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: What do you call a penguin in the desert?… Lost! | Topic and Question: |
| Driver/focus: Aliens and Superheroes | Driver/focus: Antarctic, Arctic and Africa | Driver/focus: |
| Launch: Spaceship crash landing in playground | Launch: Inuit day – Mr Parkinson gut a fish, build a fire and toast marshmellows. | Launch: |
| Hooks: Virtual reality video, local walks, local hero visitors, dress up day, library members | Hooks: YWP, adopt a penguin, Snow Chick – A Penguin Tale film afternoon, African dance workshop, African drummers | Hooks: |
| Showcase: Bring your hero to school day.  Hold a superhero picnic and design a menu that makes us strong and healthy. | Showcase: Wild in Africa class assembly | Showcase: |
| Key Text: Aliens love underpants, Beegu, Supertato, Super Daisy, Jolly Postman | Key Text: Lost and found, Dot in the Snow, Penguin in Peril, The Little Polar Bear, The Polar Bear and the Snow Cloud, Meerkat Mail, Handa’s Surprise, Giraffes Can’t Dance, The Lion Inside. | Key Text: |
| Key vocabulary: land mark, rural, map, directions, town, local, community, country, capital, UK, location. | Key vocabulary: animal classification, food chains, predators, prey, carnivores, herbivores, omnivore, birds, fish, mammals, amphibians, reptiles, predict, test, data, observe | Key vocabulary: |
| BIG IDEAS  What will children know that they didn’t know before?  Assessment opportunities – KWL grids and mini assessments. | -How to use and make maps.  -About geographical and human features in Mexborough.  -About important people who help them in their local community. | Prior Knowledge:  - Hibernating animals   * Under the sea animals * Nocturnal animals * Wild animal’s vs pets * Where some animals live   What they will learn: - Identify animal classifications   * Basic understanding of food chains * Name the 7 continents * Understand the difference between 2 climates * Will be able to perform a simple test |  |
| 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. | - Identify and name a variety of common animals including fish, amphibians, reptiles, birds, mammals and invertebrates.  - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. |  |
| History | -Look at cartoonists and illustration through history including masters such as Walt Disney and classic comics such as Spider-Man and Superman through to contemporary comic and cartoon heroes. | -Describe historical events and significant people from the past.  -Recognise that there are reasons why people in the past acted as they did.  -Look at Nelson Mandela and why he’s famous for promoting a message of forgiveness and equality.  - Look at Shackleton and his journey to Antarctica. |  |
| Geography | -Name of local geographical features e.g. hills, roads, town, parks.  -Speak and write directions to their own homes from school.  -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. | - Name and locate the world’s continents and oceans.  7 continents – north America, south America, Europe, Africa, Asia, Australia, Antarctica.  Oceans of the world – Atlantic, Arctic, Indian, Pacific and Southern  -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.  - Compare a town in Antarctica and Africa to Mexborough.  - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. |  |
| Art and design | -Pop art – Andy Warhol – comic strips. Use thick and thin paint brushes. Mix primary colours to make secondary.  -Detailed observational drawings of buildings (Conisbrough Castle, St Johns Church) using a range of drawing media. | -Explore African Tingatinga art. Use thick and think paint brushes. Mix primary colours to make secondary. |  |
| Design Technology | -Develop an understanding of the right types of food and diet for good health. Make and eat a range of tasty snacks and create menus for superheroes.  -Design and create a purposeful, functional and appealing spaceship for their alien. | -Design, create and evaluate igloos for an Inuit community. |  |
| Computing | -Develop skills using ICT art package (paint) to create their alien. Use internet images as a stimulus. Learn how to draw and paint characters using graphic modelling. | - Communicate via emails and skype with pen pals/school in Africa. |  |
| Music | -Explore a range of instruments and create and perform their own sounds and music linking to onomatopoeias (crash, pow, bang). Record and use in dance or gymnastics performances. | - Explore traditional African tribal music.  - Hire specialist percussionist to deliver African music and dance workshop in school. |  |
| PSHE | -Explore a variety of social and moral issues such as bullying. Compare the qualities of super heroes and villains and how each character might deal with the problem.  -Carry out an activity which contributes to the local community such as weeding, litter picking or planting bulbs. | - Explore endangered animals in the polar regions and Africa .  - Adopt an animal through the WWF.  - Become Green Ambassadors and get involved with environmental projects that will help reduce carbon footprint. |  |