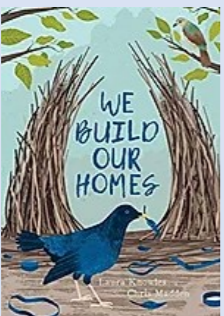
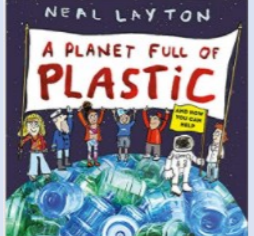



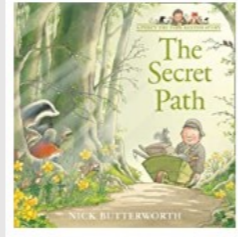
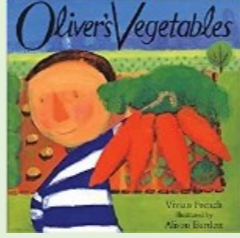


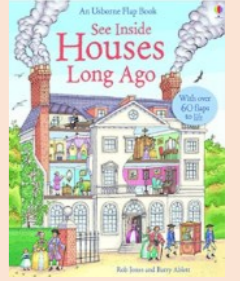
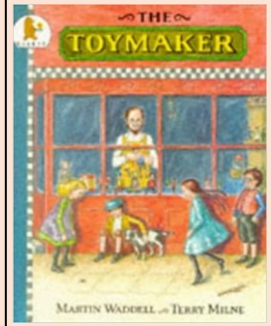
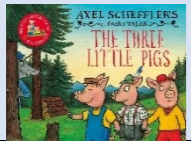

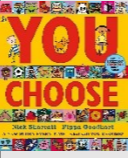





Curriculum Overview Year 1 2022-2023

2022/2023	Exploration 1	Exploration 2	Exploration 3	Exploration 4	Exploration 5	Exploration 6
	What makes the world alive?	Who are our historical superheroes and villains?	Why do people live where they live?	What makes the world work?	What is the world made of?	What can we learn from the past?
Year 1	<p>What are everyday objects made from and why?</p> <p>Building on children's first hand experiences of water, sand and malleable materials in EYFS, children continue their scientific enquiry by learning further about the names of other materials. They begin to describe their physical properties and group them together looking at similarities and differences.</p> <p>Children will work scientifically by performing simple tests to explore the question 'What is the best material for an umbrella?' Children will perform simple tests and gather and record data to help them answer questions.</p>  <p>Class Texts: We Build our Homes by Laura Knowles and Chris Madden A Planet full of Plastic by Neal Layton</p>  <p>Through the text 'A planet full of plastic', children will be introduced to the global problem of plastic pollution. This text provides children with the knowledge where plastic comes from, why it doesn't biodegrade, and why it is dangerous for humans and animals alike. This builds cultural capital in children and teaches children about responsible citizenship with ideas of how to make a difference in protecting Planet Earth therefore contributing positively to climate change. Cultural Capital is built by teaching children how to be a responsible citizen by recycling, re-using and reducing plastic waste.</p> <p>Why this, why now? Year 1 builds on the topic of Space in EYFS where pupils investigate shadows and different materials suitable for building rockets. This understanding is vital for the learning in Year 3 and 5 where pupils</p>	<p>Was Guy Fawkes an historical hero or a villain?</p> <p>Children will first learn about Guy Fawkes and the Gunpowder Plot; this will introduce them to the concept of Parliament and Kings and Queens. It also links to learning from EYFS around the historical significance of celebrations we have today. Children will then learn about The Royal Family and explore how members of the Royal family have contributed to our lives today. They will also explore the idea of 'succession' and its historical importance; this develops children's chronological understanding as they learn about events which are beyond their living memory. It also helps them to understand why these events are important and why we commemorate them through anniversaries. This builds on learning from EYFS about celebrations and why we celebrate different events.</p> <p>Class Texts: The Queen's Hat by Steve Antony The Royal Family by Helen Cox</p>   <p>Through the anchor text 'The Queen's Hat', children take a trip to our capital city London, discovering famous landmarks whilst also naming and locating the four countries and their capitals which make up the United Kingdom. This helps our children to build up their cultural capital and gives them an experience, knowledge and understanding of the importance of a place that few of them have ever visited. This begins to develop children's historical knowledge and allows them to explore how the actions of important British people like the Royal family are crucial to Britain and have impacted on our present and future. This helps underpin children's preparation for learning in Year 2 as they look at a significant global individual from history and examine their impact on the world.</p> <p>Why this, why now? The chronological understanding needed in this topic is supported by the learning which takes</p>	<p>What is it like to live in Royston?</p> <p>Building on learning from EYFS, All about me, children further explore their surrounding locality, Royston. Children build upon their self-identity and a sense of belonging by exploring where they live. Children will use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surroundings.</p>  <p>Class Texts: One Springy Day & The Secret Path both by Nick Butterworth</p>  <p>Children will go on walks to the local park to observe animals in the local environment and the impact of human actions on our environment. Children will use simple compass directions, locational and directional language to describe the location of features and routes on a map.</p> <p>Why this, why now? In EYFS children learn about how to be safe in their locality and explore the physical and human features of the school and their very close surroundings. Year 1 builds on this geographical fieldwork by exploring where they live and maps of the school. The knowledge taught in year 1 about how to use maps and basic geographical language is crucial to beginning to open children up to the wider world in Year 2.</p>	<p>How do plants and trees change through the seasons?</p> <p>Through the anchor text 'Oliver's vegetables' children build on their learning in Early years to further explore how plants grow. They learn the structure of a plant and the function of each part. They learn the names of some common wild and garden plants including deciduous and evergreen trees.</p>  <p>Class Texts: Oliver's Vegetables by Vivian French Tree by Britta Teckentrup</p>  <p>Through the text 'Tree' children learn about how plants and trees change through the seasons and observe the weather associated with seasons. Children will use the school grounds and the local environment to answer and ask questions about plants.</p> <p>Why this, why now? The topic about what makes the world alive, links to EYFS themes Our World and Mini Beasts. The content learnt by children in reception around environments, life cycles and taking care of plants and creatures, provide the foundation for this topic. Children will use the scientific knowledge taught in Year 1 to support their understanding of plants and animals in Year 2 and Year 3.</p>	<p>How do animals survive in their habitats?</p> <p>Building on previous learning from Autumn 1, children will further explore seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in the world in relation to the North and South Poles.</p> <p>Class Texts: Meerkat Mail by Emily Gravett The Umbrella by Ingrid Schubert and Dieter Schubert</p>   <p>Through the anchor text 'Meerkat Mail' children will name a variety of common animals including fish, amphibians, reptiles, birds and mammals and identify carnivores, herbivores and omnivores. Children then explore animals and their habitats, children classify animals found across the world based on environmental dependency and feeding patterns. A trip to Yorkshire Wildlife Park or Cannon Hall Farm will provide children with first hand experience of animals in a replicated natural habitat.</p> <p>Children will then use the wordless picture text 'The Umbrella' to apply their learning in order to write a narrative text of around the world to entertain an audience.</p> <p>Why this, why now? Children begin to look at the wider world in the EYFS topic Our World. They investigate the planet, climate change and contrasting environments. This comparative geographical understanding is key for children in year 1 who explore different localities. They also explore minibests in EYFS which supports children to classify in Year 1. This geographical and scientific knowledge allows children to investigate the UK and Africa in more depth as contrasting localities as well as habitats of a range of animals need in Year 2.</p>	<p>How have homes changed from the past to the present day?</p> <p>Through the anchor text 'Houses long ago', children will learn how homes have changed over the last 100 years.</p> <p>Class Texts: Houses Long Ago by Rob Lloyd Jones and Barry Ablett The Toymaker by Martin Waddell and Terry Milne</p>   <p>Using this text, children are able to sequence events which builds on their knowledge of chronological understanding developed in Autumn 2 as they learn about the passing of time.</p> <p>Using skills of historical enquiry, children learn about how homes and household objects have changed during the last 100 years by examining artefacts and other sources of evidence. Children will also look at toys from the past, which children their age would have played with so that they can compare these with toys from today. This also links to Year 2 Summer 2 topic and their anchor text, Major Glad, Major Dizzy. An enrichment educational visit will give children the opportunity to discover and experience objects from the past at first-hand; this allows children the chance to interpret difference sources of evidence and further develop their historical skills of knowledge, understanding and interpretation.</p> <p>Why this, why now? Historical enquiry begins in EYFS when children investigate their own past and a significant</p>

	<p>investigate using the properties of materials in a more complex way.</p>	<p>place in EYFS about celebrations and why we celebrate different events. The focus around themselves as a person in the EYFS topic All about me also provides a foundation for investigating other people and their history. This topic supports children when studying other historically significant people throughout school and the impact they have on us.</p>				<p>historical person. These enquiry skills using evidence and artefacts supports the learning which takes place in Year 1. Children then take their understanding of chronology and enquiry to focus more closely on the coal mining industry and life in the Victorian era in Year 2.</p>
	<p>Objectives covered: <u>Science - Physics</u> - Describe everyday materials using their senses e.g look like/feel like/ smell like e.g. bendy, hard/soft, shiny/dull, rough/smooth - Can explain how solid shapes can be changed by squashing, bending, twisting and stretching - Use scientific language to describe materials using my senses. - Explain why a material might be used for a particular job. - Compare and group together different everyday materials according to a given criteria properties. - Explain how solid shapes can be changed by squashing, bending, twisting and stretching - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for different uses - Explain how things move on different surfaces - Compare and group together different everyday materials according a given criteria properties <u>Working Scientifically</u> - Perform a simple test - Tell people what I did in the test and give the results - Put information into a chart or table to record my findings - Use pictures, labels and captions to show my work - Use standard units e.g. cm's to record my findings - Explain what I have found out <u>Sub-driver – Design Technology</u> - Make a model/structure using different materials. - Make their model stronger if it needs to be. - Talk to others about how to construct their product. - Select appropriate resources and tools for my building projects. - Make simple plans before making objects e.g. drawing, arranging pieces of construction before building. - Make a product that moves</p>	<p>Objectives covered: <u>Chronological Understanding</u> - -Use phrases like 'old', 'new', 'long ago'. - -Re-tell a familiar story that has been set in the past. <u>Historical Enquiry</u> - -Answer questions about the past using evidence from an artefact or photograph. <u>Historical Knowledge and interpretations</u> - -Appreciate that some famous people have made our lives better today and can give one example of this. - -Recognise that we celebrate certain events, such as bonfire night. - -Can tell you that we have a Queen who rules us and who she is. - -Can tell you Britain has had a King or Queen for many years. <u>Sub driver - Geography</u> - -Identify the four countries that make up the United Kingdom. - -Name some towns and cities in the U.K - -Name some common features of towns and cities e.g. schools, shops, museums</p>	<p>Objectives covered: <u>Geographical Enquiry</u> - Name key features associated with a town or village, eg, church, farm, shop, and house - Describe a locality using words and pictures - Answer some questions using different resources, such as books, the internet and atlases <u>Physical Geography</u> - Tell someone their address - Say what they like about their locality - Sort things they like and don't like - Think of a few good questions to ask about a locality <u>Art</u> - Communicate something about themselves in their drawing - Draw lines of different shapes and thickness, using 2 different grades of pencil? - Create moods in their drawings - Draw using pencil and crayons - Communicate something about themselves in their painting - Create moods in their paintings - Choose to use thick and thin brushes as appropriate - Paint a picture of something they can see - Name the primary and secondary colours</p>	<p>Objectives covered: <u>Working Scientifically</u> - Talk about what I see, touch, smell, hear or taste - Use simple equipment e.g. hand lenses to help me make observations - Sort and match objects and living things into groups - Recognise similarities and differences - Give a reason why I have sorted things into particular groups - Use pictures, labels and captions to show my work <u>Biology (living things and their habitats)</u> - -identify and name a variety of common wild and garden plants including deciduous and evergreen trees. - -Identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Art</u> - Print with sponges, vegetables and fruit. - Can design and create their own printing block. - Create a repeating pattern. - Print onto paper.</p>	<p>Objectives covered: <u>Geographical Knowledge</u> - -say which parts of the world are hot and cold and point to them on a map. - -identify the four countries making up the United Kingdom. - point out where the equator, North Pole and South Pole are on a globe or atlas. <u>Physical Geography</u> - -explain the features of a hot and cold place. <u>Human Geography</u> - can explain what people may wear if they lived in a very hot or very cold place. - -name someone who may live in a hot or cold place e.g. eskimo/aborigine <u>Sub Driver - Science knowledge and skills:</u> <u>Biology</u> - -identify and name lots of different common animals including fish, amphibians, reptiles, birds and mammals. - -name lots of different "domestic" animals. - -sort photographs of living and non-living things. - -describe how an animal is suited to it's environment. - -can name common animals that are meat eaters and/or plant eaters using the correct vocabulary (carnivores, herbivores and omnivores. - -can classify animals by what they eat. -</p>	<p>Objectives covered: <u>Chronological understanding</u> - -Know that some objects belong to the past. - -Recognise whether a story that is being read to me is old or modern. - -retell a familiar story that has been set in the past. <u>Historical enquiry</u> - -ask questions about old and new objects. - -Identify old and new objects in a picture. - -answer questions about the past using evidence from an artefact or a photograph - -Give a good explanation about what an object was used for in the past. <u>Historical knowledge and interpretations</u> - -Identify objects from the past and explain their uses. - -Recount parts of stories from the past. <u>Sub-drivers – D&T</u> - -Make a product which moves. - Can cut materials using scissors - -Describe the materials using different words. - -say why I have chosen the moving parts. - -Make a model using different materials. - -Make my model stronger if I need to. - -Talk to others about how I want to construct my product - -Select appropriate resources and tools for my building project. - -make simple plans before making objects e.g. drawing, arranging pieces of construction before building.</p>

	<p>Additional Linked Texts: The Three Little Pigs</p> 	<p>Additional Linked Texts: Cinderella, The Queens Handbag by Stven Antony, Paddington by Michael Bond, Cops and Robbers by Allan Ahlberg</p> 	<p>Additional Linked Texts: You Choose by Nick Sharratt and Pippa Goodhart</p> 	<p>Additional Linked Texts: Greta and the giants by Zoe Tucker</p> 	<p>Additional Linked Texts: Wild Life – The extraordinary adventures of Sir David Attenborough by Leisa Stewart-Sharp, You cant take an elephant on the bus by Patricia Cleveland- Peck</p> 	<p>Additional Linked Texts: Toys in Space by Mini Grey and Lost in the Toy Museum by David Lucas The most magnificent thing by Ashley Spires</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic Ideas</p>	<ul style="list-style-type: none"> • Build a house out of different materials – test can the big bad wolf blow it down? (use a fan to test) measure if it blows over and the length of time it took to blow over? • Use different pieces of materials and pur water over them and test to see if they get too soggy/wet or if water runs off them. Record if keeps you dry or make you wet could use a doll to act as a person 	<ul style="list-style-type: none"> • Identify the different places on the map. Use the bee bots to move around to the places? • Make a family tree of whos/who • Make a class timeline of key events in the Queens life • 				