

GTB Curriculum Map - Key Stage 1

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 humourous poems and limericks.

Note: Only the following are statutory at KS1.

- Personal experience
- Real events
- Poetry
- Different purposes.

Reading

- Listen to a traditional tales.
- Listen to a range of texts.
- Learn poetry by heart.
- Become familiar with a wide range of texts of different lengths.
- Take part in conversations about books.
- Build up a repertoire of poems to recite.
- Use the school and community libraries.
- Listen to short novels over time.
- Develop knowledge of an author

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.
- Practise 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 plans.

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

Computing

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

Design Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, 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 [for example, 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.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

- understand the basic principles of a healthy and varied diet.
- Understand where food comes from.

Art and Design

- Use experiences and ideas as 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.
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Physical Education

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

Science

Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

Biology

Plants

- 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

Habitats

- Look at the suitability of environments and at food chains.

Animals and humans

- 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 .
- 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.

All living things

- Investigate differences

Chemistry

Materials

- 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.

Physics

Light

- Look at sources and reflections

Sound

- Look at sources.

Electricity

- Look at appliances and circuits,

Forces and magnets

- Describe basic movements.

Earth and space

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Geography

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the UK.
- Compare and contrast a small area of the UK with that of a non-European

practical contexts.

- Multiply and divide using mental and formal written methods in practical contexts.
- Explore 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.

Languages

- Languages is optional at Key Stage 1

Forest Schools

Being Healthy

- Forest School by its nature encourages children to enjoy the outdoors and promotes healthy and active lifestyles.
- By encouraging parent participation parents are supported in keeping their children active and healthy.

Staying Safe

- Through learning how to risk assess, children are learning about key risks and how to deal with them.
- They are learning how to secure a safe environment.
- Forest school is inclusive and children with a wide range of disabilities and special needs are safely accommodated.

Enjoy & Achieve

- Forest school promotes children's development and well being both physical and mental and helps them meet their goals and achieve with enjoyment.
- Children are enabled and encouraged through small achievable challenges to achieve highly.
- Children with learning disabilities are supported to enjoy and achieve through forest school.
- All children can access and learn to enjoy and achieve through active recreation.

Making a Positive Contribution

- Through forest school children are supporting in developing socially and emotionally
- Children are supported to respond to challenges and experience success.
- Children are encouraged to take part in decision making.
- Children with disabilities and special educational needs are supported to make a positive contribution.
- Forest school helps to challenge anti-social behaviour by addressing a range of learning styles and acknowledging and challenging children's schema.

Economic Security

- All children should have their basic needs met; a secure home, food to eat and a right to education. If we are to secure even these very basic of needs for future generations we must consider issues of sustainability. In giving children knowledge of and love for their environment and some ideas on how to conserve and care for it. Forest school contributes to economic security for the future.

Religious Education

- Study the main stories of Christianity.
- Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study other religions of interest to pupils.

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Personal Development

Health and Wellbeing

Pupils should be taught:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change and loss and the associated feelings
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Core Theme 2: Relationships

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should be taught:

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and as citizens
- About different groups and communities
- Respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
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country.

- Explore weather and climate in the UK and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world map, atlases and globes.
- Use simple compass directions
- Use aerial photographs.
- Use field work and observational skills.

History

- **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.

Philosophy For Children (to be introduced April 2015)

- To improve the children's critical, creative and rigorous thinking.
- To develop pupils higher order thinking skills.
- To improve children's communication skills.
- Teach children the art of reflection.

Global Citizenship

To learn about our partner countries by focusing on the themes of Identity and belonging.

- To learn that being open and welcoming to those who are different enhances our lives and makes our communities fairer, more peaceful places.

To learn our identities:

- Are related to our feelings of belonging to particular groups.
- Are varied and relate to the different roles we have in life.
- Result from our biology, our backgrounds and our personalities

Positive Touch