PHASE: KS1   YEAR: 1

Together we believe, together we succeed

INTENT		IMPLEMENTATION
Curriculum vision	Learning values	Core skills
Through our curriculum, our children will become; – ***Effective learners;*** – ***Responsible citizens.***	Our children will: • Speak clearly and articulate ideas confidently. • Use taught vocabulary purposefully and in different contexts. • Show empathy and resilience. • Use new technologies appropriately and with purpose. • Problem solve, explore, question and be curious.	Use learnt knowledge to solve problems and/or recreate in a new context Recall Apply — Understand Connect Make links to similar themes and events (link to what children have learnt in the past) Topic discussion/quizzes KWL grids revisited each week. Generate key questions to be revisit. What have you learnt before to help you achieve that? Self-explanation and elaboration. E.g. recall facts about the Great Fire of London and be able to explain why it happened and spread so quickly (deeper learning).

	Topic 1	Topic 2	Topic 3	Topic 4
Mini topic week 1 and 2 Be the best you can be. Focus on basic skills	Topic and Question: Geography What's around the corner?	Topic and Question: History Conisbrough castle – a journey through time	Topic and Question: History Significant people (Rosa Parks, Neil Armstrong)	Topic and Question: Science Animals / zoo
	Launch: Local walk	Launch: Trip to Conisborough Castle	Launch: Rocket launch visitor	Launch: Dress as an animal day

	Hooks: Local walks
	        Treasure hunt
		Hooks: Trip to Conisbrough castle
		        Castle building - Lego
			Hooks: Protest
			        Rocket launching
				Hooks: Yorkshire Wildlife Park
				        Animal dress up
				        Food tasting

	Showcase: Welcome to Mexborough tour video	Showcase: News report	Showcase: Video of learning	Showcase:
	Key Text: Little Red Riding Hood / Rainbow fish	Key Text: Supertato	Key Text: Little People Big Dreams – Rosa Parks, Whatever next	Key Text: Penguin in peril
Science	**Intro to materials** – distinguish between an object & the material - Describe properties of materials - name different materials - Compare materials	**Materials cont.** - decide suitable materials for parts of a castle by being able to discuss and compare properties - Why different materials were used during rebuilds of the castle.	**Earth:** Seasons Day length Signs of each season **Plants (local plants / flowers)** - Identify & name variety of common plants and trees - Evergreen / deciduous trees - Identify / describe the basic structure of a flowering plant	Animals including humans: - Categorise animals into groups – mammals, reptiles, amphibians, fish, birds, insects - Understand the difference between vertebrates / invertebrates - Know the bones of the human body and compare these to animals - Know the human senses and which body part is associates with each.

				- Categorise animals by diet: herbivore, omnivore, carnivore. Scientist study: Carl Linneaus
History	Local history of Mexborough – comparing then and now	Conisbrough castle – How has the castle changed over time? How has our local area changed over time? The de Warenne family and their impact on Conisbrough and South Yorkshire.	Significant people - How did each person change the world? - How did changes in the past impact life today? - Timelines of events	
Geography	Local walks – human and physical features - Countries of the UK - Continents of the world - Oceans of the world - Capital cities in the UK - Map work including aerial maps and images - Exploring geographical resources such as maps, globe, atlas, compass	Map works around the castle and Conisbrough Human and physical features of Conisbrough		
Art and design	Clay work – design and make a local home / shop	Sketch / pencil work of the castle Paul Klee – geometric shapes (castle and sun)	Peter Thorpe - Space painting Picasso portraits- ourselves	Sketching, drawing skills Painting / colour mixing
Design Technology		Design and build a smaller scale castle – tower.	Moving pictures	Fruit salad
Computing	Teach Computing scheme	Teach computing scheme cont.	Teach computing scheme cont.	Teach computing scheme cont.