



Curriculum overview Creative Term: Year 1

Our traditional tale this term is:	Alternative versions:
<p>12 Dancing Princesses- The Twelve Dancing Princesses by Rachel Isadora https://www.youtube.com/watch?v=oEKMPG_O7tM</p> 	

Our values this term are resilience and pride.

Year 1 - Who is the Artist/Musician in me?

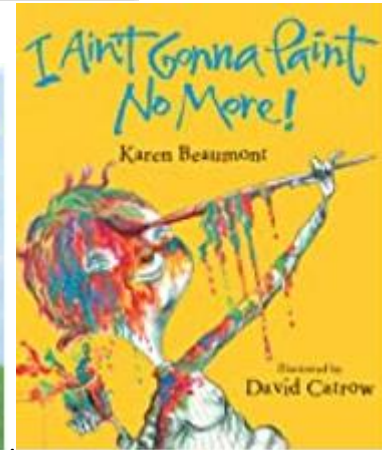
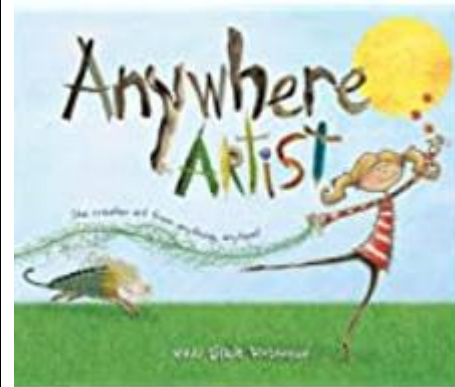
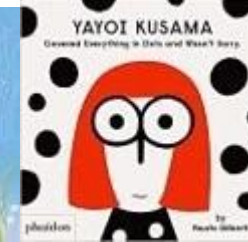
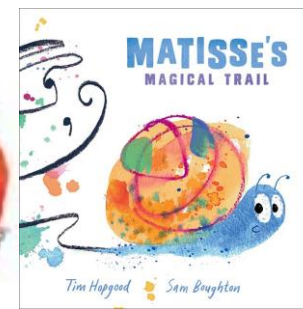
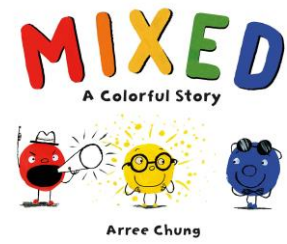
As our intake is generally made up of approximately 35% of children on the pupil premium register and 58% who have English as a second language, many of our children have limited preschool and "real" experiences and knowledge which affect both their acquisition of and understanding of language. We therefore 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-

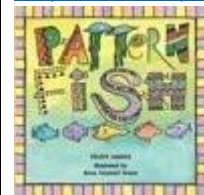
Music and Art is a universal language that embodies some of the highest forms of **CREATIVITY** and we hope that this term will engage and inspire our children to develop a love of Music and Art. We hope it will increase their self-confidence and **RESILIENCE** leaving them with a sense of achievement and **PRIDE**.

This term children will be exploring a variety of work from famous past/present Musicians and Artists around the world. Children will study how the work has been composed and discuss what emotion it portrays. They will gather the knowledge to be able to devise their own viewpoints on Music and Artwork. Children will learn about different artist techniques and have the opportunity to develop and apply these skills when creating their own work. They will experience listening to different genres of music, learn the key components and dimensions of music and learn how musical instruments/the voice can be used to create desired effects. They will learn how to listen/respond to music with intent, compose and perform music.

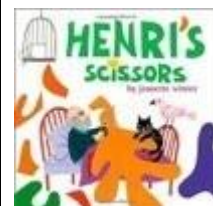
Our suggested key texts this term are:



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



<https://www.youtube.com/watch?v=xc3EkxJHQkY>



<https://www.youtube.com/watch?v=r0DwcqCF9iM>

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 .	What is an invention? What did Isambard Kingdom Brunel invent? How have steam trains/ railways and bridges changed the world?	Following the SCARF Scheme Growing and changing (term 5) Being my best (term 6)
	Knowledge I know about significant people in the past and how they contributed to the world. (own locality) This may include Isambard Kingdom Brunel (Bristol link) I know some historical terms including significant, historical, inventor, evidence, transport, engine, steam, railway, I know what to use to find out about the past and significant people. Skills I can talk and ask and answer questions about significant people and events from the past and compare them. I can use a range of vocabulary including historical terms I can identify similarities and differences between ways of life in the past and now. I can place events on a chronological framework/timeline.	
Music	Geography	Design Technology
Can I create music by playing, improvising and composing?	Where in the world do people live?	What can I design and make?
Knowledge I know the names of the notes in my instrumental part from memory or when written down. I know the names of the instruments I am playing. I know that improvisation is about making up your own tunes on the spot, that it has never been heard before and is not written down. I know composing is like writing a story with music. I know some of the skills to have a go at making up/playing a piece of music. Skills I can treat instruments carefully and with respect. I can play a tuned instrumental part with a song I perform. I can play an instrumental part that matches my musical challenge. I can listen to and follow musical instructions from a leader. I can listen and clap my own answer (rhythms of words). I can listen and sing/play back my own answer using one or two notes.	Knowledge I know the names of and can locate the world's seven continents and five oceans (retrieval) I know how to use world maps, atlases and globes to identify countries and continents . I know how to use simple field work and observation skills I know about and can describe the human and physical geography of an area of the UK. I know how to ask and answer questions about a locality I know when to use geographical language near, far, long way away, city, farm. Skills	DT is not a focus this term and will be covered in the following Tredworth Thursday sessions. Knowledge (cooking) I know how to stay safe when using cooking equipment. I know how to keep my body healthy. I know how to safely and hygienically use utensils with support. I know how to measure and weigh ingredients with cups with support. Skills (cooking) I can talk about how to be healthy. I can use utensils safely when cooking. I can accurately measure ingredients with support. Knowledge (woodwork) I know how to safely use tools. I know how to implement cutting and shaping techniques with support. I know which materials are best suited for making particular products. Skills (woodwork) I can safely use tools and techniques.

<p>I can improvise using one or two notes.</p> <p>I can compose a simple melody using up to 3 notes in a group.</p> <p>I can select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>I can combine instrumental and vocal sounds within a given structure.</p> <p>I can create simple melodies using a few notes.</p> <p>I can choose dynamics, tempo and timbre for a piece of music.</p> <p>I can create a simple graphic score to represent a composition.</p>	<p>I can say the names of and can locate the world's seven continents Europe, Asia, South America, Australasia, Africa, North America, Antartica) and 5 oceans Pacific, Atlantic, Southern, Indian, Artic</p> <p>I can use world maps, atlases and globes to identify countries and continents.(retrieval Term 2)</p> <p>I can use simple field work and observation skills</p> <p>I can talk about and can describe the human and physical geography of a small area of the UK.</p> <p>I can ask and answer questions about my locality.</p> <p>I can use geographical language near, far, long way away.</p>	<p>I can use a range if cutting and shaping techniques when working with wood.</p> <p>I can choose the right materials for making a product.</p>
Science	Computing	Art and Design
Can I name some types of plants?	<p>Can I create a set of simple instructions for a program to follow?</p> <p>Can I understand the functionality of the direction keys?</p>	<p>Can I use simple methods to obtain relief prints?</p> <p>Access art: Simple Printmaking Pathway</p>
<p>Plants</p> <p>Knowledge</p> <p>I know the names of some wild and garden plants and use these in my science lessons.</p> <p>I know a few things that plants need to survive (retrieval from Reception Term 3).</p> <p>I know the difference between deciduous and evergreen trees.</p> <p>I know about some different types of weather and can link this to my understanding of the seasons.</p> <p>I know some changes that happen in Autumn, Winter, Summer and Spring.</p> <p>I know the four seasons in order.</p> <p>I am beginning to use some scientific language to talk about the changes in Summer.</p> <p>Skills</p> <p>I can name some wild and garden plants.</p> <p>I can understand Seasonal change, I can identify some things I might see in Spring and compare these to another season.</p> <p>I can name the four seasons in order.</p> <p>Working scientifically</p> <p>I can ask simple questions.</p>	<p>Knowledge</p> <p>I am beginning to know the importance of following instructions when completing a programming task</p> <p>I know how the order of my instructions may affect the result</p> <p>I know how to create a simple algorithm.</p> <p>Lego Builders (Purple Mash Yr 1 Unit: 1.4)</p> <p>I can compare the effects of adhering strictly to instructions to completing tasks without complete instructions.</p> <p>I can follow and create simple instructions on the computer.</p> <p>I can consider how the order of instructions affects the result.</p> <p>Maze Explorers (Purple Mash Yr 1 Unit: 1.5)</p> <p>I can understand the functionality of the direction keys.</p> <p>I can understand how to create and debug a set of instructions (algorithm).</p> <p>I can use the additional direction keys as part of an algorithm.</p> <p>I can understand how to change and extend the algorithm list.</p> <p>I can create a longer algorithm for an activity.</p> <p>I can set challenges for peers.</p> <p>I can access peer challenges set by the teacher as 2Dos.</p> <p>Use Tools</p>	<p>Knowledge</p> <p>I know that we can make single or multiple copies of an image through print.</p> <p>I know how to obtain relief prints.</p> <p>I know the intentions behind the work of a studied artist and the context in which it was made.</p> <p>I know we all may have different responses in terms of our thoughts and the things we make.</p> <p>Skills</p> <p>I can make simple prints using my hands and feet.</p> <p>I can explore my environment and take rubbings of textures I find.</p> <p>I can use my rubbings to make an image.</p> <p>I can push objects I find into plasticine to make prints.</p> <p>I can cut shapes out of foam board and stick them on a block to make a plate.</p> <p>I can print from the plate.</p> <p>I can draw into the surface of the foam board and print from the plate.</p> <p>I can use colour, shape and line to make my prints interesting.</p> <p>I can create a repeat print.</p> <p>I can create a symmetrical or sequenced print.</p> <p>I can use my sketchbook to collect my prints and test ideas.</p>

<p>I can recognise that questions can be answered in different ways (I can find information from secondary sources, ask people questions, complete practical activities).</p> <p>I can observe closely (including changes over time).</p> <p>I can compare things. I can sort and group them.</p> <p>I can gather and record data to help answer simple questions.</p> <p>I can use simple equipment to make measurements (thermometers, magnifying glasses, timers).</p> <p>I can perform simple tests (with help).</p> <p>I can talk about what I have found out and how I found it out (with help).</p> <p>I can record and share what I have found out in different ways (with help).</p> <p>I can use simple scientific language (with help).</p>	<p>I can use Purple Mash 2Explore, 2Beat, 2Sequence and Busy Beats to create music.</p>	
Maths	PE	RE
<p>Following Can Do Maths Scheme MOT sessions</p> <p>1.9 Addition and Subtraction 17-20</p> <p>1.10 Fractions</p> <p>1.11 Position and direction</p> <p>1.12 addition and Subtraction (bridging 10)</p> <p>1.13 Time*</p> <p>1.14 Multiplication and division*</p> <p>* partially</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>See RealPE Jasmin platform.</p> <p>(Term 5, Physical Cog)</p> <p>Vocabulary: single, range, backswing, ready position, follow through, steady, dropped</p> <p>Coordination: Sending and Receiving (3 weeks)</p> <p>Skills:</p> <p>I can send with good accuracy and weight</p> <p>I can get in a good position to receive</p> <p>I can collect the ball safely</p> <p>Knowledge:</p> <p>I know to use backswing and follow through when sending</p> <p>I know to adopt a good 'ready position' (weight on balls of feet, wide base).</p> <p>I know to keep my eyes focused on the ball</p> <p>Activity:</p> <p>1. Throw tennis ball, catch rebound with same hand after 1 bounce.</p> <p>2. Throw tennis ball, catch rebound with same hand without a bounce.</p> <p>3. Throw tennis ball, catch rebound with other hand after 1 bounce.</p> <p>4. Throw tennis ball, catch rebound with other hand without a bounce.</p> <p>5. Strike large, soft ball along ground with hand 5 times in a rally.</p> <p>Agility: Reaction/Response (3 weeks)</p> <p>Skills:</p> <p>I can react and move quickly</p> <p>I can catch the ball consistently</p>	<p>Agreed Gloucester syllabus</p> <p>Who is Jewish and how do they live? 1.7</p> <p>Who is Muslim and how do they live? 1.6</p> <p>Knowledge</p> <p>I know why the Torah is important to Jews</p> <p>I know why the Quran is important to Muslims</p> <p>I know some stories that Jews and Muslims use to guide their beliefs and actions</p> <p>I know how to retell parts of stories that are important to Jews or Muslims and say what they mean</p> <p>I know how to respond sensitively to questions and how to consider the feelings of others in discussion</p> <p>I know that some questions cause people to wonder and that some questions may be difficult to answer</p> <p>Skills</p> <p>Make sense of belief:</p> <p>Talk with an adult about core beliefs and concepts studied and begin to understand what they mean. Recognise the words of the Torah and that it is very important for Jews</p> <p>Talk about how stories show what people believe give examples of how Jews use stories to guide their beliefs and actions.</p> <p>With an adult talk about stories, texts and the teachings guide people's beliefs and actions within the Jewish and Muslim faiths.</p> <p>Retell stories and talk about what they mean.</p> <p>Talk about the ways in which believers put their beliefs into practise. Talk about what they think is good for Jews and Muslims about prayer, respect, celebration and self-control.</p> <p>Ask and respond sensitively to questions about their own and others experiences and feelings.</p>

	<p>I can slow down with control after catching</p> <p>Knowledge: I know to push off hard with my feet I know to keep my head steady and watch the ball I know to move my feet to get to the ball (rather than stretching)</p> <p>Activity: From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce.</p> <p>(Term 6, Fitness Cog) Vocabualry: changes, health, balanced, quickly, in line, shoulders, hips Agility: Ball Chasing (3 weeks) Skills: I can start and stop quickly I can arrive in the correct position to collect the ball (timing) I can collect the ball with balance/control</p> <p>Knowledge: I know to take up a good ready position and push off hard I know to try rolling the ball at different speeds to get the right challenge I know to keep my head steady and watch the ball</p> <p>Activity: 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p> <p>Static Balance: Floor Work (3 weeks) Skills: I can maintain balance throughout I can balance and hold the correct position I can balance with control when changing balance/position</p> <p>Knowledge: I know to keep my hands in line with my shoulders I know to keep my knees in line with my hips I know to keep my back straight and tummy tight</p> <p>Activity: 1. Place cone on back and take it off with other hand in mini-front support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in mini-back support.</p>	<p>Recognise that some questions cause people to wonder and are difficult to answer. Think, talk about and ask questions about Jewish beliefs and ways of living.</p>
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