MEXBOROUGH ST JOHNS C OF E PRIMARY SCHOOL

PHASE: KS1 YEAR: Year 1

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| INTENT | | IMPLEMENTATION | |
| Curriculum vision | Learning values | Core skills | |
| ***Through our curriculum, our children will become;***   * ***Effective learners;*** * ***Responsible citizens.*** | Our children will:   * Speak clearly and articulate ideas confidently. * Use taught vocabulary purposefully and in different contexts. * Show empathy and resilience. * Use new technologies appropriately and with purpose.   Make links to similar themes and events (link to what children have learnt in the past)   * Problem solve, explore, question and be curious. | Use learnt knowledge to solve problems and/or recreate in a new context | Topic discussion/quizzes  KWL grids revisited each week.  Generate key questions to be revisit.  What have you learnt before to help you achieve that? |
|  | Self-explanation and elaboration.  E.g. recall facts about the Great Fire of  London and be able to explain why it happened and spread so quickly (deeper learning). |

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|  | Autumn | Spring | Summer |
| Mini topic  week 1 and 2  Be the best you can be.  Focus on basic skills | Topic and Question: What’s around the corner? | Topic and Question: | Topic and Question: |
| Driver/focus: Pirates | Driver/focus: | Driver/focus: |
| Launch: Mystery visit to the class! Evidence left by a pirate. | Launch: | Launch: |
| Hooks: Chocolate coin treasure hunt, pirate dress up day, local artist, underpants left in classroom (wanted posters) | Hooks: | Hooks: |
| Showcase: News-style video | Showcase: | Showcase: |
| Key Text: Pirates love underpants, a new home for a pirate, town mouse country mouse | Key Text: | Key Text: |
| Key vocabulary: land mark, rural, map, directions, town, local, community, country, capital, UK, location, continent | Key vocabulary: | Key vocabulary: |
| BIG IDEAS  What will children know that they didn’t know before?  Assessment opportunities – KWL grids and mini assessments. | What types of things they will find in Mexborough.  That England is the country we live in and Mexborough is the small town which is also in Doncaster. |  |  |
| Science | -Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  -Learn about ‘super senses’ and how they help us to avoid danger. |  |  |
| History | -Mexborough then and now, comparing differences and similarities. |  |  |
| Geography | -Name of local geographical features e.g. hills, roads, town, parks.  -Speak and write directions to different places from school / the classroom  -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  -Use world maps, atlases and globes to identify the UK and its countries.  -Use simple fieldwork and observational skills to study the geography of their school and its grounds.  -Use aerial images and recognise landmarks.  Devise a simple map and use and construct basic symbols in a key.  -Use compass directions and locational language to describe the location of features and routes on a map. |  |  |
| Art and design | -Detailed observational drawings of local buildings (Conisbrough Castle, St Johns Church) using a range of drawing media.  -Recreate a piece of art inspired by local artist. |  |  |
| Design Technology | -Explore different materials and their properties as well as their suitability to create and build a range of things. |  |  |
| Computing | -Start using Purple Mash to begin to be able to code and debug. |  |  |
| Music | -Explore being able to find rhythm and pulse, be able to move to the beat of music and create and follow simple beats. |  |  |
| PSHE | -Explore how local people help us and how we can help others.  -Discuss and explore the idea of community; what it is and how we can show it through our actions. |  |  |