – <i>less</i>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>Co-ordination</b> (using <i>or, and, but</i> ).  Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i> )	The consistent use of present tense versus past tense throughout texts.  Use of the continuous form of verbs in the present tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )	Use of the <b>suffixes</b> – <i>er</i> , – <i>est</i> in <b>adjectives</b> and the use of – <i>ly</i> in Standard English to turn <b>adjectives</b> into <b>adverbs</b>  <b>Apostrophes</b> to mark contracted forms	<b>Sentences</b> with different forms: statement, question, exclamation, command
<b>READING WHOLE CLASS</b>	Penguin Small by Mick Inkpen. One World: 24 hours on Plane Earth by Nicola Davies A hundred and one daffodils by Malachy Doyle I can fly by Fifi Kuo We travel so far by Laura Knowles		Florence Nightingale (Usborne Famous Lives) (Young reading Series 3) by Lucy Lethbridge The Extraordinary Life of Mary Seacole by Nadia Redgrave.  The hospital dog by Julia Donaldson		Between Tick and Tock by Louise Greig Mini Rabbit not lost by John Bond  Here we are by Oliver Jeffers  It starts with a seed by Laura Knowles	
<b>MATHS YEAR 1</b>	Number: Place value (within 10) Number: Addition and subtraction (within 10) Geometry: Shape Number: Place value (within 20)		Number: Addition and subtraction (within 20) Geometry: Shape Number: Place value (within 50) Measurement: Length and height Measurement: Weight and volume		Number: Multiplication and division Number: Fractions Geometry: Position and direction Number: Place value (within 100) Measurement: Money Measurement: Time	
<b>Maths Year 2</b>	Number: Place value Number: Addition and subtraction Number: Multiplication and division		Number: Multiplication and division Measurement: Mass, capacity and temperature Measurement: Length and height Geometry: Properties of shape		Number: Fractions Geometry: Position and direction Measurement: Time Measurement: money Statistics	
<b>SCIENCE</b>	Seasons Changes: Autumn and Winter (Year 1)  Exploring Everyday Materials		Use of Everyday Materials (Year 2)  Introduction to Plants (Year 1)		Plants – Growth and Care (Year 2)  Making Connections	

	(Year 1)		
<b>HISTORY</b>		<p>Nurses</p> <p>Significant people: Know about Florence Nightingale, Edith Cavell and Mary Seacole and explain their greatest achievements.</p> <p>Know how FN improved nursing.</p> <p>Compare these inspirational nurses.</p> <p>Compare hospitals in the past with hospitals today.</p>	<p>Food and Farming</p> <p>Changes over time with food and farming.</p> <p>How farming vehicles have changed over time.</p> <p>Changes with our community overtime: houses/jobs/school</p>
<b>GEOGRAPHY</b>	<p><b>What is the weather like in the UK?</b></p> <p>Show on a map where the UK is</p> <p>Name the four countries in the UK</p> <p>Locate the capital city of the UK</p> <p>Know and describe how weather conditions change in the UK during the four seasons</p> <p>Use geographical skills and field work</p> <p>Observe and record some elements of daily weather in the UK over several days;</p> <p>Know that the weather has patterns over time and in different places</p> <p><b>Would you prefer to live in a cold or hot place?</b></p> <p>Locate the continents</p> <p>Locate the coldest place on earth</p> <p>Where is the equator?</p> <p>Know why there are no polar bears in Antarctica and why penguins don't need to fly</p> <p>Describe and compare the physical features of very cold and very hot places.</p>		<p><b>Where in the World am I?</b></p> <p>Know where North Clifton is in the UK and locate on a map.</p> <p>Know the range of physical and human features of our school and villages.</p> <p>Know about features of our school and improve school grounds.</p> <p>Know the different types of land use in North Clifton, Newark and Lincoln:</p> <p>Know that that food comes from plants and animals</p> <p>Know and describe what happens on a on a dairy farm (and other farms) – how cows produce milk, how the milk gets from farm to dairy to shop.</p> <p>Describe and know reasons why the weather and landscape in Lincolnshire/ Nottinghamshire makes it a good place for farming;</p> <p>Compare local farms and the land use with farms in urban areas.</p>
<b>ART</b>	<p><u>Access Art – Spirals</u></p> <p>Using drawing, collage and mark making to explore spirals.</p> <p>Cold and warm colours – lighter and darker.</p>	<p><u>Inspired by Flora and Fauna</u></p> <p>Explore how artists make art inspired by flora and fauna. Make collages of minibeasts and display as a shared artwork.</p>	<p><u>Stick transformation Project</u></p> <p>Explore how you can transform a familiar object into new and fun forms.</p>

	Look at colours surrounding Arctic and Desert. Think about animals that live in these landscapes. Create a collage.					
<b>Design and Technology</b>	Food technology: Healthy sandwiches		Making musical instruments		Mechanisms: Pneumatic Mini Beasts	
<b>PE</b>	Invasion Multi skills-throwing and catching Multi skills-target games Gymnastics		Swimming Dance Multi skills- striking Multiskills- sending and receiving		Team games Inclusive sports Athletics Striking and fielding	
<b>PSHE</b>	Scarf - Me and My Relationships	Scarf – Valuing Difference	Scarf – Keeping Safe	Scarf – Rights and Respect	Scarf – Being my Best	Scarf – Growing and Changing
<b>RE</b>	How did the world begin? Exploring a range of creation stories in imaginative ways, children will present their own ideas using art and language		Symbols in religious worship and practice: In what way are churches/synagogues important to believers?  Christian and Jewish people	How and why are some stories important in religion?  Jewish and Christian Stories	What makes people inspiring to others?  e.g. Stories of Moses	What does it mean to belong?  What is it like to belong to the Christian religion in Nottinghamshire today?
<b>COMPUTING</b>	Computing systems and networks - IT around us	Creating media – Digital photography	Data and information- Grouping data	Programming A – Robot algorithms	Creating media – digital writing	Programming B – programming animations
<b>MUSIC</b>	EYFS: Exploring Sound/Celebration music KS1: Pulse & Rhythm (Theme: My Favourite Things)  Tempo (Theme: Snail and mouse)		Pitch & tempo (Theme: Superheroes)  Musical Me		On this island: British songs and sounds  Orchestral instruments (Theme: Traditional western stories)	