West Cornforth Primary School- Curriculum Framework Overview Year 1 2020-2021

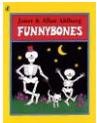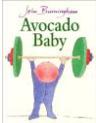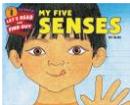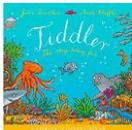|	Autumn		Spring		Summer	
Theme	**Autumn 1** **ALL ABOUT ME!**	**Autumn 2** **ANIMALS**	**Spring 1** **HOUSES, HOMES AND OTHER BUILDINGS**	**Spring 2** **CASTLES**	**Summer 1** **ALL AT SEA**	**Summer 1** **IN THE GARDEN/ ENCHANTED FOREST**
			Seasons- Science Link			
Theme Links	Science-Human bodies History- I'm making History (Finding out about me) Geography- Where is my place?	Science-Animals	Science- Materials- Homes and Homes History- Can I be a history detective? **Village** Geography-What can I find in my corner of the world? **Village**	Science- Materials- Buildings/Cloths History- Can I be a history detective? **Durham** Geography- What can I find in my corner of the world? **Durham castle**	History- Who helped us make history? **Grace Darling** Geography- What is our country like?	Science- Green plants. Common wild and green plants, flowering plants, deciduous and evergreen trees.
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity – LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral – Christmas		World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity – LGBT, St George's Day, St David's Day and St Patrick's Day Easter		Refugee Week Enterprise – school summer fair Community; caring for others, social responsibility –, Diversity – LGBT Road safety, sun safety, water safety- visitors.	
Experiential opportunities	Walk around the school grounds and village. Visit from older visitor.	Treasure Hunt- The Churchyard RE VISITORS: Reverend Paul Tyler –pgetyler@hotmail.com Captain Lynne Davis – captainlynne@gmail.com lynnedavis@salvationarmy.org.uk	Walk around the village- Homes and Homes/Dates on key buildings etc. My corner of the world. Materials	Visit to Durham- Explore the City. Visit Durham castle.	Souter Lighthouse -Marsden in South Shields	Botanic Gardens
Parental involvement	2xtable Home reading Changes in children's own lives and the way of life of their family or others around them		10 x table Home reading History on my doorstep Class Assembly – Castles (Kings/Queens/Knights)		5 x table Home reading Class Assembly- All at Sea	
English	**Autumn 1- All about me** • **All about me profile/Setting goals/ What makes me me!- Descriptive sentences/adjectives**	**Autumn 2- Animals** • **Tiddler- Exploring setting/Who does Tiddler meet?/ Find out about sea**	**Spring 1- Houses, Homes and other buildings** • **The House that Once Was-** Look at images of the old house. **Describe the house.** Explore and	**Spring 1- Castles** • **Zog-** Discuss the different lessons at dragon school. Discuss a day in the life of a dragon at dragon school.	**Summer 1- All at Sea** • **The Lighthouse keepers Lunch-** Can you find any words that you don't know and **write a definition of them?**	**Summer 1- In the Garden/Enchanted Forest** • **Mad about Minibeats-** Find out about different minibeasts we might find in

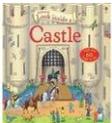|					
• **(Science link)**-My senses- Poetry • **(Science link)**-**Funny bones**- Exploring our bodies/**labelling** skeleton/**Booklets** about our bodies/**Character profile** for skeletons • **(Science link)** **Avocado Baby-** Keeping our bodies healthy-**Instructions**- Making healthy smoothies. • **(History link)**- Non-chronological report-Christmas past and present	creatures/aniamls and complete **fact files**. Tiddler writes us a **letter**. What has he been doing now? Can we **write a letter** back to Tiddler telling him about something that happened to us on our way to school? • **Lost and Found-** The penguin arrives- What should we do? Find out about penguins. **Create booklets**. How can we look after him? Plan to get the penguin home/**Design and boat describe it**/ Plan the route/ Receive a **postcard** from the Penguin/ Write a **postcard** back. • **Giraffes can't dance-** Explore Gerald as a character. **Write about the setting of** the story. What can Gerald the Giraffe see? **Describe the setting.** **Sequence the story.** Write about each part. Can we **plan and write a story based on Giraffes cant dance-** Change character/ What could be character be bad at?	describe old objects found in the house. What are they? What were they used for? **(History link)** • Find old photographs from insde the house. Who are these people? Did they live in the house? What do we think they were called? What did they like? Where did they go? **Write about one of the people in the pictures.** • Can we write a **letter** to the people in the pictures? • Look at different types of houses and homes. **Can we design our own home? Label and describe**- Inside and out. Make this **(DT link)** • Look at key building in our village. **Can we draw and describe them?** **(History link)** • Iggy Peck Archietct- Look at the role of an arcitenct. **Write a job descrption.** • Design a building for our village. What would it be? Where would it go? **(Geography link)**	**Write a recount of a day in the life of Zog at dragon school. Write from the perspective of Zog.** Discuss different charcters in the story. What kind of characters are they? **Complete charcter profiles** for the dragons. • **Small Knight and Georgie-** Sequence the story and write about key parts. Create their own story about a day in the life of a knight. What does the knight like to do? Where does he go? Who does he meet? Does he bring anyone back to the castle? **Plan and create their own story.** • **Inside castles (Non-fiction)-** Look at real castles. Explore inside and outside. **Describe features of a castle.** Look at Durham castle. **Design their own castle.** What does it need to have? Create their own suit of armer and crest.	Mr Grinling is an 'industrious' lighthouse keeper. What does this mean? Can you think of any words that mean the same thing? **Write a character descrption of Mr Grinling.** • Write a set of **instructions** to show how to make a healthy sandwich for Mr Grinling. • **Explore the role of a lighthouse keeper-** What was their job? Why did we need them? What happened to light house keepers? When was the last light hosue manned? • **Information text (History link)- Grace Darling and her father as a lighthouse keeper-** Build on learning from history lessons. Write a **recount** of the of the night of the rescue. Write a **dairy entry from the perspective of Grace draling.**	our gardens. Research and create booklets. • Look at simple **rhymning poems** about each of the minibeats in the text. Pick out rhyming words. Create **own poems** about a minibeast of their choice. • **Jaspers Beanstalk-** Write a set of **instructions** about how to plant a bean plant. Create a **booklet** about how to care for a bean plant. • **Set up a fairy door and garden in the classroom-** Discuss what it is? What could be behind the door? Who could be behind the door? • Look at enchanted forest characters that could be behind the door. Create a charcter that they think could be behind the door. Draw pictures. Disucss and describe. • Recive letters from a fairy behind the door. Disucss where the fairy lives. Draw **pictures of the setting and describe.** • **Plan and write a story about the adventures of the fairy behind the door.** Write their own story. What does she do? Where does she go?

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		What could happen to him/her?				
Quality Texts	**Funny Bones-** Janet & Allan Ahlberg **Avocado Baby-** John Burningham **Non-Fiction-** My Five Senses	**Tiddler-** Julia Donaldson **Lost and Found-** Oliver Jeffers **Giraffas can't dance-** Giles Andreae	**A house that once was-** Julie Fogliano **Iggy Peck Architect-** Andrea Beaty	**Zog-** Julia Donaldson **Small Knight and George-** Ronda Armitage **Non-fiction-** Look inside a castle	**Lighthouse Keeper's Lunch-** David Armitage	**Mad About Minibeasts-** Giles Andreae **Jasper's Beanstalk-** Nick Butterworth
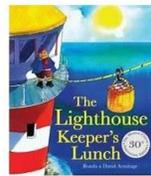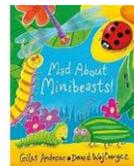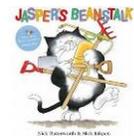
Maths	Lancashire Grid for learning as a basis for medium term plans. Simple compass directions (Geography link) Sorting diagrams (Science link) Weather graphs/ charts (Geography links)	Lancashire Grid for learning as a basis for medium term plans. Sorting diagrams (Science Link)	Lancashire Grid for learning as a basis for medium term plans. Measuring growth of plants (Science link) Weighing foods (DT link)

Science	**Animals including Humans** • I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	**Materials** . • I can distinguish between an object and the material from which it is made • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • I can describe the simple physical properties of a variety of everyday materials • I can compare and group together a variety of everyday materials on the basis of their simple physical properties	**Green Plants** • I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • I can identify and describe the basic structure of a variety of common flowering plants, including trees. **Skills** **edicting:** Make a simple statement about the activity, referring to some previous experience. **Observing and measuring:** Sort into groups using given criteria. **Recording tables:** With support, record results by drawing in simple table provided.

• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	**Skills** **Observing and Measuring:** Observe a change in something, describing it in everyday terms.	**Interpreting Results:** Draw or say what happened. **Scientists:** looking at the part science has played in the development of many useful things.

• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Skills
Ask questions other than those beginning with *Why?*
Fair Testing:
Start to show an awareness that things can be treated the same
Predicting:
Make a simple statement about the activity, referring to some previous experience.
Scientists: looking at the part science has played in the development of many useful things.
Health and Safety: recognise that there are hazards in living things, materials and physical processes,
and assess risks and take action to reduce risks to themselves and others.

Science through stories- stem website

My first book of birds -My First Book of Garden Birds helps to meet the objective to identify and name a variety of common birds.

Skills
Observing and Measuring: Observe a change in something, describing it in everyday terms.
Interpreting Results: Describe what happened showing awareness of similarities and differences.
Choosing an approach:
Carry out a given task.
Experiment with given apparatus.
Health and Safety: recognise that there are hazards in living things, materials and physical processes,
and assess risks and take action to reduce risks to themselves and others.

Science through stories – Stem website

Three little pigs -Help children to think about identifying different materials and considering what properties they have and how this suits them for different purposes

Interpreting Results: Draw or say what happened.
Scientists: looking at the part science has played in the development of many useful things.
Health and Safety: recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

Science through stories – Stem website

Jack and the beanstalk - The story of Jack and the Beanstalk makes a great starting point for teaching the topic of plants to younger primary aged children.

Seasons
-Observe changes across the four seasons
-Observe and describe weather associated with the seasons and how day length varies.

History	I'm making history-How do I find out about me?	Can I be a history detective?-Spot the differences	Who has helped make history?

I'm making history-How do I find out about me?
1. What is my history? (History link)- Birthdays/ My history/Images from home/Recount
2. How can I find out more about me? /What else when happening?
3. Who was here before me? (Back 50 years)/What did we learn from our interview?
4. What was Christmas like in the past?

NC Changes within living memory.
Skills
• **Chronology** – develop an **awareness of the past**, begin to **use dates**, show where **people and events** fit into a chronological framework.

Can I be a history detective?-Spot the differences
1. What were homes like before I was born?
2. How have houses and homes changed? (Internally)
3. What did my town look like before I was born? Looking for clues on maps and old photos
4. We're going on a History Hunt- What will we find? Looking for clues on streets and houses
5. What did we find on our history hunt? Evidence board.
6.

NC Changes within living memory
Skills
• **Developing Historical Knowledge** – develop an awareness of the **past, begin to use simple dates,**

Who has helped make history?
Suggestions: Grace Darling, Timothy Hackworth, Grace Darling, Neil Armstrong.
1. Who is our mystery person?
2. What clues can we find about Grace Darling?
3. Why do we remember Grace Darling?
4. What was life like for Grace Darling?
5. Which other people from the past do we remember?
6. How will we remember Grace Darling?

NC Significant individuals in the past
Skills
• **Historical knowledge** – Chronological development from living to beyond living memory with key terms, features of

| | | • **Historical terms** – begin to use a **vocabulary of historical terms** such as: **recently, younger, years, decade**
• **Enquiry** – ask questions about events, begin to understand some ways we find out about the past
• **Interpreting History**
• **Continuity and Change** – discuss change in as aspect of life
• **Causation**
• **Similarity and difference** – identify similarities and differences between ways of life in different periods.
• **Significance** – talk about what was important at a particular time | **show where people and events fit into a basic chronological framework.** Begin to use a vocabulary of historical terms such as **old, new, recently, younger, years, decade, and century, long ago.**
• **Explain/ analyse second order concepts** – this unit has a strong focus on the concepts of change, continuity, basic similarity and difference comparison.
• **Primary source use -** ask questions about sources and artefacts, begin to understand some ways we find out about the past from objects/ buildings in the historic environment. | rural life in the period. Beginning to think about simultaneous events/ people. Using information texts to gather historical knowledge.
• **Explain/ analyse second order concepts** – begin to consider significance as impact rather than well known, this will link to a consideration of consequences. Comparison of features of life beyond living memory with modern life will support development of understanding of work on similarity and difference.
• **Primary source use** – Use of primary source photographs, simple written sources to observe, describe and infer. |

| Geography | **What is my place like?**
1. Where in the world are we?
2. What way shall we go today?
3. What can we find in our school grounds?
4. What did we find?
5. What is the weather like today?
6. Design a playground?

• **Knowledge of locations, places and their features, human and physical processes and key terminology**
Pupils will develop simple knowledge about their locality. Pupils will develop basic locational knowledge related to their school and homes. Key terms for common features will be introduced and used in annotations, discussions and writing. Simple sorting of human and physical features will be introduced as well as weather observation.
• **Understanding of similarities and differences, interaction of people, processes and places**
Pupils will consider how people and places interact by considering how places make them feel and what positive/negative things they observe in a place.
• **Working like a geographer: use of geographical information from maps, atlases, globes etc.**
Pupils will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area.
• **Working like a geographer: use of fieldwork and observational skills to observe, measure and record**
Pupils will use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather. | **What can I find in my corner of the world?**
1. What do we know about our corner of the world?
2. What can we see from the air?
3. What can we find in our local area?
4. Back at school
5. What did I find out?

• **Knowledge of locations, places and their features, human and physical processes and key terminology**
Developing knowledge of human and physical features in the locality. Using locational and directional language to describe the location of features and the routes followed on the map. Deploying accurate terminology.
• **Understanding of similarities and differences, interaction of people, processes and places**
Looking at how people use the local area, observing the effects of people on a place
• **Working like a geographer: use of geographical information from maps, atlases, globes.**
Use of simple local map and map of the UK.
• **Working like a geographer: use of fieldwork and observational skills to observe, measure and record.**
Using a map to follow a route and adding to a basic map, making a map, collecting and labelling field photographs, simple surveying, making use of simple fieldwork information. | **What's our country like?**
1. Where in the world are we?
2. What countries are in the UK?
3. What is special about the UK?
4. What is the weather like in the UK?
5. Where shall we go today?
6. What would I see on a journey north?
7. What do we know about the UK?

• **Knowledge of locations, places and their features, human and physical processes and key terminology**
Develop their locational and place knowledge of the United Kingdom to include: the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas, key characteristics of the four countries. Develop knowledge of weather as a physical process. Identification of daily weather patterns in the UK.
• **Understanding of similarities and differences, interaction of people, processes and places**
Knowledge of some basic similarities of and differences between different parts of the UK
• **Working like a geographer: use of geographical information from maps, atlases, globes.**
Use of GIS, globe, basic atlas and UK maps. Weather information. Recording on their own map.
• **Working like a geographer: use of fieldwork and observational skills to observe, measure and record.**
Observation of daily weather patterns in the UK. |
| **D.T.** | Skill: **Slider Mechanisms** and **Cutting**.
Design a moving picture using a slider mechanism. Create a mockup of the design and then make the final product.
Possible Ideas: The moving picture could be a scene from the core text, part of a Christmas card, part could highlight a key body part of the animal (eg. wing, fin, claws). | Skill: **Construction**
Design a house for the three little pigs from a set of materials. Model building the house then test if it is strong enough to withstand a hairdryer. Evaluate the design against the criteria that the house is strong and stable.
Bonus: Add a slider 'bolt lock' to the door of the house. | Skill: **Weaving**
Series of lessons on weaving technique, woven hangings, decorative squares and wrapping and knotting.
Art Link: Pattern, texture and fine motor development.
Science link: Everyday materials. |

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	Optional curriculum link with science.		Science link: Everyday materials.			
Art and Design	**DRAWING** Draw from imagination; combine schematic and observational approaches; add detail to artwork	**PAINTING** Explore tactile & visual qualities of paintbrush; mix paints	**TEXTILES** Sort match and name materials; how materials are made; tying and gluing; weaving; design on textiles.	**3D** Explore materials; join objects together; use a range of modeling materials	**PRINTING** Use objects and tools to make patterns and images	**COLLAGE** Use cut and torn papers to make patte recognize materials look and feel diffe materials for effect.
PE	**Gymnastics** Making Shapes QCA **Games** Ten Point Hoops QCA	**Games** Piggy in the Middle QCA **Dance** Moving Along QCA	**Dance** Themes and Dreams Durham **Gymnastics** Assessing Level 1 Unit 1 Tasks 1 and 2	**Games** Rolla Ball Durham **Gymnastics**	**Athletics** Honey Pot and Colour Match QCA **OAA** Where Are We Going? Durham	**Games** Beanbag Throw Durham **Dance**
Music	Listening and Singing - using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets		Playing Instruments - sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band – adapted: London Bridge – Killhope Wheel…		Experimenting with Sounds - stories and descriptive ideas e.g. using sounds to represent ideas for boats, seaside tuned percussion: responding to high and low sounds – e.g. basket moving along to lighthouse	
R.E.	What can we learn about Christianity from visiting a church? What do Christians believe about God? Why are gifts given at Christmas?		Why is Jesus special to Christians? Introducing Jesus, beliefs and stories about Jesus: Belief, Authority. What is the Easter story?		What can we find out about Buddha? Introducing beliefs and stories about Buddha: Belief, Authority.	
PHSCE/SMSC	**Within class** **A new adventure and team.** Classroom charters, rights and responsibilities/ aspirations and targets. Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels		**Within class** **Drugs Education Medicines** and People Who Help Us **Live Long, Live Strong** Healthy lifestyles and cha needs		**Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels Changes and moving on Challenging loneliness, Refugee Week, Democracy, individual liberty, respect, tolerance, The Rule of Law	

	Involvement – inter and intra school sports events, after school clubs, school council, Beamish Harvest festival **Assemblies- see whole school assemblies programme 2018-2019**	Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels Going for Goals (New Year resolutions) Elmer – English link- Being different **Involvement** – inter and intra school sports events, after school clubs, school council **Assemblies- see whole school assemblies programme 2018-2019**	SEAL relationships **Safety First** Keeping safe (at home and in the community) **Money, Money, Money** Looking after money, shopping and budgeting **Involvement** – inter and intra school sports events, after school clubs, school council **Assemblies- see whole school assemblies programme 2018-2019**
Computing	**Computer Science:** Knows what an algorithm is (simple sets of instructions) and can write one e.g. how to wrap a present/ how to make a healthy smoothie. Use simple algorithms eg sequence a nursery rhyme (pictures). Put the seasons in the correct order. I can create simple programs. Know which button on a device represents which action e.g. Bee Bot Can sometimes write a simple program e.g. program a Bee Bot to follow a simple route with some turns. Follow a beebot map – geographical maps to find places around the world to follow routes. **IT:** Be able to log onto a computer. Learn to log in to a computer – practice writing names in a basic word processor eg Textease Studio, Powerpoint (used as a word processor), Pages, Using J2E Write - https://www.j2e.com/jit5# Be able to navigate around the screen with a mouse.	**Computer Science –** Use logical reasoning to predict the behaviour of simple programs. I can use logical reasoning to predict the behaviour of simple programs. Can reliably predict the behaviour of programs e.g. predict the position of Bee Bot using a given route. Follow a beebot map – geographical maps to find places around the world to follow routes. Can the children predict what is going to happen by looking at someone else's instructions before programming the Bee Bot? Be able to make simple predications about an algorithm and a program. …The Bee Bot will go…. **IT:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to create, organise and store digital content. Know how to type text using space bar for separate words to create something meaningful. Create a simple slide in keynote / powerpoint - add text and a picture.	**Computer Science –** Create and debug simple programs. Know how to program a robot to follow simple sequence of instructions (1- 2 turns) I can debug simple programs. Can sometimes correct errors in their programs e.g. can improve their Bee Bot route. Follow a beebot map – geographical maps to find places around the world to follow routes. Be able to change (debug) the program to improve the route Bee Bot - Correct the program so the Bee Bot goes to the right place. **IT:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to retrieve and manipulate digital content. Can open work started in an earlier lesson and improve it. Be able to independently find and use an app on a tablet for instance to take a and view a photograph. Using a video app, tell everyone about yourself, your favourite story.

	https://www.topmarks.co.uk/Christmas/ChristmasGames.aspx - mouse skills Millies Mouse Skills / Early keyboard skills - free software.	Keyboard Skills http://primarygamesarena.com/Play/Keyboard-2030	Take photos of the local area – go on a photo walk of the area. Create a word document and identify & name common wild & garden plants including deciduous & evergreen trees. Go back and add labels and extra information. Write a word document and include pictures to show how plants need light & water to grow.
Online Safety and Digital Literacy. **Also see Education for a Connected World.**	I know that I should always ask an adult before using the internet. Smartie the penguin http://www.childnet.com/resources/smartie-the-penguin Jessie and Friends Think U Know – https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ Episode 1 Watching videos (YR) Episode2 - Sharing pictures (Y1) - video / animation / story book and song	I know what to do if I am unsure of something that I see whilst using the internet. Lee and Kim – CEOP https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/	I am able to find information on the internet with support from an adult. SWGfL- Swiggle