

**Melling (St Wilfrid)**

**Curriculum Maps**

**English, Maths and Science - KS1**

**ENGLISH**

**Writing:**

**Narrative**

Write stories with familiar settings. (Yr1 & 2)  
Write Stories from a range of cultures/stories with predictable and patterned language. (Yr1)  
Write traditional and fairy tales. (Yr1)  
Write stories about fantasy worlds. (Yr1)  
Write different stories by the same author. (Yr2)  
Write extended stories by significant authors. (Yr2)

**Non Fiction**

Write labels, lists and captions related to instructions. (Yr1)  
Write recounts, both fact and fiction. (Yr1 & 2)  
Write information texts.(Yr1 &2)  
Write explanations. (Yr2)  
Write instructions. (Yr1 & 2)  
Write non-chronological reports. (Yr2)

**Poetry**

Write poetry using the senses. (Yr1)  
Use pattern and rhyme in poetry. (Yr1 & 2)  
Write poems on a theme (performance element related to poetry). (Yr1 & 2)

**Reading:**

Read easily, fluently and with good understanding  
Develop the habit of reading widely and often, for both pleasure and information.  
Listen to and discuss and express views on a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  
Link what they read to their own experiences.  
Discuss the sequence of event in books and how items of information are related.

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  
Recognise and join in with predictable phrases.  
Discuss their favourite words and phrases.  
Learn to appreciate rhymes and poems, and to recite some by heart.  
Continue to build up a repertoire of poems learnt by heart appreciating these and reciting some, with appropriate intonation to make the meaning clear.

**Spoken Language and Communication:**

Listens to and understands instructions about what they are doing.  
Understands two to three part spoken instructions.  
Can answer a 'how' or 'why' question.  
Understands a range of related words to describe concepts.  
Uses words more specifically to make the meaning clearer.  
Retells favourite stories using some of their own words.  
Confidently starts and takes part in individual and group conversations.  
Joins in and organises co-operative role play with friends.  
Uses language to ask, negotiate, give opinions and discuss ideas and feelings.  
Is aware when a message is unclear and comments or asks for explanation.  
Asks lots of questions to find out specific information including 'how' and 'why'.  
Tells stories that set the scene, have a basic plot and a sequence of events.  
Accurately predicts what will happen in a story.  
Takes turns to talk, listen and respond in two way conversations and groups.

## MATHEMATICS

### **Number Sense:**

Develop an understanding of our number system, starting with counting numbers to and across one-hundred.

Build an understanding of how our numbers work and fit together to ensure children develop confidence and mental fluency.

Explore place value (*recognising the value of each digit in two-digit number*).

Compare and order numbers (*including lengths, mass, volumes*) and apply this understanding in different contexts.

### **Additive reasoning:**

Develop an understanding of addition and subtraction and the relationship between them.

Solve problems in a range of practical contexts.

Choose and use number facts, understanding of place value, counting, and different methods explaining their decision making and justifying their solutions.

### **Multiplicative reasoning:**

Develop an understanding of multiplication and division together and the relationship between them (*facts for the 2, 5, and 10 times tables*).

Show that multiplication of two numbers can be done in any order (*commutative*) and division of one number by another cannot.

Solve problems in different contexts, including measures

An emphasis on practice at this early stage will aid fluency.

### **Geometric reasoning:**

Develop an understanding in shape and space.

Recognise and name properties of 2-D and 3-D shapes, then use this understanding to solve problems (*compare and sort common 2-D and 3-D shapes and everyday objects*) including problems related to measures.

Use mathematical vocabulary to describe position, direction and movement.

Measures and Statistics are included throughout.

## SCIENCE

### **Knowledge:**

Identify and name a variety of common plants and describe their structure.

Identify and name a variety of animals and describe their structure, associating each part with each sense. Classify animals as carnivores, herbivores and omnivores.

Name, describe and group a variety of materials.

Observe changes across the four seasons and describe the difference in weather and day length.

Recognise why light is important and discover how shadows are formed.

Describe different forces and test how things move on different surfaces.

Discover how seeds and bulbs grow into plants and what they need to do this.

Describe how animals have offspring which grow into adults. Explain what animals need to survive and describe the importance of exercise, nutrition and nutrition for humans.

Compare the suitability of materials and describe the effect of squashing, bending, twisting and stretching them.

Identify how sound is made and describe how we are able to hear things.

Identify the importance of electricity and appliances that run on electricity. Construct a simple circuit.

### **Working Scientifically:**

Ask questions.

Recognise questions can be answered in different ways.

Observe closely using equipment.

Perform simple tests.

Identify and classify.

Use observations and ideas to suggest answers to questions.

Collect and record data to answer questions.