

Zetland Primary School		Connected Curriculum	Key Stage: Key Stage 1	Year group: Year 1 and 2	Cycle A
		Autumn: Ourselves	Spring : Weather and the Seasons	Summer: The Secret Garden	
<b>Speaking &amp; Listening</b> <b>Reading</b> <i>Guided reading</i> <i>Non-fiction, reference books/text books, dictionaries</i> <b>Writing</b> <i>Non-narrative</i> <i>Transcription, Handwriting, VGP</i>	English	<b>Focus Text/s:</b> Goldilocks and the Three Bears <i>'Life stories'</i> – Shirley Hughes books	<b>Focus Text/s:</b> Weather Poems Weather Stories	<b>Focus Text/s</b> <b>The Queen's Knickers</b> The Secret Garden/ Percy the Park Keeper	
		<b>Reading:</b> Fairy stories/traditional tales Key stories linked to themes	<b>Reading:</b> Wider range linked to other world Poems	<b>Reading:</b> Key stories linked to theme Classical Poems	
		<b>Writing linked to reading:</b>	<b>Writing linked to reading:</b>	<b>Writing linked to reading:</b>	
<b>Number</b> <i>Measurement</i> <i>Geometry</i> <i>Statistics</i> <i>curriculum application</i>	Maths	<b>Number</b> <b>Measurement- measures, money</b> Geometry Statistics	<b>Number</b> <b>Measurement- time</b> Geometry <b>Statistics</b>	<b>Number</b> Measurement <b>Geometry- shape and position</b> Statistics	
<b>Working Scientifically</b>	Science	<b>Humans</b> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<b>Seasonal Change</b> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	
Chronology Knowledge & Understanding Enquiry Historical terms Historical sources	History	<b>Significant individuals:</b> <i>Florence Nightingale</i> <b>Events:</b> Remembrance Day <b>Changes in living memory:</b> Toys	<b>Earth from Space</b> <b>Significant individuals:</b> <i>Neil Armstrong</i> <b>Artists linked to Seasonal Paintings</b> <b>Events:</b> Shrove Tuesday	<b>Significant individuals:</b> Queen Elizabeth II/ Queen Victoria <b>Local History:</b> Parks	
Geographical skills and fieldwork	Geography	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use <b>locational, directional language</b> (e.g. near and far, left and right), to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;               <ul style="list-style-type: none"> <li>devise a simple <i>map</i>; and use and construct basic symbols in a key.</li> </ul> </li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul> <b>Place knowledge:</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of               <ul style="list-style-type: none"> <li>a small area of the United Kingdom,</li> <li>and of a small area in a contrasting non- European country</li> </ul> </li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Geographical skills</b> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</li> </ul>	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use <b>simple compass directions (North, South, East and West)</b> and locational, directional language (e.g. near and far, left and right), to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;               <ul style="list-style-type: none"> <li>devise a simple <i>map</i>; and use and construct basic symbols in a key.</li> </ul> </li> </ul>	
Design and Make Skills and techniques Evaluate Knowledge of ' <i>artists</i> '	Art and design	<b>Drawing and Sculpture – Portraits and Sculpture</b> Artists	<b>Drawing and Painting - Seasonal Change</b> Artists Monet/ Van Gogh	<b>Drawing, Painting and Craft –Plants</b> Artist/ Designer Matisse / William Morris	
Design Make Evaluate	Design and technology	<b>Cooking and nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes. <b>Technical knowledge:</b> Mechanisms :Toys Explore and use mechanisms – levers, sliders, <b>wheels and axles</b>	<b>Materials</b> Textiles :	<b>Materials:</b> Construction: Gardens <b>Cooking and nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	
E-safety	Computing	<b>'Logging On' and E-safety</b> 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. <b>Using technology purposefully</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Common uses of technology</b> Recognise common uses of information technology beyond the school.	<b>Algorithms and programming</b> Understand what algorithms are; <ul style="list-style-type: none"> <li>how they are implemented as programs on digital device;</li> <li>and that programs execute by following precise and unambiguous instructions.</li> </ul> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	
<i>History of Music- knowledge &amp; appreciation</i>	Music	<b>Voices</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <b>Experimenting</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Voices</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <b>Listening and understanding music</b> Listen with concentration and understanding to a range of high-quality live and recorded music	<b>Instruments</b> Play tuned and untuned instruments musically <b>Experimenting</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Participation, Evaluation and Improvement	Physical education	<b>Fundamental Skills</b> Gymnastics	Dance	Team games	