



'This is me' - Curriculum coverage 2018 / 2019

	Curriculum Objectives
Autumn I	<p>English</p> <ul style="list-style-type: none"> • Develop phonic awareness to be able to read and write words • Use simple punctuation to demarcate sentences • Genres: Story – telling, recount of events <p>Maths</p> <ul style="list-style-type: none"> • Baseline • Place Value • Addition and Subtraction <p>Science</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Sc1/1.1 asking simple questions and recognising that they can be answered in different ways • Sc1/1.2 observing closely, using simple equipment • Sc1/1.3 performing simple tests • Sc1/1.4 identifying and classifying • Sc1/1.5 using their observations and ideas to suggest answers to questions • Sc1/1.6 gathering and recording data to help in answering questions. <p>Year 1:</p> <ul style="list-style-type: none"> • Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals • Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores • Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Year 2:</p> <ul style="list-style-type: none"> • Sc2/2.3a notice that animals, including humans, have offspring which grow into adults • Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>RE - Creation</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1 – 2,3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians do to say thank you to God for his creation • Think, talk and ask questions about living in this amazing world. <p>Geography</p> <ul style="list-style-type: none"> • Gel/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • Gel/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Gel/1.3b use basic geographical vocabulary to refer to: • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>History</p> <ul style="list-style-type: none"> • Hil/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Art</p> <ul style="list-style-type: none"> • Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <p>Music</p> <ul style="list-style-type: none"> • Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes • Mul/1.2 play tuned and untuned instruments musically • Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music • Mul/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music <p>PSHE</p> <ul style="list-style-type: none"> • Good to me be

