



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

	Autumn	Spring	Summer
Theme	SUPERHEROES /RAINFOREST /WINTERWONDERLAND	OUTERSPACE/ CASTLES KINGS AND QUEENS	EVERYTHING AT SEA
National and whole school events	<p>Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas</p>	<p>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</p>	<p>Refugee Week Enterprise - school summer fair Community; caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.</p>
Experiential opportunities	<p>Treasure Hunt- The Churchyard RE VISITORS: Reverend Paul Tyler - pgetyler@hotmail.com Captain Lynne Davis - captainlynne@gmail.com lynnedavis@salvationarmy.org.uk</p>		<p>Science visit- Botanic Gardens</p>
Parental involvement	<p>2xtable Home reading Changes in children's own lives and the way of life of their family or others around them</p>	<p>10 x table Home reading History on my doorstep Class Assembly -Outer Space</p>	<p>5 x table Home reading History of the seaside- family stories and old photographs Class Assembly- The seaside</p>
English	<p>Fact recount- animal facts - (Science Link) Narrative - stories in familiar settings Non-chronological report- Christmas past and present (History link)</p>	<p>Non- chronological report - Space (History link) Narrative Traditional Tales Poetry- The Seasons (Geography link) Non- chronological report Castles (History Link)</p>	<p>Non- fiction instructions How to make a sandwich Recount- Planting my Seed (Science link) Narrative - Jack and the Beanstalk (Science link) Information text - Grace Darling (History link)</p>



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

	Poetry- using the sense (Science link)	Letter writing to Beegu	Poems on a theme - The Seaside
Quality Texts	<p>Term 1</p> <p>Cops and Robbers Alan and Janet Ahlberg (Puffin) Draw the street map that appears in the book. Collect a box of the missing. Create huge WANTED posters. Plastic helmet for play and for reading the story in role as Officer Pugh!</p> <p>Supertato</p> <p>The Tiger Who Came to Tea Judith Kerr (HarperCollins) Role-play the scene where Daddy returns Retell the story of when a different animal came to tea!</p> <p>Lost and Found Oliver Jeffers (HarperCollins) Tell the children some things about penguins... and about a 'lost and found office'. Ask: What interests you in the tale? Why? does the penguin follow the boy? Role play the scene in which they go to the office. Ask: What is 'disappointment'? Tell stories to the penguin Ask: Why is the penguin sad when they reach the South Pole? What was the 'big mistake'?</p> <p>Science Stories - One Smart Fish The Bad Tempered Ladybird The Very Busy Spider</p>	<p>Term 2</p> <p>Beegu Role play conversations between the characters that Beegu meets and a new character, explaining what happened. Role play conversations between Beegu's parents. Write letters from Beegu to the children and from the children to Beegu. Ask: What would Beegu want to know or be interested in? Create small worlds or larger areas into which a Beegu/ET character arrives and tries to make friends.</p> <p>Elmer David McKee (Andersen Press) What is the best thing about Elmer? Why is Elmer feeling worried? Were the animals really laughing because he was different? In what way was Elmer different? How do we feel different?</p> <p>Traditional tails. Discuss and talk about fairy tales.</p>	<p>Term 3</p> <p>Little boat from Nelson Boles on Literacy Shed Narrative introducing temporal connectives, children will need to think of words to use instead of then and next Experiment with using language to create a mood. introduce inference and deduction, the children will write a story about the boat.</p> <p>Rainbowfish by Marcus Pfister Children can discuss the feelings of the Rainbow fish. Role play activity to interview him and find out how he is feeling. Children will explore the adjectives in the book describing the fishes' scales and the re-write the story.</p> <p>Light Housekeeper's Lunch Rhonda Armitage Can you find any words that you don't know and write a definition of them? Write a recipe for something that might go into Mr. Grinling's lunch. Write a set of instructions that teach someone how to make a delicious sandwich for Mr. Grinling's lunch. Retell the story from the point of view of the seagulls.</p> <p>Science Stories Jack and the Beanstalk Oliver's Vegetables</p>



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

<p>Maths</p>	<p>Lancashire Grid for learning as a basis for medium term plans. <i>Simple compass directions (Geography link)</i> <i>Sorting diagrams (Science link)</i> <i>Weather graphs/ charts (Geography links)</i></p>	<p>Lancashire Grid for learning as a basis for medium term plans. <i>Sorting diagrams (Science Link)</i></p>	<p>Lancashire Grid for learning as a basis for medium term plans. Measuring growth of plants (Science link) Weighing foods (DT link)</p>
<p>Science</p>	<p>Animals including Humans -</p> <ul style="list-style-type: none"> 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) 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 <p>Skills <i>Ask questions other than those beginning with Why?</i> Fair Testing: <i>Start to show an awareness that things can be treated the same</i> Predicting: <i>Make a simple statement about the activity, referring to some previous experience.</i> Scientists: <i>looking at the part science has played in the development of many useful things.</i> Health and Safety: <i>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.</i></p> <p><i>Science through stories- stem website</i></p>	<p>Materials</p> <ul style="list-style-type: none"> 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 <p>Skills Observing and Measuring: <i>Observe a change in something, describing it in everyday terms.</i> Interpreting Results: <i>Describe what happened showing awareness of similarities and differences.</i> Choosing an approach: <i>Carry out a given task.</i> <i>Experiment with given apparatus.</i> Health and Safety: <i>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.</i></p> <p><i>Science through stories - Stem website</i></p> <p><i>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</i></p>	<p>Green Plants <i>Labelled diagram- English Link</i></p> <ul style="list-style-type: none"> 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. <p>Skills edicting: <i>Make a simple statement about the activity, referring to some previous experience.</i> Observing and measuring: <i>Sort into groups using given criteria.</i> Recording tables: <i>With support, record results by drawing in simple table provided.</i> Interpreting Results: <i>Draw or say what happened.</i> Scientists: <i>looking at the part science has played in the development of many useful things.</i> Health and Safety: <i>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.</i></p> <p><i>Science through stories - Stem website</i></p> <p><i>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.</i></p>



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

	<p>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.</p> <p>The Gruffelo- The Gruffalo can support children to learn more about habitats and to identify and name a variety of plants and animals in different habitats, including micro-habitats.</p>		
<p>Seasons</p> <p>-Observe changes across the four seasons</p> <p>-Observe and describe weather associated with the seasons and how day length varies.</p>			
<p>History</p>	<p>Changes within living memory Changes in children's own lives and the way of life of their family or others around them- I'm making history!</p> <p>Comparing Christmas in the past and present.</p> <p>Skills Begin to recognise pictures representing the past. find out simple pieces of information from sources</p> <p>Non- chronological report in English</p>	<p>Significant places locally- History on my doorstep- Where shall we go? History of space travel. Significant events History of castles - famous kings and queens.</p> <p>Skills show awareness about the distinction between present and past in other peoples' lives. Show an emerging sense of chronology by using everyday language about the passing of time.</p> <p>Report writing in English</p>	<p>Significant people/events locally. Who/What made my corner of the world special long ago? History of the seaside Grace Darling - Significant person.</p> <p>Skills Sequence two or three events and historical artefacts. Recognise items of information that provide understanding of the past.</p> <p>Non- chronological report in English</p>



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

Geography	Geographical skills and fieldwork Use simple compass directions & locational language to describe the location of features and routes on a map. What do you like/ dislike about where you live? My school/my home. Globes and world maps to find hot and cold places around the world. Features of hot and cold places. Skills <i>use positional vocabulary and give directions.</i> <i>o draw plans of real things - the desktop, the classroom, the hall.</i> <i>o talk about maps and extract information from them.</i> Keep weather chart.		Human and physical geography Our local area. Describe what you can see in West Cornforth. Seasonal & daily weather patterns in the UK and the location of hot and cold areas in the world. Use aerial photographs to recognise landmarks & basic human and physical features. Skills <i>use observations to respond to questions about the locality.</i> <i>observe and make comments on geographical features - both man-made and physical: e.g. houses, hills, roads, vegetation.</i> <i>o discuss whether they find the locality where they live attractive or not.</i> Keep weather chart.		Location and place knowledge Use world maps, atlases & globes to locate UK, countries, capitals and oceans. Where is West Cornforth in the UK? Look at where seaside towns and cities are and locate these on a map. Look at beaches around the world and look at the human and physical features of these. Keep a weather chart Skills <i>follow maps of routes around the local area.</i> <i>selects information from resources provided to answer questions.</i> <i>understand the difference between a map representation and the representation on a globe.</i>	
D.T.	Control Produce a moving picture e.g. flying superhero (English link)		Structure Design and made products that can be put together example: rocket Labelling and captions in English		Cooking and Nutrition Design and make food products Making a healthy snack- balanced diet Instruction writing in English	
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 patterns; recognize materials look and feel different 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



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

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? Introducing features of a church, worship (including Harvest), leaders: Expressions of Belief, Authority 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 Involvement - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival Assemblies- see whole school assemblies programme 2018-2019	Within class Drugs Education Medicines and People Who Help Us Live Long, Live Strong Healthy lifestyles and changing needs 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	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 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: I can understand what algorithms are and how they are implemented as programs on digital devices and that they understand that programmes execute by following precise and unambiguous instructions. Knows what an algorithm is and can write one e.g. how to wrap a present/ how to put on a superhero cloak.	Computer Science - Create and debug simple programs. 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. IT:	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



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

	<p>I can create simple programs. 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.</p> <p>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. Can create content on a simple app or program such as Puppet Pals or a drawing program. Create a story on Puppet Pals about their lives and their family history - encourage the children to bring in photos to use on the app.</p> <p>Digital Literacy: SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1</p> <p>I can use technology safely and respectfully. Knows that some apps and websites are for adults and not suitable for children. Lesson 1: Going Places Safely Lesson 2: ABC Searching</p> <p>Create a class safety promo film for staying safe around the school. Children could create a safety promo film for other places such as the local park, the city centre, the library etc.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can use technology purposefully to create, organise and store digital content. Can create content on a simple app or program such as Puppet Pals or a drawing program. Create a story on Puppet Pals about a traditional tale of their choice.</p> <p>Digital Literacy: SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1</p> <p>I can keep personal information private when using technology. Knows that not everyone is who they say they are on the Internet. Lesson 3: Keep it Private Lesson 4: My Creative Work</p> <p>I know I should ask for help if I feel unsure about any online content or contact and who to ask. Knows to ask a trusted adult if they are worried or upset about anything they see on the internet.</p>	<p>routes. Can the children predict what is going to happen by looking at someone else's instructions before programming the Bee Bot?</p> <p>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. 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.</p> <p>Digital Literacy: SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1</p> <p>I can recognise common uses of information technology beyond school. Can describe use of technology at home. Lesson 5: Sending Email Postcard pen pals - pupils create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Creating a library to show the process of checking books in and out (resources on shared area).</p>
Online safety	Self-Image and Identity - I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad,	Online Bullying - I can describe how to behave online in ways that do not upset others and can give examples.	Privacy and Security - I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any



West Cornforth Primary School Curriculum Framework Overview Year 1 2018-2019

worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.

Online Relationships -I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online.

Online Reputation - I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.

Managing Online Information - I can use the internet to find things out. I can use simple keywords in search engines. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.

Health, Well-Being and Lifestyle -I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules.

information about myself online. I can explain how passwords can be used to protect information and devices.

Copyright and Ownership- I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content)