

Key Stage 1 Curriculum Overview ODD/EVEN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Animals including humans Animals (Humans)	Animals including humans Animals (Other Animals)	Animals including humans Animal Survival and Growth	Animals including humans Health (How we Growth and Stay Healthy)	Animals and their Habitats	Animals and their Habitats
History	<u>Agriculture and the development of Crawshawbooth</u> To be written by Crawshawbooth Primary School and Stephen Kenyon (LCC History Advisor) in collaboration with local Crawshawbooth Residents. <u>Substantive (First Order) Concept:</u> Agriculture <u>Disciplinary (Second Order) Concept:</u> Sources and evidence <u>Enquiry Question:</u> How has farming in Crawshawbooth changed over time?		<u>Castles</u> Significant historical events, people and places in their own locality. <u>Substantive (First Order) Concept:</u> Civilisations <u>Disciplinary (Second Order) Concept:</u> Sources and evidence <u>Enquiry Question:</u> What do local castles reveal about the past in our own locality?		<u>Learie Constantine</u> (and Marcus Rashford) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <u>Substantive (First Order) Concept:</u> Justice/Equality <u>Disciplinary (Second Order) Concept:</u> Historical significance Tri <u>Enquiry Question:</u> Why was Learie Constantine awarded the Trinity Cross?	
Geography	<u>Local Area</u> <u>Substantive</u> -Differences between urban and rural areas. -Features of our school grounds. -Features of our local area. -How to identify Ordnance Survey map symbols. -How to create a map of our local area. <u>Disciplinary</u> -Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, use appropriate geographical vocabulary. <u>Enquiry Question</u> What are the features of Crawshawbooth?		<u>Africa</u> <u>Mugurameno* Village – Zambia</u> <u>Substantive</u> -Locating Zambia on a map. -Exploring physical and human features. -Locating the village Mugurameno. -Finding out how the river is used in the village. -Looking at the villagers’ houses. -Comparing our life with that of the villagers. <u>Disciplinary</u> -Express their own views about the people, places and environments studied. <u>Enquiry question</u> What is the difference between our life in Crawshawbooth and the life of those in Mugurameno Village?		<u>Continents and Oceans</u> <u>Substantive</u> -Understanding where I am in the world. -Locating the seven continents. -Locating the five oceans. -Human features of the continents. -Physical features of the continents. <u>Disciplinary</u> -Understand that geographers learn about the world by observing and collecting data and information. <u>Enquiry question</u> How are places around the world different including some of their human and physical features?	
Computing	Y1 Grouping Data		Y1 Digital Writing		Y1 Programming Animation	
	Y2 Pictograms		Y2 Making Music		Y2 Programming Quizzes	
RE	<u>Hindu Dharma</u> What do Hindus believe about God? Deities	<u>Christianity (Jesus)</u> Why is Jesus special to Christians? Nativity Story	<u>Judaism</u> Why do we have celebrations at meal-times? Shabbat	<u>Christianity (God)</u> Why do Christians say that God is a “Father”? God the Father Prayer	<u>Christianity (Church)</u> How might some people show that they “belong” to God? Baptism	<u>Islam</u> How might beliefs about creation affect the way people treat the world? God as Creator/care for the planet
Art	Main Focus: Drawing Artist: Ruby Keller Project Outcome: To create a detailed drawing of a farmyard animal in the style of Lancashire wildlife artist, Ruby Keller.		Main Focus: Painting Artist: Edward Saidi Tingatinga Project Outcome: To create a Tingatinga painting in the style of Edward Saidi Tingatinga		Main Focus: Printing Artist: Roy Lichtenstein Project Outcome: To design and create a country flag using printing techniques	
PE	Fundamentals Target Games Gymnastics Ball Skills		Sending and Receiving Dance Striking and Fielding Games Invasion Games		Net and Wall Games Fitness Team Building Athletics	
DT	<u>Structures</u> Baby bear’s chair		<u>Textiles</u> Puppets Pouches		<u>Food</u> Fruit and vegetables A balanced diet	
PSHE	Me and My Relationships	Valuing Difference (incl ‘Online Bullying’ from NOS)	Keeping Safe (incl ‘Online Reputation’ from NOS)	Rights and Respect	Being My Best	Growing and Changing
Music	Composing and Improvising <u>Genre</u> Class 3 - Pop Class 4 - Reggae Class 5 - Musicals	Use of Voice and Performing <u>Genre</u> Class 3 - Christmas Class 4 - Christmas Class 5 - Christmas	Use of Voice and Performing <u>Genre</u> Class 3 - Reggae Class 4 - Funk Class 5 - Rock	Composing and Improvising <u>Genre</u> Class 3 - Country Class 4 – Power Ballad Class 5 - Jazz	Use of Voice and Performing <u>Genre</u> Class 3 – Musical theatre Class 4 - Country Class 5 - Soul	Composing and Improvising <u>Genre</u> Class 3 - Rock Class 4 - Soul Class 5 – Pop – Musical theatre