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| Curriculum Drivers | | | |
| Spirituality | Enquiry | Knowledge of the World | Possibilities |

**Key Stage 1 Curriculum Plan overview 2020/21 (Year 1)**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Main Topic** | **All about Me and where I live.** | | **London past and present.** | | **My world** | **Kings & Queens**  **Queen Elizabeth 11** |
| My family and I | My village and school | Great fire of London | My capital city:  London | Africa |
| **Starting Questions** | When were you born?  Where do you live?  What is that place like? | | What countries make up the UK?  What are capital cities? | | If you could travel anywhere in the world; where would you go and why? | What is the role of a Monarch? |
| **Main Subject Drivers** | History  Geography & Science | | History  Geography | | Geography, Science & History | |
| **Visits and visitors** | **Local area walk**  **Autumn walk.**  **Walk to church?** | | **Spring walk**  **Church Trail**  **Birds of prey workshop/ Tropical Roadshow workshop ?** | | **Black Park Country Park?**  **Windsor great Park?**  **Royal Ascot?** | |
| **Entry point/Hook** | Family trees.  Local area walk. | | Let’s go back in time. GFL video clip  Magic Grandad video clip GFL | | An invitation to ride on Aladdin’s Magic Carpet- Disney Clip- ‘A Whole New World’ | Film clip of Queen Elizabeth 11 coronation, wedding. |
| **Finale** | Assembly – Ourselves.  Display – Look at me. | | Assembly – Great Fire of London  Display - | | Assembly – Africa / Royal Family  Display - Henri Rousseau | |
| **Brain Builders** | My timeline. | TBC | Model Tudor buildings | London landmarks | Explore a different country.  Animals in danger. | If I were King or Queen /Design a hat/crown |
| **Mathematics** | Maths Mastery  Numbers within 10 & 20  Addition & Subtraction  Shapes & Patterns  Daily Maths meetings | | Maths Mastery  Time. Fractions.  Measure – Length & Mass  Calculation strategies  Number & Place value  Addition & Subtraction  Daily Maths meetings | | Maths Mastery  Numbers to 50 & beyond.  Addition & Subtraction.  Money. Measure – Capacity & Volume.  Multiplication & Division.  Daily Maths meetings | |
| **Science** | **Seasonal Changes - Autumn walk**  Weather chart  **Plants** – identifying flowers, plants & trees  Sunflowers/planting bulbs  **Investigate Materials** | | **Seasonal changes – Spring walk** Weather **Summer**  **Understanding animals and humans**  **Investigate living things**  **Understanding plants**  **Ext. Materials -GFL Buildings** | | | |
| **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 use of standard English.** * **Listen to and tell stories often so as to internalise the structure.** * **Debate issues and formulate well- constructed points.** | | | | | |
| **Reading** | **In Key Stage 1, children will have the opportunity to develop their skills as an effective reader. They will:**  • Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. | | | | | |
| **Writing** | In Key Stage 1 children will write: about personal experiences, real events, poetry and for different purposes (which are all statutory at KS1)  Throughout Key Stage 1, through all curriculum areas and across both years, children will have the opportunity to write: | | | | | |
| **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**   **WHOLE SCHOOL TEXT – Pumpkin Soup by Helen Cooper** | | **Non Fiction**   * **Write labels** * **Write lists** * **Write captions** * **Write instructions** * **Write recounts** * **Write glossaries** * **Present information** * **Write non-chronological reports**   **WHOLE SCHOOL TEXT – Charlotte’s Web by E.B. White** | | **Poetry**   * **Write poems that use pattern, rhyme and description.** * **Write nonsense and humorous poems and limericks**   **WHOLE SCHOOL TEXT – Amazing Grace by Mary Hoffmann** | |
| **Computing** | Purple Mash/Logging on  Online safety. Digi-maps | | Purple Mash  Google Earth | | Purple Mash/Coding | |
| **History** | Aut.1 My life so far…. Timeline.  Vincent Van Gogh  Remembrance.  Guy Fawkes. | | Significant historical events –  Great fire of London | | Our Monarchy- Past and Present | |
| **Geography** | Aut.2 Local Environment  Geographical Features/Language  Comparing human features of different localities. | | My Country  Map work- UK- London (Capital City) | | Continents & Oceans.  Comparing human features of different localities.  Weather & climates. | |
| **Music** | \*Hey You!  Hip Hop – exploring pulse, rhythm & pitch  Class assembly. | **Class Christmas Production** | \*Rhythm in the way we walk.  Reggae – Listen to and appraise different types of music.  Class assembly.  **I SING POP (whole school)** | | \* In the groove.  Listen and appraise. Pulse.  Perform.  \*Your Imagination.  Listen and appraise. Move.  Introduction to recorder.  Class assembly.  Introduction to recorder. | |
| **Art** | Colour mixing  Painting skills/techniques.  Self-portraits.  Van Gogh - Sunflower display  Sculpture – Clay hedgehogs | | Paint/Collage techniques - GFL class display | | Henry Rousseau – Tiger in Tropical storm/Jungle with lion.  Observational drawings and water colour paintings of plants. | |
| **Design Technology**  **And Food for Life** | Paper /collage sunflowers  Christmas cooking.  Designing & making tree decorations  Christmas & Thank you cards | | Healthy diet. Food groups  Pancakes  Easter cooking  Easter baskets/ Easter cards | | Hats for Ascot.  Crowns.  Fruit salad/kebabs  Thank you cards | |
| **Religious Education** | **Discovery scheme of work.**  Christianity.  Creation story. Christmas Story.  **Diwali** festival of light | | Christianity.  Jesus as a friend. Easter Story.  Palm Sunday.  Chinese New Year | | Judaism  Shabbat Chanukah | |
| **PSHE** | **Relationships**  What is the same and different about us? Who is special to us? | | **Health and wellbeing**  What helps us stay healthy? | **Living in the wider world**  What can we do with money? | **Health and wellbeing**  Who helps us to keep safe? | **Living in the wider world**  How can we look after each other & the world? |
| **Physical Education** | Gymnastics-Movement/Games  Dance | | Dance/Games/Skills | | Swimming/Games/Skills | |

\*Charanga