

VIEWLEY HILL ACADEMY CURRICULUM PLAN - KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question	Who lives in a castle like this?	How can I survive?	Where shall we go?	What is bad weather?	What makes a superhero?	To samba or not to samba?
Driver	History	Science	Music/ Art	Geography	PSHE	DT
Engage	Visit to a castle	Expedition Planning	Read with Me Afternoon	Visit a local village (Stokesley)	Superhero Day	Watch 'Rio'
Express	Living museum presentation	Survival Experience /Forest Schools	Let me Read to You (parents in)	Present the weather (green screen)	Superhero Moves (dance presentation)	Carnival
Text(s)	Rapunzel The Tunnel	The Jungle Book	Katie Morag Whatever Next The Gruffalo	Non-fiction texts about different localities	Supertato How to be a superhero Ten Little Superheroes	Rumble in the Jungle Walking through the Jungle
Genres	Recount Narrative – Voyage and Return Instructions/ Explanation	Report Information Text	Narrative – Overcoming the Monster Diary Postcards from the moon	Leaflets Scientific report Weather poems	Fact File – Explanation Narrative – Rags to riches	Myths and Legends Non-chronological reports
Science	<p>Materials (theory) <u>Everyday materials (Y1 ob)</u> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, plastic, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes. <u>Uses of every day materials (Y2 ob)</u> EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Materials (investigate) 1.How can I keep warm? 2. How can I keep dry? 3. How can I keep floating? <u>Everyday materials (Y1 ob)</u> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, plastic, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes. <u>Uses of every day materials (Y2 ob)</u> EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some</p>	<p>Animals inc Humans (Y1 ob) A1-Identify and name a variety of common animals inc fish, amphibians, reptiles, birds and mammals. A2-Identify a range of animals that are carnivore/herbivore/omnivores A3-Describe and compare the structure of common animals ic fish, amphibians, reptiles, birds and mammals inc pets. A4-Identify name draw and label parts of human body and say which part is associated with each sense. W/S- 3,4,5,6</p>	<p>Plants (Y1 ob) Describe the simple physical properties of a variety of plants. P1 -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees P2-Identify and describe the basic structure of a variety of common flowering plants inc. Trees. WS WS5 <u>Plants (Y2 ob)</u> P1-Observe and describe how seeds and bulbs grow into mature plants P2-Find out and describe how plants need water, light and suitable temp to grow and be healthy. WS,2,4,5,6</p>	<p>Animals inc Humans (Y2 ob) A1-Know that animal's inc humans have offspring which grow to adults. A2-Basic needs of animal's inc human for survival. A3-Importance of human exercised, eating, food types and hygiene. WS,3,4</p>	<p>Living Things and their habitats (Y2 ob) LT1- explore and compare the differences between things that are living, dead and never been alive. LT2-Identify most living things live in habitats +how habitats provide basic needs and dependencies LT3-Identify and name a variety of plants and animals in their habitats. LT4-Describe how animals obtain food</p>

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	W/S 1,3,4,5,6	materials can be changed by squashing, bending, twisting and stretching. W/S 1,3,4,5,6				
History	Places and individuals Hi 2 Hi 3		Hi 3 Learn about the lives of individuals in the past who have contributed to national and international achievements. Neil Armstrong – moon landing (Whatever Next link)		Hi 3 Learn about the lives of individuals in the past who have contributed to national and international achievements. Rosa Parks (Who is your superhero?)	
Geography	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. GE SF3 Local fieldwork Ge SF 4 Phys & human vocab Ge HP 2b	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. GE SF1		Contrasting Localities Ge HP 2a,2b Geographical Vocabulary GeHP1 Weather Patterns GeSF3 Physical and Human Features		Use maps, globes and atlases GeSF1 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Ge SF3
DT	Design and make structure with lever or slider (puppets) D1 -design purposeful functional appealing products for themselves and others based on a criteria D2 –generate develop and model ideas through talking drawing, templates etc. M1 -select from and use a range of tools and equipment to perform practical tasks. M2 -select from and use a wide range of materials and components including construction, textile and ingredients according to their characteristics.	Design and Make suitable products (boat or raft) M1 - Select from and use a range of tools and equipment to perform practical tasks. M2 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.			Design a packed lunch for a superhero DT Cn1 – Use the basic principles of a healthy and varied diet DT E1 – Explore and Evaluate a range of existing products (compare energy drinks’ sugar content)	Design and Make a Carnival head dress DT E2 Evaluate their designs against the original criteria

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	<p>TK1 - build structures exploring how they can be made stronger stiffer and more stable.</p> <p>TK2 – Explore and use mechanisms.</p> <p>E1-Explore and evaluate a range of existing products</p> <p>E2- Evaluate ideas and products against design criteria</p> <p>Choose materials and components, design, finish, make and evaluate</p>					
Art	<p>1. Use materials to design and make</p> <p>2. Use drawing, painting and sculpture</p> <p>3. Develop techniques involving line; shape; form, space</p>		<p>2. Share ideas, experience, imagination</p> <p>3. techniques involving line; shape; form, space</p> <p>4. Learn about the work of Axel Shaeffler</p>	<p>2. Use drawing, painting and sculpture</p> <p>3. Develop techniques involving line; shape; form, space</p> <p>4. Learn about the work of Rousseau, Monet, Seurat, Caillebot</p> <p>Make sun-catchers and mobiles</p>		
Music	<p>Songs, chants and rhymes</p> <p>Mu 1 (hymns about knights)</p>	<p>Mu1 Songs, Chants and Rhymes</p> <p>Mu2 play instruments</p> <p>Mu3 listen to recorded music</p>	<p>Mu4 Compose music to accompany the Gruffalo</p>		<p>Mu3 listen to recorded music (superhero theme tunes)</p>	<p>Mu2 play instruments</p>
Computing	<p>1.6 We are celebrating (invitations and posters for Express)</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>1.5 We are storytellers</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully.</p>	<p>2.3 We are photographers</p> <p>Use technology</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>2.4 We are games testers</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>2.2 We are digitally resilient</p> <p>Learn how to keep safe using the Internet. Identify 'internet baddies' and recognise how to combat them (CEOP button)</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>2.5 We are detectives</p> <p>Use technology, understand algorithms</p> <p>Co 4 Co 1</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (film reviews)</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns</p>

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						about content or contact on the internet or other online technologies.
PE	Throwing and catching Balance, agility, coordination	Dance & movement patterns Games – attacking & defending, striking & fielding	Balance, agility, coordination Health & fitness	Throwing & catching Games- attacking & defending, striking & fielding (outdoor)	Running& jumping Dance & movement patterns	Health & fitness Running & jumping
RE	Leaders and Teachers: Christianity	Believing: Christianity	Symbols: Christianity	Leaders and Teachers: Judaism	Believing: Judaism	Symbols: Judaism
MFL	N/A	N/A	N/A	N/A	N/A	N/A
PSHE	Social situations and right and wrong PSHE 5g (Getting to know you week)	Anti-Bullying Day	Groups/communities Similarities/differences listen and play co-op likes and dislikes	Belong to groups, looking after the environment PSHE 2f PSHE 2g	PSHE 1a, 1b, 2d, 2e, 2f, 3g, 5g Dealing with difficult situations: Conscience alley	SRE: 1.To understand gender (images of boys/ girls) To challenge gender stereotypes 2.To recognise positive images of ‘family’ and challenge stereotypes of what a family is 3.To recognise relationships with different people and discuss who they trust
C4L	<i>Manners (ongoing)</i> - <i>waiting my turn (Y1)</i> - <i>holding the door for someone (Y2)</i> <i>Visit a castle</i>	<i>Recycle unwanted toys (Y1)</i> <i>Christmas gift(shoe)box</i>	<i>Meet someone from a different country</i>	<i>Skip with a rope</i>	<i>Dealing with an emergency (Y2)</i>	<i>Learn some Brazilian phrases</i>