

Zetland Primary School		Connected Curriculum	Key Stage : Key Stage 1	Year group: Year 1 and 2	Cycle B
		Autumn: Homes	Spring : Animal Kingdom	Summer: All at Sea	
<b>Speaking &amp; Listening</b>  <b>Reading</b> <i>Guided reading</i> <i>Non-fiction,</i>  <b>Writing</b> <i>Non-narrative</i> <i>Transcription,</i> <i>Handwriting, VGP</i>	English	<b>Focus Text/s:</b> The Three Little Pigs The Jolly Postman/ Katie Morag	<b>Focus Text/s:</b> Beatrix Potter Books Animal Rhymes	<b>Focus Text/s:</b> The Lighthouse Keeper's Lunch	
		<b>Reading:</b> Fairy stories/Traditional tales	<b>Reading:</b> Key stories linked to theme Rhymes	<b>Reading:</b> Wider range/ <i>key stories within theme</i> Classical Poetry	
		<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>With focused curriculum application</i>	Maths	<b>Number</b> Measurement <b>Geometry- shape and position</b> Statistics	<b>Number</b> <b>Measurement- measures</b> Geometry <b>Statistics</b>	<b>Number</b> <b>Measurement- time, money</b> Geometry Statistics	
<b>Working Scientifically</b>	Science	<b>Everyday Materials and Uses of Everyday Materials</b> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<b>Animals</b> (Animals, including humans) <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</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> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>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.</li> </ul>	
Chronology Knowledge & Understanding Enquiry Historical terms /sources	History	<b>Changes in living memory: Homes</b> <b>Significant individuals: S Pepys</b> <b>Events: Fire of London</b>	<b>Significant individuals: B Potter</b> <b>Events: St George's Day</b>	<b>Local History: Seaside</b> <b>Significant individuals: Captain Cook</b>	
Geographical skills and fieldwork	Geography	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <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 map; and use and construct basic symbols in a key.</li> </ul> </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> </ul> </li> </ul> <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><i>Key physical features including beach, cliff, forest, hill, mountain, sea, ocean, river</i></li> <li>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use world maps, atlases, globes to identify the United Kingdom and its countries, continents, oceans studied at KS1.</li> </ul>	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational, directional language (e.g. near and far, left and right), to describe the location of features and routes on a map.</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> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	
Design and Make Skills and techniques Evaluate Knowledge of 'artists'	Art and design	<b>Sculpture:</b> Houses - Clay	<b>Drawing, Painting and Craft</b>  Animals and Patterns	<b>Painting</b>  Colour and Seascapes	
Design Make Evaluate	Design and technology	<b>Technical knowledge:</b> Structures :Homes Build structures, exploring how they can be made stronger, stiffer and more stable  <b>Cooking and nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes.	<b>Materials/ Technical Knowledge:</b> Collage: Animals Levers /Sliders: Beatrix Potter Characters	<b>Cooking and nutrition</b> <i>Use the basic principles of a healthy and varied diet to prepare dishes.</i> Understand where food comes from.	
E-safety	Computing	<b>E-safety</b> <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>  <b>Common uses of technology</b> Recognise common uses of information technology beyond the school	<b>Using technology purposefully</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<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.	

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<i>History of Music- knowledge &amp; appreciation</i>	<b>Music</b>	<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.	<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	
Participation, Evaluation and Improvement	<b>Physical education</b>	Fundamental Skills Gymnastics	<b>Dance</b>	<b>Team games</b>	