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Curriculum overview All About Me: Year 1

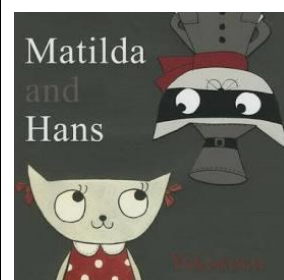
Our values this term are Respect and Responsibility

Year 1- Who am I? Super-duper me!

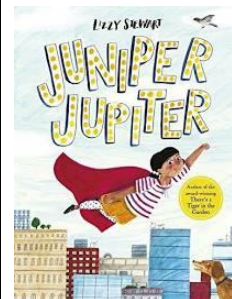
As our intake is generally made up of approximately 35% of children on the pupil premium register and 58% who have English as a second language, many of our children have limited preschool and "real" experiences and knowledge which affect both their acquisition of and understanding of language. We therefore need to take account of this in our curriculum, ensuring Oracy and vocabulary are prioritised and what they learn is relevant to our children. Our Curriculum is also representative of our pupils, celebrating them and their roots while reflecting our values.

Intent- To develop an understanding of themselves, their families and their local community. Children will be able to discuss their talents, talents of others and how they are similar and different to their classmates. Through the theme 'Superhero Me', we will look at how different people are 'superheroes' – children, parents, boys & GIRLS, local personalities, and how we can become healthier versions of ourselves through healthy eating.

Our key texts this term are:

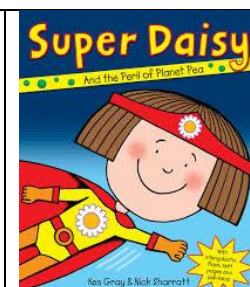


Matilda and Hans Yokococo



Juniper Jupiter Lizzy Stewart

<https://www.youtube.com/watch?v=2GUtXj1UQ78>



Super Daisy Kes Gray

<https://www.youtube.com/watch?v=hNdKEz6p9Qg>



Eliot Midnight superhero Anne Cottringer

<https://www.youtube.com/watch?v=P7oVJkgTJT8>

Our traditional tale this term is:

Princess and the Pea-

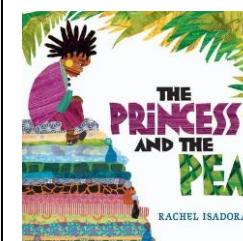
Once upon a world by Chloe Perkins

<https://www.youtube.com/watch?v=LpWqFY2kn-0>



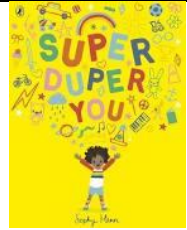
Princess and the pea Rachel Isadora

<https://www.youtube.com/watch?v=fufO39GcBxl>



Princess and the pea by Carly Gledhill





Super-duper you Sophy Henn
https://www.youtube.com/watch?v=bFK_PLg0FYk

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Engagement in KS1	Motivation in KS1	Thinking in KS1
Enquiry Collaboration Challenge	Motivation Resilience Pride	Reasoning Reflection Creativity

English	History	PSHE
Following Read Write Inc Daily Oracy sessions Read write Inc phonics sessions Weekly reading in school Read stories from different cultures Learn a familiar story (Super-duper You) Learn a traditional tale (The Princess and the pea) Talk about familiar stories/story patterns/predict what might happen next. Check in Daily morning books	Key Questions What was Tredworth like in the past? Has childhood always been the same? Did Granny have an xbox? What was a trip to the shops like for grandma? (Black History Month)	Can I talk about myself and my relationships? Can I value differences?
	Knowledge I know that life was not the same for children living in Tredworth in the past, as it is now. I know some similarities and differences between toys and shops in the past and now. I know the language of same, different, compare, before, after, past, now, then, timeline, modern, new, old, 1950's and 1960's and can use it in context. I know some of the ways in which the past is represented Skills I can describe what life was like in the past. I can explain some of the similarities and differences between my childhood and a child in the past. I am beginning to use the language of same, different, compare, before, after, past, now, timeline, modern, old, 1950's and 1960's I can explore different ways (asking questions, comparing artefacts and photographs) to find out information about the past. Roots/ Black History month Knowledge I know where my family come from I know what significant means I can name and talk about a significant individual (See Black History Planning PowerPoint) Skills I can show an understanding of my family heritage (grand parents, grandma. Nanny, grandad, great grandparent) I can talk about similarities and differences between my roots and another I can talk about a significant individual and say why they are important	Following SCARF scheme Me and my relationships (term 1) Valuing difference (term 2)
Music	Geography	Design Technology
Term 2: Can I sing and perform Christmas songs?	Where do I come from? (The first half term will focus on local area and Gloucester, however, the second half term will move towards a roots country)	What can I design and make?

<p>Knowledge:</p> <p>I know how to confidently sing at least 5 songs from memory and sing them in unison.</p> <p>I know what makes a good performance.</p> <p>I know a performance is sharing music with other people, called an audience.</p> <p>Skills:</p> <p>I can sing notes of different pitches (high and low).</p> <p>I can make different types of sounds with my voice e.g. rap or say words in rhythm.</p> <p>I can start and stop singing when following a leader.</p> <p>I can perform Christmas songs I have learnt to an audience.</p>	<p>Knowledge</p> <p>I know different places I can see in Tredworth (shops, homes, parks, farm etc).</p> <p>I know how to identify the significant features (landmarks) of my local area.</p> <p>I know why some features of my local area are important.</p> <p>I know when to use vocabulary such as near and far.</p> <p>I know how to talk about a journey and my local area making a simple pictorial map.</p> <p>I know some map making symbols</p> <p>I know how to read a simple map locating some important features.</p> <p>ROOTS I know what is like to live in a locality different to my own (Africa/ Sri Lanka?).</p> <p>Skills</p> <p>I can say where I live naming some important features</p> <p>I can say somewhere where I go often/rarely</p> <p>I know the furthest that I have travelled</p> <p>I can say what I see on the way to school</p> <p>I can talk about why some features of my local area are important</p> <p>I can begin to use the language near and far with some accuracy</p> <p>I can talk about a journey a journey through my local area</p> <p>I can make a map of the local area including key features and symbols</p> <p>I can use a map to get around</p> <p>I can make a plan of the classroom</p> <p>I can hold a plan the right way up, I can add items to a plan</p> <p>I can read a simple map locating some important features</p> <p>I can remember a journey</p> <p>I can talk about what it might be like to live in a locality different to my own.</p> <p>I can use Google Earth to find my address</p> <p>I can attempt to write my own address</p> <p>I can describe my own house, I might be able to write about the key features of my house</p>	<p>Knowledge</p> <p>I know how to manipulate clay with my hands and some simple tools to create a Diya lamp, which resembles my design.</p> <p>I know more than one way create a moving part in my art work (when making a Christmas card). This may include a hinge or a pop up mechanism.</p> <p>Skills</p> <p>I have positive attitudes and enthusiasm for Design and Technology</p> <p>I can select from and use a range of tools and equipment to perform practical tasks, for example; cutting, designing, constructing, shaping, joining and finishing.</p> <p>I can make a moving Christmas card which includes a hinge or a popup.</p> <p>I can design and make a Diya lamp, following instruction to achieve a planned outcome.</p>
Science	Computing	Art and Design
<p>Topic – Humans and other animals</p> <p>What does my body do?</p> <p>How do I find out about my world?</p> <p>How am I the same as or different to other animals?</p>	<p>E-Safety</p> <p>Can I keep myself safe online?</p>	<p>Can I control the lines I make by being aware of how I hold a drawing tool?</p> <p>Access art: Spirals pathway</p>

Seasonal change

Knowledge

I know about some different types of weather and can link this to my understanding of the seasons (retrieval from reception term 3)
I know some changes that happen in Autumn, Winter, Summer and Spring (retrieval from reception term 3)
I am beginning to use some scientific language to talk about the changes in Autumn and Winter (retrieval from reception term 3)

Skills

I can talk about the weather linking this to seasonal change (retrieval from reception term 3)

Humans and other animals

Knowledge

I know the names of some body parts (retrieval from reception term 3)
I know the names of the 5 senses
I know what some animals eat and I am beginning to use the language of herbivore, carnivore and omnivore.
I know the names of different animals and I am beginning to talk about them
I know some different ways to group animals

Skills

I can talk about parts of my body. (retrieval from reception)
I can talk about parts of other animals' bodies and say how they are the same and different.
I can use the words senses, hear, see, touch, smell, taste.
I can talk about what animals eat and use the language of herbivore, carnivore and omnivore.
I can name and talk about different animals.
I can group animals in different ways.

Working scientifically

I ask simple questions
I recognise that questions can be answered in different ways (I can find information from secondary sources, ask people questions, complete practical activities)
I can observe closely (including changes over time)
I can compare things. I can sort and group them.
I can gather and record data to help answer simple questions.
I can use simple equipment to make measurements (thermometers, magnifying glasses, timers)
I can perform simple tests (with help)
I can talk about what I have found out and how I found it out (with help)
I can record and share what I have found out in different ways (with help)
I can use simple scientific language (with help)

Knowledge

I know how to stay safe online.
I know who a trusted adult is.

Skills

I can keep my password private.
I can tell you what personal information is.
I can tell an adult when I see something unexpected or worrying online.
I can talk about why it is important to be kind and polite.
I can recognise an age-appropriate website.
I can agree and follow sensible e-Safety rules.

Knowledge

I understand that drawing is a physical activity.
I understand that I can use my sketchbook for experimentation and exploration.
I understand we may all have different responses to art and understand that all responses are valid.

Skills

I can explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.
I can work at a scale to accommodate exploration.
I can use colour (pastels and chalk) intuitively to develop spiral drawings.
I can develop experience of primary and secondary colours.
I can practice observational drawing.
I can explore mark making.
I can reflect upon an artists work and share my responses verbally.
I can present my own artwork journey and any final outcomes and reflect on this verbally.

Maths	PE	RE
<p>Following CanDo Maths Scheme. Daily Maths MOT</p> <p>1.1 Place value to 20 1.2 2D shape 1.3 Addition and Subtraction 1.4 place Value 10 100</p>	<p>Can I show some of the Fundamental Movement Skills required of me in my PE lessons such as Coordination, Balance and Agility?</p>	<p>What do Christians believe God is like? 1.1 Who do Christians say created the world? 1.2</p>
	<p>Planning from the RealPE Jasmine platform.</p> <p>(Term 1, Personal Cog) Vocabulary: practise, fluency, half turn, combine, pivot, front, reverse, challenging, core muscles, tight, squat Focus: Co-ordination, footwork (3 weeks) Skills: I can move with good control I can move with good balance I can move smoothly Knowledge: I know to keep my head up I know to bend my knees to help balance I know to work off the balls of my feet Activity: 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left). Focus: Static Balance 1 leg (3 weeks) Skills: I can balance with standing foot still I can balance with non-standing foot off the floor I can balance with minimum wobble Knowledge: I know to keep my head still I know to keep my tummy tight I know to keep my back straight Activity: On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats.</p> <p>(Term 2, Social Cog) Vocabulary: sensibly, take turns, landing, swing, freeze, quarter, position, swap, cone, return Focus: Dynamic Balance, Jumping and landing (3 weeks) Skills: I can achieve good take off and height I can land with balance and control</p>	<p>Knowledge 1.1 I know what Christians believe God is like I know who Christians believe made the world I know why festivals such Christmas Hannukah and Diwali matter to Christians, Hindus, Jews</p> <p>Skills 1.1 I can talk with an adult about core beliefs and concepts studied and begin to understand what they mean I can talk about how stories show what people believe Retell stories and talk about what they mean I can talk about religious festivals (Diwali, Hannukah, Christmas), talk about how people celebrate and explain why it is important to Christians., Hindus and Jews. I can recall some features of the Christmas story and begin to say why Christmas is important to Christians</p> <p>Knowledge 1.2 I know what Christians believe God is like I know who Christians believe made the world I know why festivals such Christmas Hannukah and Diwali matter to Christians, Hindus, Jews I know some similarities and difference between the Jewish, Christian and Islamic faiths I know some examples of reasons Christian thank God for the creation of the world I know that different people celebrate different religious festivals (Easter, Holi, Eid) and I can talk about the similarities and differences between these celebrations</p> <p>Skills 1.2 Make sense of belief: I can retell the story of creation from Genesis 1:1–2:3 simply remembering some key parts I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible I can say what the story tells Christians about God, Creation and the world Understand the impact: I can give at least one example of what Christians do to say ‘thank you’ to God for Creation Make connections:</p>

	<p>I can land softly and quietly</p> <p>Knowledge:</p> <p>I know to keep my feet a shoulder width apart</p> <p>I know to keep my head up as I land</p> <p>I know to bend my knees on take-off</p> <p>Activity:</p> <p>1. Jump from 2 feet to 2 feet with quarter turn in both directions.</p> <p>2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</p> <p>Focus: Static Balance Seated (3 weeks)</p> <p>Skills:</p> <p>I can balance with hands/feet up for 10 seconds</p> <p>I can balance with minimum wobble (control)</p> <p>I can maintain balance without strain</p> <p>Knowledge:</p> <p>I know to keep my head up and still</p> <p>I know to keep my tummy tight</p> <p>I know to keep my back straight</p> <p>Activity:</p> <p>1. Pick up a cone from one side, swap hands and place it on the other side.</p> <p>2. Return the cone to the opposite side.</p>	<p>I can begin to think, talk and ask questions about living in an amazing world</p> <p>I can give a reason for the ideas they have and the connections they make between the Jewish/Christian/Islamic Creation story and the world they live in.</p>
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