

**Curriculum Overview – Year 1 2019-20**

**Ongoing Curriculum:**

**U n I t 1** **1 - Identity and Culture**  
**Essential question: Who am I - What makes me special?**  
**Learning Outcome: host an event within our school community to share our North stars.**  
**Call to action: Sharing our North Star within our school community**

History- Changes within living memory. - What would I do as a baby? What can I do now? What will I be able to do?

Who am I in different contexts At home and at school?

Geography:  
 -use basic geographical vocabulary to refer to:  
 key physical features, *of the Paignton area*  
 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- use aerial photographs and plan perspectives to recognise landmarks on KAA site and basic human and physical features; *Create our own maps/journey of the school walk.*

*Go for a walk in immediate area:school site.*  
*Children to make maps of local area- Where do I live? Where do I eat? Where do I play? Where do my friends live?*

Science: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense- Children draw

PSHE - H3, H13, - see PSHE association programme of study (ask CSA)  
 SRE - Growing and changing unit (see H10)

Music: *Planned to make links with the unit through communication with CTs.- Firework (Katy Perry) (Proud , Heather Small) (Reach for the stars - Steps)*

Science : Seasonal Changes- observe changes across the 4 seasons *begin and track throughout the year.- Small tree diary to be filled in each term.*

English: North star text from a Y6 child (core text)

**2 - Health and Wellness**  
**Essential question: How can we help our community to be healthy?**  
**Learning Outcome: Collaborative recipe book with healthy meals in - given to families at the end of the unit. I**  
**Call to action: Have a healthy meal with our families (IN SCHOOL)**

**Additional experiences: Visit to a supermarket to see and buy ingredients for healthy shared meal**

**English: - How to make a healthy meal (Instructional text) - 7 weeks**  
**Learning the text - How to make a smoothie-**  
**Practising/Independent writing - How to make soup + own IND sentence e.g. ‘enjoy your own delicious soup!’**

**D&T: Revisit**  
**Cooking and nutrition**

- use the basic principles of a healthy and varied diet to prepare dishes
- (begin) to understand where food comes from (via Supermarket trip)

**Art and Design:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

**RE:**  
 1.1 - What do Christians believe God is like? Who do Christians say made the world?  
 1.3 -*Christmas*  
 Why does Christmas matter to Christians?

**Science:** (revisiting)

- identify, name, draw and label the basic parts of the human body and say which

<p>North star from our teacher 'as a child' (modelled text)</p>	<p>part of the body is associated with each sense</p> <ul style="list-style-type: none"> <li>Seasonal changes: observe changes across the 4 seasons - across the year (revisit 'tree' art work)</li> <li>Working scientifically: asking simple questions and recognising that they can be answered in different ways</li> </ul> <p><b>PSHE:</b>  <b><u>Unit of Learning 4: Individuality, Independence and Assertiveness. PSHE Association Theme: Health and Well-Being</u></b>  <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To reflect on the importance of being safe.</li> <li>To understand what a safe and sensible choice is.</li> <li>To broaden knowledge of different types of risks and the impact of these - linked to supermarket trip</li> </ul> <p><b><u>Unit of Learning 5: Being Safe and Asking for Help. PSHE Association Theme: Relationships</u></b>  <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To reflect on how we always have to take responsibility for our own actions.</li> <li>To understand there are many people who can help us.</li> <li>To broaden knowledge of people who can help us in different situations and who we can trust.</li> </ul> <p><b><u>Unit of Learning 6: Growing Up, Staying Healthy and Making Ambitions. PSHE Association Theme: Health and Well-Being</u></b>  <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To reflect on how we can be the most effective and responsible citizen - linked to responsibilities &amp; supermarket trip (out in</li> <li>To understand the changes in the human body. - RSE session "growing and changing"</li> <li>To broaden knowledge of how to be healthy.</li> </ul>
<p><b>3 - Technology and Innovation</b>  Essential question:  Learning Outcome:  Call to action:</p> <p><b>Additional experiences: Trip to the town</b> - trip in to the town to explore geographical features: harbour, town, beach, park etc.</p> <p><b>English:</b> - Narrative - Text TBC</p> <p><b>Science:</b> Materials</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> </ul>	<p><b>5 - Conflict &amp; Resolution</b>  Essential question:  Learning Outcome:  Call to action:</p> <p><b>Additional experiences:</b></p> <p><b>English:</b></p> <p><b><u>Unit of Learning 2: Emotions, Feelings and Friends. PSHE Association Theme: Relationships</u></b>  <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To reflect on how to communicate my emotions</li> <li>To understand how emotions change at different points in relationships</li> </ul>

- 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

Science: Working Scientifically:

- observing closely, using simple equipment
- performing simple tests
- identifying and classifying using their observations and ideas to suggest answers to questions

**Science** - Seasonal changes: observe changes across the 4 seasons - across the year (revisit 'tree' art work)

**D&T:**

**Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

**Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**History**

**Events beyond living memory that are significant nationally or globally** Development of the railway?

**Significant historical events- Singer family/Herbert Whittlely (founded the zoo)**

**RE:** 1.1 - What do Christians believe God is like? 1.2 - Who do Christians say made the world? 1.3 - Why does Christmas matter to Christians (incarnation)? 1.4 - What is the good news Christians believe Jesus brings (gospel) 1.5 - why does Easter matter to Christians (salvation)

To broaden knowledge of how to remain safe

**Unit of Learning 3: Choices, Decisions and Democracy. PSHE Association Theme: Living in the Wider World**

**Learning Outcomes:**

- To reflect on my role within society and to identify what I can do to help the world be the best it can be.
- To understand what humans need for a happy healthy and safe life.
- To broaden knowledge of what is right and wrong, and legal and illegal.

**RE:**

**1.9** - How should we care for others and the world and why does it matter?

Science - Seasonal changes: observe changes across the 4 seasons - across the year (revisit 'tree' art work)

<p><b>4 - Environment and Sustainability</b></p> <p>Essential question: Learning Outcome: Call to action:</p> <p>Additional experiences: trip in to the town to explore geographical features: harbour, town, beach, park etc.</p> <p>English - Ash Trees</p> <p><b>Science:</b></p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p><b>Geography:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (adding in local town knowledge)</li> </ul> <p>Science - Plants:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Science - Seasonal changes. identify seasonal and daily weather patterns in the United Kingdom in relation to the Equator and the North and South Poles observe changes across the 4 seasons - across the year (revisit 'tree' art work)</p>	<p><b>6 - PART 2 - Identity and Culture</b></p> <p>Essential question: Where am I in the world? Outcome: Global vs Local food market Call to action: To invite people in to our home made food market and share our global knowledge linked to these foods.</p> <p><b>D&amp;T:</b></p> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Revisiting - use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• In more depth - understand where food comes from.</li> </ul> <p><b>Geography:</b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>Geographical skills and fieldwork (revisiting)</b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul> <p>NEW RE: 1.6 - Who is a muslim? And how do they live? 1.7 - Who is Jewish? How do they live? 1.8 - What makes some places sacred to believers. 1.9 - How should we care for others and the world and why does it matter?</p> <p><b>Significant historical events- Singer family/Herbert Whitley (founded the zoo)</b></p>
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