

CURRICULUM OVERVIEW FOR KS1



2018 – 2019

Toys		Autumn 1
Immersive Experience		
Children plan and take part in a teddy bear's picnic bringing their own bear or soft toy to school.		
History	Geography	Art and Design
<p>Recognise the difference between toys of the past and toys of today. Sequence toys from today and those from previous generations in a timeline.</p> <ul style="list-style-type: none"> • use words and phrases like, old, new, and a long time ago • counting back in years to when children were born • know the date, month and year in which they was born. Toys throughout their lives. Children to create a timeline of toys throughout their lives. • recognising objects from the past and explaining what they may have been used for • explain how they have changed since children were born. Historical photographs as evidence of change- link to the toys that children used to play with 	<p>Compare toys from around the world.</p> <ul style="list-style-type: none"> • geographical features of the world around me-label a map-link to toys • Children to know their school, street, and house • Children to describe a place outside Europe using key geographical words • facilities of a town, city or village • compare where they live • ask and answer geographical questions such as: What do people do in this place? 	<p>Outcome - Teddy Bear art work based on the work of AA Milne. Create toy collages.</p> <p>Skills:</p> <ul style="list-style-type: none"> - able to explain what I see and give an opinion about a piece of art - begin to work in response to, or copy the style of different artists - cut, roll and coil materials

<ul style="list-style-type: none"> • use words and phrases like before, after, past, present, then and now to compare toys • use maths to count back in time such as decades and centuries on a time line detailing the history of toys • Look at grandparents lives- look at the toys that they played with • Compare and contrast toys of the past with today 		
Music	Design and Technology	Science
<p>Compose a piece of music to represent a toy shop.</p> <p>Charanga: Mercury – Hey You Venus – Hands, Feet, Heart Earth - Hands, Feet, Heart</p>	<p>Outcome - Design and make a peg doll or a sock puppet.</p> <p>Skills:</p> <ul style="list-style-type: none"> - I can use my own ideas to make something. I can make a simple plan before making. I can think of an idea and plan what to do next. - I can describe how something works and use simple measurements in construction. I can measure materials to use in a model or structure - I can make a product which moves. I can make my model stronger. I can join materials and components in different ways. - I can explain to someone else how I want to make my product. I can explain what went well with my work. 	<p>Recognise and name the variety of materials that toys are made from. Investigate how toys move, for example pushes and pulls.</p> <p>Mercury: Everyday Materials (Year 1) Venus: Everyday Materials (Year 1) Earth: Pushes and Pulls (Year 1 and 2)</p>

	<p>- I can choose appropriate resources and tools. I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles.</p> <p>Cooking (Using Islington Get Cooking Handbook) Mercury – Dips -Caribbean Red Pepper Salsa Venus – Dips - Tzatziki Earth – Dips - Tzatziki</p>	
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Create pictures of toys using a paint programme or drawing app. Take photos of toys and type captions using apps such as ‘Popplet.’ • Children will begin to familiarize themselves with certain apps and programs they will use throughout the year. • Establish their usernames and passwords for apps and programs and begin to understand the importance of keeping these safe. • Understanding that photos can be edited and deleted until we have a better photo. 		

<ul style="list-style-type: none"> Beginning to understand that a camera has memory and this is where images will be stored <p>Establishing rules of being safe when using technology both online and when offline.</p>		
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<h2>Indian Spice</h2>	<h2>Autumn 2</h2>
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<h3>Immersive Experience</h3>

<p>Indian Banquet – Plan a visit from a chef or someone who works at a local Indian restaurant. Host an Indian food tasting session.</p>
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History	Geography	Art and Design
<ul style="list-style-type: none"> recognising objects from India from the past and explaining what they may have been used for. use words and phrases like, old, new, and a long time ago Children to create a timeline of events from the past use words and phrases like before, after, past, present, then and now use maths to count back in time such as decades and centuries and to place events on a timeline 	<ul style="list-style-type: none"> Use maps to identify continents and countries of the world. Locate the UK and India on a world map and identify main regions and cities. Investigate the environments in India and consider how animals and communities adapt to these environments. Compare the UK to India, identifying key similarities and differences including size, climate, wildlife and so on. Research food and farming in India. Compare life for a child in the UK and India. Locate India using maps, globes and atlases To compare India with the UK To look at the difference in weather and climate between the UK and India 	<p>Outcome - Use symmetry to create traditional Rangoli patterns. Use pastels and charcoal to create a picture of an elephant.</p> <p>Skills:</p> <ul style="list-style-type: none"> - creating and repeating patterns in print - Create a printed piece of art by pressing, rolling, rubbing, stamping - Using a pencil, pastels and charcoal to create different lines and shapes in my art work

	<ul style="list-style-type: none"> • To share prior knowledge and understanding of a country and ask questions to deepen understanding. • Describe geographical similarities and differences between countries. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • To ask and answer geographical questions about the physical and human characteristics of a location. • Describe and understand key aspect of physical geography, including climate zones and weather 	
Music	Design and Technology	Science
<p>Investigate instruments played in India. Play a range of different rhythms on a drum and use it to accompany Indian music and singing.</p> <p>Charanga : Mercury – Rhythm in the Way We Walk Venus – Ho Ho Ho Earth - Ho Ho Ho</p>	<p>Outcome – make an instrument inspired by Indian instruments</p> <p>Skills :</p> <ul style="list-style-type: none"> - I can use my own ideas to make something. I can make a simple plan before making. I can think of an idea and plan what to do next. - I can describe how something works and use simple measurements in construction. I can measure materials to use in a model or structure - I can make a product which moves. I can make my model stronger. I can join 	<p>Investigate different habitats and compare the different plants and animals that grow or live there.</p> <p>Mercury: Animals Including Humans (Year 1) Venus: Animals Including Humans (Year 1 and 2) Earth: Animals Including Humans (Year 2)</p>

	<p>materials and components in different ways.</p> <ul style="list-style-type: none"> - I can explain to someone else how I want to make my product. I can explain what went well with my work. - I can choose appropriate resources and tools. I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles. 	
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Using simple text applications and programs to write up different tastes on spices. • Understanding the role of buttons on the keyboard including the space bar, enter and shift keys. • Establishing what cyber bullying is and how we can best combat this. 		
Poles Apart		Spring 1
Immersive Experience		
Parcel arrives for the children containing a toy penguin with a letter explaining that he is on a world expedition. Children are to build a suitable home for him in the classroom.		
History	Geography	Art and Design
<p>Famous people who explored the Poles</p> <ul style="list-style-type: none"> • Identify famous polar explorers • Place events on a timeline for a famous polar explorer 	<p>Name and locate the world's continents on a map. Study of Inuit people. Understand and describe the role of a travel agent. Compare and contrast weather across the</p>	<p>Outcome - Use a range of painting techniques to create artwork depicting the Northern Lights.</p> <p>Skills:</p>

<ul style="list-style-type: none"> • use words and phrases like before, after, past, present, then and now • use maths to count back in time such as decades and centuries and to place events on a timeline 	<p>world – present ideas as a weather reporter.</p> <ul style="list-style-type: none"> • Children to name and locate the world's seven continents on a map. • Children will demonstrate their knowledge of different cultures around the world by creating fact files about who the Inuit people are. • Describe a place outside Europe using key geographical words such as land, climate, population, habitats • Describe the oceans surrounding the poles • Look at the climate and weather in the poles • Compare and contrast the poles with the UK 	<ul style="list-style-type: none"> - Using the correct paint brush to complete a painting to a high quality - Using tint & tone to change colours of paint to achieve effect
<p>Music</p>	<p>Design and Technology</p>	<p>Science</p>
<p>Charanga:</p> <p>Mercury – In the Groove Venus – I Wanna Play In A Band Earth - I Wanna Play In A Band</p>	<p>Cooking (Using Islington Get Cooking Handbook) Mercury – Sweet Muffins Venus – Greek Salad/ Fruit Kebabs Earth - Greek Salad/ Fruit Kebabs</p>	<p>Understand that Arctic regions have less/more hours of daylight than in the UK depending on the time of year. Identify ways that animals and humans adapt to their environments. Carry out investigations into how materials change at different temperatures. Explore contrasting habitats.</p> <p>Mercury: Animals Including Humans (Year 1) Venus: Living Things and Their Habitats (Year 2)</p>

		Earth: Living Things and Their Habitats (Year 2)
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> To collect data and begin to insert these into an easy to use electric table or graph. To read data from a graph. To use data on temperature to create simple pictograms on the difference in weather conditions. To create a strong message against online cyber bullying and know what to do if they encounter it. 	Explore the idea of animal captivity. Is it right to keep animals in zoos? Are we protecting them or imprisoning them?	

Wonder Women

Spring 2

Immersive Experience

Children to make props for a Castle to be used throughout the Topic

History	Geography	Art and Design
<p>Research key women in history. Create a timeline showing key events during Elizabethan and Victorian times. Find out about the role that Florence Nightingale/Mary Seacole played during the Crimean war.</p> <ul style="list-style-type: none"> use words and phrases like, old, new, and a long time ago to describe key events about important females from the past recognising objects from the past and explaining what they may have been used for 	<p>Use maps and atlases to identify countries that formed the British Empire ruled by Queen Victoria.</p> <ul style="list-style-type: none"> Children to understand what the UK is and locate it on a map. Children to understand that the UK is made up of four separate countries – children to make comparisons between today and the past Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the capital cities and continent. 	<p>Outcome - Draw, sketch and paint animals in the style of Beatrix Potter.</p> <p>Skills:</p> <ul style="list-style-type: none"> Able to explain what I see and give an opinion about a piece of art Using a pencil to create different lines and shapes in my art work Using a pencil to sketch and shade drawings Using different grades of pencil Using the correct paint brush to complete a painting to a high quality

<ul style="list-style-type: none"> • look at historical photographs on the lives of individuals as evidence of change • Describe historical events, such as Emily Davidson at the Derby in 1913. • Describe significant people from the past such as Queen Elizabeth 1 and Queen Victoria. • Recognise that there are reasons why people in the past acted as they did.—children will discuss fairness • Observe or handle evidence to ask questions and find answers to questions about the past. When artefacts arrive in their castle. 	<p>Children will identify the areas where Queen Victoria ruled</p>	<ul style="list-style-type: none"> - Using tint & tone to change colours of paint to achieve effect -
<p>Music</p>	<p>Design and Technology</p>	<p>Science</p>
<p>Learn and sing a popular Elizabethan song. Play an accompaniment using instruments.</p> <p>Charanga:</p> <p>Mercury – Round and Round Venus – Zootime Earth - Zootime</p>	<p>Outcome - Design a menu for an Elizabethan banquet.</p> <p>Skills:</p> <ul style="list-style-type: none"> - I can use my own ideas to make something. I can make a simple plan before making. I can think of an idea and plan what to do next. 	<p>Mercury: Pushes and Pulls (Year 1 and 2) Venus: Materials and Their Uses (Year 2) Earth: Materials and Their Uses (Year 2)</p>

	<p>Outcome - Build a model of a castle. Skills:</p> <ul style="list-style-type: none"> - I can use my own ideas to make something. I can make a simple plan before making. I can think of an idea and plan what to do next. - I can describe how something works and use simple measurements in construction. I can measure materials to use in a model or structure - I can make a product which moves. I can make my model stronger. I can join materials and components in different ways. - I can explain to someone else how I want to make my product. I can explain what went well with my work. - I can choose appropriate resources and tools. I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles. 	
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Find pictures online of Queen Victoria to be used in a presentation • To begin to understand that not all sites are safe and that some information online isn't true. 	<p>Research women who have fought for a cause e.g. 'suffragettes' and Rosa Parks.</p>	

<ul style="list-style-type: none"> • Create a multimedia presentation about Queen Victoria and her life. • Explore and generate strong passwords to keep their information safe. To understand that passwords should not be shared with anyone. 		
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A Journey Through Europe	Summer 1
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Immersive Experience

Look at a bag of objects from different places in Europe- piece together a map of Europe and get children to do a collage

History	Geography	Art and Design
<p>Learn about historical landmarks in Europe. Learn about the history of art and artists in Europe.</p> <ul style="list-style-type: none"> • Children will learn about a European artist and place events on a timeline • Children will look at european objects and identify what makes them old • Show an understanding of the concept of nation and a nation's history. • Describe significant people from the past. 	<p>Identify the major countries that make up Europe on a map. Identify a range of ways of travelling to Europe from the UK. Locate famous landmarks in Europe on a map. Gather key facts about a holiday destination in Europe.</p> <ul style="list-style-type: none"> • Children will use maps, atlases and globes to identify the major countries that make up Europe on a map. • Children will identify a range of ways of travelling to Europe from the UK. • Children will locate famous landmarks in Europe on a map. • Children will gather key facts about a holiday destination in Europe. 	<p>Outcome - Use simple impressionist techniques to create their own interpretations of the work of Claude Monet.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Able to explain what i see and give an opinion about a piece of art - Begin to work in response to, or copy the style of different artists - Using the correct paint brush to complete a painting to a high quality - Using tint & tone to change colours of paint to achieve effect
Music	Design and Technology	Science

<p>Learn and perform traditional songs from other European countries in a foreign language.</p> <p>Charanga: Mercury – Your Imagination Venus – Friendship Song Earth – Friendship Song</p>	<p>Cooking (Using Islington Get Cooking Handbook) Mercury – Cheese Pizza Venus – Pizzas Earth - Pizzas</p>	<p>Mercury: Plants (Year 1) Venus: Plants (Year 1 and 2) Earth: Plants (Year 2)</p>
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • To use the internet to research the climate and culture of different areas of Europe. • To be shown a selection of blogs and understand that they can be viewed around the world • To begin to write a blog and use some text features within their blogs. • To begin to understand PEGI age ratings for online materials, movies and games • To solve role-play online situations and explain how best to deal with situations and scenarios. 		