**Year 1 Curriculum Overview**

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| **KS1 WWW Overview** | | | | | | | | | |
| **Year Group: KS1** | Term: Spring 2 | | | Teacher: | | Year Group: 1 | | | |
| **Diary Dates** | **Engage**  **Weeks 1-2** | **Develop**  **Week 3** | **Develop**  **Week 4** | | **Develop**  **Week 5** | | **Innovate**  **Week 6** | **Express**  **Week 7** | |
| **WWW:**  **Bright Lights**  **Big City!** | **Curriculum Enrichment**  **In the presence of Royalty!**  **WOW**  **A royal visit!**  **\*\*\***  **Where in the World? A whistle-stop UK tour!** | **Curriculum Enrichment**  **London’s Calling!**  **\*\*\***  **What is it like to visit London?**  **\*\*\***  **What makes London special?** | **Curriculum Enrichment**  **It’s all happening in London!**  **\*\*\***  **What significant events have taken place in London?**  **\*\*\***  **How has London changed over time?** | | **Curriculum Enrichment**  **Comparing Capitals!**  **\*\***  **How does London compare to Kuala Lumpur?**  **\*\*\***  **Where to go: London or Kuala Lumpur?** | | **Planning a trip for Marley Meerkat!**  **\*\*\***  **Create a class travel brochure** | **Creating the Capital!**  **\*\*\***  **Class junk model city!** | |
| **Enrichment Visits/Visitors** | Video call opportunities to ask questions and hold discussions. | | | | | | | | |
| **English** | Jack and the Beanstalk | Jack and the Beanstalk | Jack and the Beanstalk | | Jack and the Beanstalk | | Jack and the Beanstalk | Jack and the Beanstalk |  |
| **Mathematics** | Addition and Subtraction Within 10 | Addition and Subtraction Within 10 | Addition and Subtraction Within 10 | | Geometry | | Number And Place Value Within 20 | Number And Place Value Within 20 | |
| **Science** | Can you identify the material used to make objects? | Can you describe the physical properties of materials? | Can you group materials by their physical properties? | | What does opaque and transparent mean? | | Who was Wilbur and Orville Wright? | Which materials are absorbent and non-absorbent? | |
| **PE** | REAL PE UNIT 2 | REAL PE UNIT 2 | REAL PE UNIT 2 | | REAL PE UNIT 2 | | REAL PE UNIT 2 | REAL PE UNIT 2 | |
| **Music** | Charanga! | | | | | | | | |
| **ICT** | Rising Stars  Unit 2: We Are TV Chefs | | | | | | | | |
| **PSHE** | **PSHE Matters:**  **Bullying Matters** | | | | | | | | |
| **RE** | DAS: 1.6 How and why do we celebrate special and sacred times? (Part 1) | | | | | | | | |

**Year 1 Curriculum Overview**

(History/Geography/Art/DT)

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| **Bright Lights Big City** | | **Term: Spring 1** | **Teaching Staff:** | **Year Group: 1** | |
| **ENGAGE**  **Memorable Experience: A Royal Visit!**  **Curriculum Enrichment: In the presence of Royalty!** | | | | | |
| **Lesson 1**  **Launch** | **Introduce the ILP by having themed Royal tea party; children can come to school dressed as royalty. Throughout the day, we will be completing our ‘royalty training’, then we will have a royal tea party with a very special visitor!**  Use the [Bunting cut outs](https://maestro.cornerstoneseducation.co.uk/school/878/download/2020-blbc_eng_co_bunting?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDU3OTY3OTgsImV4cCI6MTYyMTM0ODc5OCwibmJmIjoxNjA1Nzk2Nzk4LCJqdGkiOiJPZ29WdzhTTnAxNFJEck1FIiwic3ViIjoxMTU1OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6IjRHV3NFZDIybE9SSHN3aEVVZUlBdmt5QU92eldXd0pWaUlDOVF3UnZvdUhROHl3R2tWIn0.7oSH4U5UPKZK-lfiPuzHpR2-py8LKccyqGf6u3CHXn0) to create a themed environment for a royal party. Set out cups, saucers and cutlery, with sandwiches, cupcakes and juice. Model some of the formal introductions and conversations that might take place and invite the children to join in. Tell the children we have a very important visitor this afternoon! We need to learn about the Queen if she is going to come and visit us! Show the children the Cornerstones presentation ‘The Queen’. If needed, use the BBC website with extra info about the Queen: http://www.bbc.co.uk/schools/primaryhistory/famouspeople/elizabeth\_ii/ What do we now know about the Queen? Model writing words about the Queen around her picture on flipchart paper for magpie board. Look at and talk about pictures/videos associated with the Queen, including her family (not forgetting the corgis’), jewels, horses, and Buckingham Palace.  Activity: Children to draw the queen or stick in picture of her and write words about her around the picture. For LA children: Word banks, sound mat, tricky words available. Review: Tell your table partner or talking partner one new fact you have learnt about the Queen.  Queen to visit in afternoon!  \*KWL grids\* **RESOURCES: Royal invitation to be sent via dojo, Royal props, WFu to be Queen, Queen worksheet, Tea Party resources, KWL grids** | | | | |
| **Lesson 2**  **Geography/Computing** | **Skills: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.**  **Knowledge:**   * **The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.**   **Q: WHERE IN THE WORLD ARE WE?**  Introduce the children to the [United Kingdom map](https://maestro.cornerstoneseducation.co.uk/school/878/download/2020-blbc_eng_map_united_kingdom?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDU3OTY3OTgsImV4cCI6MTYyMTM0ODc5OCwibmJmIjoxNjA1Nzk2Nzk4LCJqdGkiOiJPZ29WdzhTTnAxNFJEck1FIiwic3ViIjoxMTU1OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6IjRHV3NFZDIybE9SSHN3aEVVZUlBdmt5QU92eldXd0pWaUlDOVF3UnZvdUhROHl3R2tWIn0.7oSH4U5UPKZK-lfiPuzHpR2-py8LKccyqGf6u3CHXn0). Encourage the children to locate each country and its capital city, using the key and labels. Invite the children to use the compass to describe where the countries are in relation to each other. For example, London is east of Cardiff; Scotland is north of England. Explain that the United Kingdom is a union of the four countries, England, Northern Ireland, Scotland and Wales. Invite the children to point to where they think they live on the map. Explain to the children that each of these countries have their own capital city; can the children name any? Reveal the answer, then ask the children to talk about how near or far those countries are from the place they live. Use GoogleMaps to type in places of relevance for children to zoom in/out to. Together, identify and label parts, including the capital city, and the place they live on the [Blank United Kingdom map](https://maestro.cornerstoneseducation.co.uk/school/878/download/2020-blbc_eng_map_united_kingdom_blank?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDU3OTY3OTgsImV4cCI6MTYyMTM0ODc5OCwibmJmIjoxNjA1Nzk2Nzk4LCJqdGkiOiJPZ29WdzhTTnAxNFJEck1FIiwic3ViIjoxMTU1OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6IjRHV3NFZDIybE9SSHN3aEVVZUlBdmt5QU92eldXd0pWaUlDOVF3UnZvdUhROHl3R2tWIn0.7oSH4U5UPKZK-lfiPuzHpR2-py8LKccyqGf6u3CHXn0), using the [United Kingdom map](https://maestro.cornerstoneseducation.co.uk/school/878/download/2020-blbc_eng_map_united_kingdom?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDU3OTY3OTgsImV4cCI6MTYyMTM0ODc5OCwibmJmIjoxNjA1Nzk2Nzk4LCJqdGkiOiJPZ29WdzhTTnAxNFJEck1FIiwic3ViIjoxMTU1OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6IjRHV3NFZDIybE9SSHN3aEVVZUlBdmt5QU92eldXd0pWaUlDOVF3UnZvdUhROHl3R2tWIn0.7oSH4U5UPKZK-lfiPuzHpR2-py8LKccyqGf6u3CHXn0) for reference. Invite the children to check their work with a partner. Is there anything the children would like to explore- add these wonders to your wonder wall!  **RESOURCES: Google Maps, UK Map sheet.** | | | | |
| **DEVELOP**  **Curriculum Enrichment: London’s Calling!** | | | | | **Resources** |
| **Lesson 3**  **Geography** | **Skills: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Identify the characteristics of a settlement.**  **Knowledge:**   * **A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.**   **Q: WHAT IS IT LIKE TO VISIT LONDON?**   * Introduce the children to the word: Settlement. Share the London presentation, also use: <https://www.youtube.com/watch?v=bAgkeogi_5E> . Talk about each slide, then express how much you’d love to visit! Quick, grab your coats, train tickets and let’s go! Leave classroom and reenter with chairs as ‘open top bus tour!’ Use <https://www.youtube.com/watch?v=7niX_xKeeXI> or display Google Earth Street View on a screen and demonstrate visiting the streets. Drag and drop the ‘Street View’ icon onto the map at places of interest for the children to see the features from a different perspective. Zoom out and use the search tool to locate the UK, and then zoom in on London. Explore the location and size of London and then ask the children to describe what they see as you zoom back into the map. Ask ‘Can you find an airport? Can you locate a bridge? Where do you think Buckingham Palace might be?’ Ask the children to write sentences/notes to describe their findings, i.e. ‘London has many bridges’ or ‘A river runs through London’, alongside aerial view proforma to collectively describe the city's characteristics. | | | | **Google Map Street View**  **Chairs as ‘open top bus’**  **Bus Tickets**  **Aerial Worksheets** |
| **Lesson 4**  **Art & Design** | **Skills:**  **GEOG: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Name and describe the purpose of human features and landmarks.**  **ART: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Draw or paint a place from memory, imagination or observation.**  **Knowledge:**   * **Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.** * **Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).**   **Q: WHAT MAKES LONDON SPECIAL?**   * Refocus on famous London landmarks using the London landmarks presentation. Encourage the children to describe each landmark and explain its purpose. For example, ‘The Royal Albert Hall is used for concerts’, and ‘The London Eye gives tourists a view across the whole of London.’ Ask the children if they recognise any of the landmarks or have ever visited them. Use YouTube or Google Trips to virtually visit these places. * Introduce the children to the work of the British artist, [Stephen Wiltshire](https://www.stephenwiltshire.co.uk/gallery.aspx?show=originals), using online videos and work displayed on his website. Explain that Stephen has a special talent for drawing places from memory. Look at and discuss examples of his work, highlighting the way the artist uses pencil marks to record detail and build shapes in his drawings. Provide the children with a range of drawing materials, including hard and soft pencils, and allow them time to investigate ways of making different lines and shapes. Explain to the children that they are going to draw a London landmark from memory, like Stephen Wiltshire. Ask the children to decide which London landmark they would like to draw, Big Ben, The Shard or London Eye, and describe it to a friend before starting to draw. Encourage the children to take time on their drawing, comparing it to the photograph of their drawing at the end. | | | | **London Landmarks PPT**  <https://www.stephenwiltshire.co.uk/>  **London drawing worksheet** |
| **DEVELOP**  **Curriculum Enrichment: It’s all happening in London!** | | | | | |
| **Lesson 5**  **History** | **Skills: Learn about events within living memory that are significant nationally or globally. Describe a significant historical event in British history.**  **Knowledge:**   * **The London Olympics was held in 2012. London is the first city to host the modern Olympics three times – the Games were previously hosted in the capital in 1908 and 1948.** * **During its relay of Britain, the Olympic torch has travelled over 8,000 miles– that's twice the width of the USA - and has passed through over 1,000 cities and towns.** * **The 2012 Games was the first time in history that women competed in all 26 sports.** * **The UK won 65 medals altogether- our greatest performance of our greatest team at the greatest Olympics ever! GB finished with 65 medals, with 29 gold, 17 silver and 19 bronze.**   **Q: WHAT SIGNIFICANT EVENTS HAVE HAPPENED IN LONDON?**   * Play Olympic video: <https://www.youtube.com/watch?v=gKJDjg4ebNQ> . Hold discussion; where did this event take place? Can you spot any clues? Why was this event so important? What happened during this event? Use <https://www.youtube.com/watch?v=3EhKkTu3me0> to view the Olympic park. Share videos of Olympic torch relay which was continued throughout the country, with many nominated people taking place. * Time to hold our very own Olympics training camp! Who can jump highest for the high jump? Who can sprint 20m? Who can throw a javelin the furthest? Who can balance bike around the velodrome quickest? Medals at the ready! | | | | **Video Links**  **Olympic equipment: javelins, sprint track, balance bikes!** |
| **Lesson 6**  **History** | **Skills: Learn about events beyond living memory that are significant nationally or globally. Describe a significant historical event in British history. Significant historical events include those that cause great change for large numbers of people.**  **Knowledge:**   * **The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.**   **Q: HOW HAS LONDON CHANGED OVER TIME?**  Play the London’s burning video. Ask the children to listen carefully and then explain what event the song might be referring to. Sing the song as a group, encouraging the children to sing the words clearly and finish the lines together. Show the children The Great Fire of London video: [**https://www.youtube.com/watch?v=Er3GKw8Z3R4**](https://www.youtube.com/watch?v=Er3GKw8Z3R4). After watching, talk about the fire, its causes and the impact it had on the city of London. Show the children the Monument to the Great Fire of London. Explain that the monument was built to commemorate the Great Fire and to celebrate the rebuilding of the city. Explain that many people visit the monument because it marks a site of historical importance. How does London compare to now and then? Explore the buildings, the population etc. Children to complete ‘Now and Then’ drawing to show the comparison between streets, buildings etc. | | | | **London’s Burning!:** [**https://maestro.cornerstoneseducation.co.uk/project/bright-lights-big-city-2?group\_by=stage&tab=develop&curriculumId=3980**](https://maestro.cornerstoneseducation.co.uk/project/bright-lights-big-city-2?group_by=stage&tab=develop&curriculumId=3980)  **Now and Then comparison sheet** |
| **DEVELOP:**  **Curriculum Enrichment: Comparing Capitals!** | | | | | |
| **Lesson 7** | **Skills: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Identify the similarities and differences between two places.**  **Knowledge:**   * **Places can be compared by size, amenities, transport, location, weather and climate.** * **Kuala Lumpur is the capital city of Malaysia.**   **Q: HOW DOES LONDON COMPARE TO OTHER CAPITAL CITIES?**  Using [Google Earth](https://www.google.co.uk/intl/en_uk/earth/), show the children some other capital cities around the world. Talk about the size, shape and layout of the settlements, then explain that they are going to find out about Kuala Lumpur, the capital city of Malaysia. Show the location and size of Kuala Lumpur, using [Google Earth](https://www.google.co.uk/intl/en_uk/earth/), and ask the children to identify some of its geographical features from the map. Play the [Kuala Lumpur video](https://maestro.cornerstoneseducation.co.uk/project/bright-lights-big-city-2?group_by=stage&tab=develop&curriculumId=3980), then ask them to name and describe any features and landmarks of Kuala Lumpur. Show the children the [Kuala Lumpur picture cards](https://maestro.cornerstoneseducation.co.uk/school/878/download/2020-blbc_dev_pc_kuala_lumpur?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDU3OTY3OTgsImV4cCI6MTYyMTM0ODc5OCwibmJmIjoxNjA1Nzk2Nzk4LCJqdGkiOiJPZ29WdzhTTnAxNFJEck1FIiwic3ViIjoxMTU1OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6IjRHV3NFZDIybE9SSHN3aEVVZUlBdmt5QU92eldXd0pWaUlDOVF3UnZvdUhROHl3R2tWIn0.7oSH4U5UPKZK-lfiPuzHpR2-py8LKccyqGf6u3CHXn0) and invite them work with a partner to say how they think Kuala Lumpur is the same or different to London. Make a class list to record some of the similarities and differences. Similarities might include both cities having a river or a zoo. Differences might include Kuala Lumpur having a monorail whereas London has overground and underground trains. Children to record shared ideas in books. | | | | **Google Earth**  **KL Picture cards**  **Same/Different sheet** |
| **Lesson 8** | **Skills: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Identify the similarities and differences between two places.**  **Knowledge:**   * **Places can be compared by size, amenities, transport, location, weather and climate.** * **Kuala Lumpur is the capital city of Malaysia.**   **Q: WISH YOU WERE HERE! WHERE WOULD YOU RATHER VISIT?**  Tell children that today they will be detectives! They will be shown a variety of photos and they need to decide if it is a photo of London or Kuala Lumpar. Show children the photos on the slide. For each one, they go and stand next to the card to show whether they think the photo shows London or Kuala Lumpar. Before revealing the answer, encourage children to discuss their reasoning. What clues are there? What does this tell you? How did you use what you already know about London/ Kuala Lumpar to decide? Repeat this for all the photos on the slides.  Hold a discussion: Where would you rather visit? Mind map children’s ideas and then model creating a postcard as if you were visiting your chosen place. What can you see? Where have you visited? What have you eaten? | | | | **Capital cards**  **Postcard template** |
| **INNOVATE**  **Curriculum Enrichment: Marley Meerkat!** | | | | | |
| **Lesson 9 & 10**  **Geography/ Art & Design** | Marley needs your help! He’s travelling from Kuala Lumpur in Malaysia to visit his friends and family at London Zoo. He will need to know what to wear, how to travel around London and what to see and do. Let’s get started!  Show the children the Marley the Meerkat introduction video. Ask them to share what they know about Marley and explain what he wants them to do. Discuss the challenge Marley has given them and share your travel brochure you plan to create. Set teams off to find out information and create what’s needed for your travel brochure. Teams could dress in appropriate clothing for London sight- seeing and take photographs, research and write up information on famous landmarks, design tickets Marley will need for famous landmarks, and create menus for typical British food Marley will eat in London, create maps! | | | | **Marley Meerkat Video**  **Travel brochure- an A3 display book?**  **IPads** |
| **EXPRESS**  **Curriculum Enrichment: Creating a Capital!** | | | | | |
| **Lesson 10 & 11**  **Art & Design** | Work in groups to create big models of famous London landmarks using a range of junk modelling materials. Paint and decorate their models so that they look just like the real thing! Look at picture maps of London and place their models in the correct locations.  Provide a good range of junk materials, including large cardboard boxes. Remember to take plenty of photographs of the children as they are working. | | | | **Junk modelling resources!** |