



Curriculum overview Eco Term: Year 1

Our values this term are Respect and Responsibility and Courage

Year 1 - How can I help my community?

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.

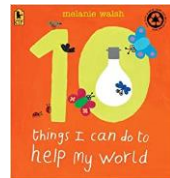
Intent-

To recognise what our local community looks like and what is in it. To think about ways we can show respect for our school, community and the people in it. To talk about responsibilities which would be appropriate for us. We will be looking at how the 10 topics from Eco Schools affect our local community and how we can take steps to look after it. We will think about how we can share this information within our community.

Our traditional tale this term:

3 Billy Goats Gruff

Our key texts this term are:



10 things I can do to help my world by Melanie Walsh

<https://www.youtube.com/watch?v=ccphW890GTo>



The great paper caper by Oliver Jeffers

<https://www.youtube.com/watch?v=M9b0OsnY4yE>



Lift the flap, Questions and answers about plastic by Katie Daynes



The tale of a toothbrush, a story of plastic in our oceans by M.G. Leonard

<https://www.youtube.com/watch?v=NBDbvDbH3fk>

George saves the world by lunchtime by Jo Readman and Ley Honor Roberts

<https://www.youtube.com/watch?v=X3wvZG8vDUU>

A planet full of plastic by Neal Layton

<https://www.youtube.com/watch?v=mFJ8beW9ZCI>

The world came to my place today by Jo Readman and Ley Honor Roberts

[Story Time with Miss Gray - The world came to my place today by Jo Readman and Ley Honor Roberts - YouTube](#)

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 (10 things I can do to help my world) Learn a traditional tale (3 Billy goats gruff) Talk about familiar stories/story patterns/predict what might happen next. Check in Daily morning books	What is an explorer? Why was Mae Jemison a great explorer? How can we find out about what Edward Wilson did to make him a great explorer?	Do I know how to keep myself safe? Do I know that I have rights and deserve to be respected?
	Knowledge I know about some things that explorers discovered in the past I know some words and phrases to describe the lives and events of significant people in the past (Mae Jemison and Edward Wilson) (significant, source, heroes, timeline, evidence) and am beginning to use them I know some common words and phrases relating to the passage of time I know where Mae Jemison and Edward Wilson fit into a timeline Skills I can use words and phrases such as: significant, source, heroes, timeline, evidence. I understand and can use some ways in which we find out about the past I can ask and answer historical questions about Mae Jemison and Edward Wilson. I can talk about why the accounts maybe different.	Following SCARF scheme Keeping safe (term 3) Rights and respect (term 4)
Music	Geography	Design Technology
Term 3 and 4: How do I play a violin? Term 3 and 4: Can I name some different styles of music? Terms 3 and 4: Can I sing songs about our planet/world?	Where in the world am I? Where do different animals live and what are their habitats? Where do our favourite animals live?	What can I design, make and evaluate?
Infant Strings Vocabulary: violin, neck, bow, strings, pluck, melody, crotchet, quaver, minim, rest Knowledge: I know how to play the violin with some musicality and understanding. Skills: I can hold a violin in the correct position. I can pluck the strings to form a desired note. I can bow the strings to make a desired note. I can play the violin rhythmically and melodically playing simple tunes. I can follow a series of music notes in a 4 bar melody.	Knowledge I know the names of and can locate the world's seven continents . I know how to use world maps, atlases and globes to identify some countries and continents . I know how to use simple field work and observation skills I know about and can describe the habitat of an animal explaining what it is like where they live. I know the names of some animals that live in a habitat I know this may be different to my local area (Term 1 knowledge and skills)	Knowledge I know that textiles are used to make clothing and some other products. I know there is a purpose to designing textile products. I know some language to talk about the design process 'design, make, evaluate'. I know some ways to join textiles these may be quicker joins, stapling, safety pins or glue. Skills - Design I can design a product/item with a clear purpose. I can make a diagram to show my design. I can develop a simple design criterion. Skills – Make I can safely cut materials using tools provided.

<p>Follow plan from Charanga.</p> <p>Term 3 - Original Scheme, Year 1, Spring 1, In the Groove</p> <p>Term 4 - Original Scheme, Year 1, Spring 2, Round and Round</p> <p>Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove, keyboard, bass, guitar, percussion, trumpets, saxophone, pulse, rhythm, pitch, improvise, compose, perform, audience</p> <p>Knowledge:</p> <p>I know how to find the pulse of the music.</p> <p>I know that the pulse is the heartbeat of the music.</p> <p>I know how to find the rhythm of a piece of music.</p> <p>I know how to play the glockenspiel with a sense of musicality.</p> <p>I know how to improvise to the songs by clapping and playing a glockenspiel.</p> <p>I know how to compose (make up) a simple melody using a set of notes on the glockenspiel to the songs: In the Groove and Round and Round.</p> <p>I know what makes a good performance.</p> <p>Skills:</p> <p>I can find the pulse of the song: In the Groove and Round and Round.</p> <p>I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>I can copy back/clap rhythms when playing warm-up games.</p> <p>I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>I can play the glockenspiel along to the songs: In the Groove and Round and Round.</p> <p>I can improvise by clapping my own rhythms and playing my own set of notes to the music.</p> <p>I can compose (make up) a simple melody using a set of notes on the glockenspiel to the songs: In the Groove and Round and Round.</p>	<p>Skills</p> <p>I can recognise some environments are different to where I live. I am beginning to understand some areas are hotter or colder than where I live.</p> <p>I can begin to talk about significant features of an environment</p> <p>I can use appropriate language to describe a habitat, for example hot and cold. (link to science eco term)</p> <p>I can name an animal that would live in a habitat (link to science eco term)</p> <p>I can understand that the climate is different in other continents.</p> <p>I can use world maps to locate some of the worlds continents Europe, Asia, South America, Australasia, Africa, North America, Antartica)</p> <p>And oceans Pacific, Atlantic, Southern, Indian, Artic</p> <p>I can recall ways I can look after my world</p> <p>I am beginning to understand that humans are causing some changes to our natural world.</p> <p>I know some of the ways humans are causing changes to the natural world and I am beginning to talk about this (this will include my understanding from Reception, caring for animals, putting litter in the bin and saving water).</p> <p>I can recognise some environments are different to where I live. I am beginning to understand some areas are hotter or colder than where I live. (water, marine,ocean, fish, habitats,coral, seaweed, mammals, amphibians, insects, reptiles, artic)</p>	<p>I can begin to join textiles using a running stitch.</p> <p>I can colour and decorate textiles using a number of techniques, such as dying or adding sequins.</p> <p>I can choose the right materials for making a product.</p> <p>Skills – Evaluate</p> <p>I can evaluate my own design/products against a basic design criteria.</p>
Science	Computing	Art and Design
What is it made of?	Can I use a computer programme to create an algorithm?	What can I create? Access art: Making Birds pathway

<p><u>Seasonal change</u></p> <p>Knowledge I know about some different types of weather and can link this to my understanding of the seasons (retrieval from reception). I am beginning to use some scientific language to talk about the changes in Winter and Spring (retrieval from reception). I am beginning to use some scientific language to talk about the changes in Spring (retrieval from reception).</p> <p>Skills I can talk about the weather linking this to seasonal change.</p> <p>Materials Knowledge I know some words to describe different material (cross curricular DT). I know why some materials may be used for a specific purpose (cross curricular DT).</p> <p>Skills I can find out about the materials objects are made from. I can explore the properties of materials (cross curricular DT).</p> <p>Eco term I can group animals I know about their habitats I know what a marine habitat it (cross curricular geography) I know what energy is and what uses electricity in my home I can talk about recycling and sort rubbish</p> <p>Working scientifically I can ask simple questions. I can 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).</p>	<p>Knowledge I know how to group and sort using a computer programme. I know data can be presented in a picture format.</p> <p>Skills Grouping and Sorting (Purple Mash Yr 1 Unit: 1.2) I can sort items using a range of criteria. I can sort items on the computer using the ‘Grouping’ activities in Purple Mash. Pictograms (Purple Mash Yr 1 Unit: 1.3) I can understand that data can be represented in picture format. I can contribute to a class pictogram. I can use a pictogram to record the results of an experiment</p> <p>Eco term links: I can record a video explaining what you have learnt about our Eco Topic. I can undertake the Eco/Recycling activities on Purple mash.</p>	<p>Knowledge I Know that there is a relationship between drawing on paper (2d) and making (3d). I know that we can transfer 2d drawings into 3d objects. I know understand that collage is the art of using elements of paper to make images. I know that we can create our own papers with which to collage. I know that sculpture is the name sometimes given for artwork which exists in three dimensions. I know the meaning of “Design through Making”. I know the work of sculptors, listening to the artists’ intention behind the work and the context in which it was made. I know that we may all have different responses in terms of our thoughts and the things we make.</p> <p>Skills I can create an observational drawing, observing detail using pencil, graphite and handwriting pen. I can use my sketchbook to practise observational drawing. I can use my sketchbooks to explore mark making. I can combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. I can use a combination of two or more materials to make sculpture. I can use construction methods to build. I can work in a playful exploratory way, responding to a simple brief, using a design through Making philosophy</p>
<p>National Curriculum</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made 		

<ul style="list-style-type: none"> 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. 		
Maths	PE	RE
<p>Following CanDo Maths Scheme Daily Maths MOT</p> <p>1.5 addition and subtraction 7-10 1.6 3D shape 1.7 addition and subtraction 11-16 1.8 Measurement</p>	<p>Can I show some of the Fundamental Movement Skills required of me in my PE lessons such as Coordination, Balance and Agility with fluency and control?</p>	<p>How should we care for the world and others and why does it matter? 1.9 What does it mean to belong to a faith community? 1.10</p>
	<p>(Term 3, Cognitive Cog) Vocabulary: backwards, heels, shoulder, width Focus: Dynamic Balance: On a Line (3 weeks) Skills: I can move smoothly and with minimum wobble I can maintain balance on the line with head up I can move with opposite arm and leg moving forwards Knowledge: I know to keep my head up and still I know to keep my back straight and tummy tight I know to swing my arms to help move and balance Activity: 1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom. Focus: Static Balance: Stance (3 weeks) Skills: I can balance with both feet facing forwards I can balance with feet still I can balance with minimum wobble (control) Knowledge: I know to keep my feet a shoulder width apart I know to bend my knees I know to keep my back straight and head up Activity: 1. Stand on low beam with good stance for 10 seconds.</p> <p>(Term 4, Creative Cog) Vocabulary: observe, describe, upper body, around, touching, side to side Coordination: Ball Skills (3 weeks) Skills: I can maintain control of the ball I can move the ball in both directions</p>	<p>Knowledge I know a story or text that says something about each person being unique and valuable. I know Genesis 1 tells Christians and Jews about the natural world. I know how people show that they care for others and the environment. I know how to ask appropriate questions about Christianity and the treatment of others and the natural world.</p> <p>Skills I can talk about ways I am unique and valuable. I can talk about how Christians believe the world was created. I can care for others and my environment. I can think, talk and ask questions about what difference believing in God makes to how people treat others and the natural world.</p>

	<p>I can move the ball smoothly and fluently</p> <p>Knowledge:</p> <p>I know to keep my tummy tight and weight through my bottom</p> <p>I know to use my fingers to move the ball</p> <p>I know to focus on moving the ball smoothly rather than on speed</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand. <p>Counter Balance: With a Partner (3 weeks)</p> <p>Skills:</p> <p>I can maintain balance throughout</p> <p>I can move smoothly and with control</p> <p>I can coordinate movements with my partner</p> <p>Knowledge:</p> <p>I know to keep my tummy tight</p> <p>I know to keep my back straight and head up</p> <p>I know to hold on to my partner's forearms and communicate with them</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. 	
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