

Co-op Academy Clarice Cliff Primary - Curriculum Overview – Year 1 - 2023-2024

	Autumn 1 Geography/ Art	Autumn 2 History/ D.T	Spring 1 Geography/ Art	Spring 2 History/ D.T.	Summer 1 Geography/ Art	Summer 2 History/ D.T.
Geography History	<p>Where do I live? (<i>Local</i>) (UK and mapping local area)</p> <p>How best can I map my school? <i>So that I know my way around my school.</i></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>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</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Four seasons (National) (one week unit overview: Autumn and Winter)</p>	<p>My family history and the local area</p> <p>How have our lives changed during the Queen's life?</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p>	<p>Town and countryside (National)</p> <p><i>How many towns make up 'The Potteries'? So that we know the difference between different types of settlements.</i></p> <p>Pupils should understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use basic geographical vocabulary to refer to: key physical features and key human features</p> <p>Four seasons (National) (one week unit: Spring) How do the seasons change over time in the UK? So that I can name the 4 seasons.</p> <p><i>How do the seasons change over time in the UK? So that I can name the 4 seasons.</i></p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Castles <i>What makes an effective castle?</i> <i>Who lives in a castle?</i></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p>	<p>Coastal areas (National)</p> <p><i>What can I find at the seaside? So I can describe the physical and human features of the coast.</i></p> <p>Pupils should understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use basic geographical vocabulary to refer to: key physical features and key human features</p> <p>Four seasons (National) (one week unit: Summer) How do the seasons change over time in the UK? So that I can name the 4 seasons.</p> <p><i>How do the seasons change over time in the UK? So that I can name the 4 seasons.</i></p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Intrepid Explorers <i>What makes an explorer significant?</i></p> <p>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p>

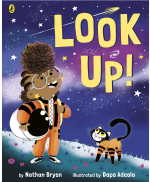
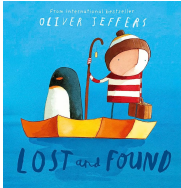

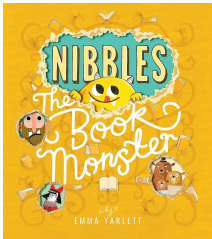

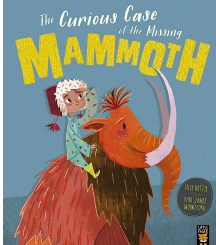

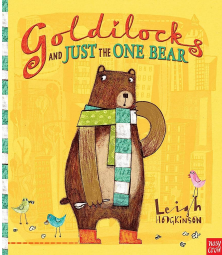
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	<p><i>How do the seasons change over time in the UK? So that I can name the 4 seasons.</i></p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>					
Art/D.T	<p>Spirals</p> <p>How can I use my whole body to create a drawing? (Geography - Seasons - patterns in nature)</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That drawing is a physical and emotional activity. - That when we draw, we can move our whole body. - That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. - That we can draw from observation or imagination. - That we can use colour to help our drawings engage others. 	<p>Food: preparing fruit and vegetables (Handa's surprise/ text in year/Harvest festival?)</p> <p><i>How can we tell the difference between a fruit and a vegetable?</i></p> <p><i>How can we combine fruits and vegetables that are in season?</i></p> <p><u>Cooking and nutrition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. 	<p>Exploring Watercolour</p> <p>How can I tell a story through watercolour?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That watercolour paint has special characteristics. - That we can use the elements of surprise and accident to help us create art. - That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. 	<p>Mechanisms: wheels and axels. (History – Castles)</p> <p><i>How can we transport heavy materials to build a castle?</i> <i>How can I protect a castle from invaders?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Making Birds</p> <p>How can I use my drawings to help me make a sculpture ? (Geography - coastal birds)</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That there is a relationship between drawing & making – we can transform 2d to 3d. - That we can use observational drawing and experimental mark-making together to make art. - That we can work from similar stimulus or starting point but end up with very different individual results. - That the individual results can then be brought together to make a whole artwork. <p><u>Year 1/2 transition art project:</u> <u>Clarice Cliff Project</u> <u>Clay coaster</u> <u>(solitude)</u></p>	<p>Textiles: templates and joining techniques (Geography – Extremes)</p> <p><i>How could we join fabric to make a warm pair of gloves?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p>

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				<p><u>Evaluate</u></p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Science	<p>Animals Including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Animals Including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Seasonal Change</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Describe the simple physical properties of a variety of everyday materials</p>	<p>Sustainable Science</p>
<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 						

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Main text(s)	<p>Look Up! - Nathan Bryon</p>  <p>Lost and Found - Oliver Jeffers</p> 	<p>Lost and Found - Oliver Jeffers</p>  <p>Nibbles The Book Monster - Emma Yarlett</p> 	<p>The Lion Inside - Rachel Bright and Jim Field</p> 	<p>The Curious Case of the Missing Mammoth- Ellie Hattie and Karl James Mountford</p> 	<p>Toys In Space - Mini Grey</p> 	<p>Goldilocks and Just The One Bear - Leigh Hodgkinson</p> 
Supporting texts	<p>Other traditional tales; Goldilocks and the three bears Little Red Riding Hood</p>	<p><i>The Queen's Knickers</i> <i>Paddington at the Palace</i> <i>The Great Fire of London (Beginning History)</i> <i>Big Picture Book of London (Usborne)</i> <i>QE!! We Love You: A child's-eye celebration of Queen Elizabeth II</i></p>	<p>Children in History: Victorians Education Through the Years Going to School: Comparing Past and Present In The Past: Toys Home Life Through the Years</p>	<p>Whatever Next Aliens Love Underpants Space (Fabulous facts)- Ladybird My Very First Space book – Emily Bone</p>	<p>Just so Stories –Rudyard Kipling Animal Poems – Jennifer Curry Tigers – James MacLaine How to look after dogs and cats – Katherine Starke Aesop's Fables</p>	<p>Lila and the Secret of Rain Handa's Surprise Where The Night Came From Rio De Janeiro – A Three Dimensional Expanding City Rainforests – Lucy Beckett-Bowman Brazil (Fact Cat) – Alice Harman</p>

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English	<p>Narrative – retell traditional tale (3 weeks)</p> <p>Narrative –Stories with a alterative setting (3 weeks)</p> <p>Poetry – Recite by heart Nursery rhymes (Within daily provision)</p>	<p>Poetry- Firework poem (1 week)</p> <p>Narrative- Retell story (3 weeks)</p> <p>Non-Narrative- Instructions How to make a jam sandwich (2 weeks)</p> <p>Christmas Story (1 week)</p>	<p>Narrative –Stories with a familiar setting (3 weeks)</p> <p>African Animal- Non Chron report (2 weeks)</p> <p>Poetry- Oi Frog Oi Dog (2 weeks)</p>	<p>Narrative- Retell story with innovation (3 weeks)</p> <p>Non Narrative-Fact File about Malala (2 weeks)</p>	<p>Narrative- Retell story with innovation (3 weeks)</p> <p>Non narrative- Instructions for Mr Kilns lunch. How to make a cake (2 weeks)</p> <p>Recount of seaside trip (1 week)</p>	<p>Narrative- Writing an alternative ending (3 weeks)</p> <p>Non-narrative- Non chron report about Antarctica (3 weeks)</p> <p>Seaside Poem (1 week)</p>
Maths (White Rose)	<p><i>Number: Place Value (Within 10)</i> <i>Number: Addition and Subtraction (Within 10)</i></p> <p><i>Geometry: Shape</i> <i>Number: Place Value (Within 20)</i></p>		<p>Number: Addition and Subtraction (Within 20)</p> <p>Number: Place Value (Within 50) Measurement: Length and Height</p>		<p>Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (Within 100) Measurement: Money Measurement: Time</p>	
PE	Hands 1	Gymnastics (wide, narrow, curled)	Dance (the zoo)	Games for understanding	Athletics (running 1)	Rackets, bats and balls
Music (Charanga)	<p>Hey You - Old-School Hip Hop style</p> <p><i>children will learn;</i> the differences between pulse, rhythm and pitch how to rap and enjoy it in its original form.</p> <p>how to sing, play, improvise and compose with this song</p> <p>how to listen and appraise other Old-School Hip Hop tunes.</p>	<p>Rhythm in the Way we Walk (Reggae) and Banana Rap (Hip Hop)</p> <p><i>children will learn;</i> to listen & Appraise other styles of music</p> <p>to continue to embed the interrelated dimensions of music through games and singing.</p>	<p>In the Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra <i>children will learn;</i> to identify the six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>to listen and learn a different style of In The Groove.</p>	<p>Round and Round - Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Your Imagination - Pop</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Reflect, Rewind and Replay - Western Classical Music</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to revisit songs and musical activities</p> <p>recognise a context for the History of Music</p> <p>recognise and use the beginnings of the Language of Music.</p>
Computing (Purple Mash)	<p>Online Safety & Exploring Purple Mash</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><i>Pictograms</i> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>- Recognise common uses of information technology beyond school</p>	<p>Coding</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>Animated Stories</p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Maze Explorers</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>Spreadsheets</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>Technology outside school</p>

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	<ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content Grouping & Sorting - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school 		<ul style="list-style-type: none"> - Use logical reasoning to predict the behaviour of simple programs 		<ul style="list-style-type: none"> - Use logical reasoning to predict the behaviour of simple programs Lego Builders - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> - Recognise common uses of information technology beyond school
RE	<p>1.2. Who do Christians say made the world?</p> <p>There is a focus on harvest in the unit, appropriate to the time of year.</p>	<p>1.6. Who is a Muslim and how do they live? (part 1)</p> <p>Introduction to an in depth focus on Muslims. Builds on the world on Eid in F6. This unit is then built on in another systematic unit in year one. Opportunity for retrieval of knowledge.</p>	<p>1.1 What do Christians believe God is like?</p> <p>Opportunities for comparison between different faiths as following unit on Muslim faith.</p> <p>Opportunity to dispose of the dichotomy of the two religions. The Abrahamic faiths have some similarities and shared ideas.</p>	<p>1.6. Who is a Muslim and how do they live? (part 2)</p> <p>Opportunity to retrieve knowledge and understand and build on it.</p>	<p>1.10 What does it mean to belong to a faith community?</p> <p>Systematic study leads to thematic study at the end of the year. Allowing informed comparison and further recall of subject knowledge.</p>	<p>1.9. How should we care for the world and for others, and why does it matter?</p> <p>Systematic study leads to thematic study at the end of the year. Allowing informed comparison and further recall of subject knowledge.</p>
PSHE (Jigsaw)	<p>Being me in my world</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I feel special and safe in my class and know how to make my class a safe place for everybody to learn.</p> <p>I know my views are valued and can recognize the choices I make and understand the consequences</p>	<p><i>Celebrating Difference</i></p> <p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p>	<p>CO-OP VALUE</p> <p>SOLIDARITY</p>	<p>Healthy Me</p> <p>I can tell you why my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognize how being healthy helps me to feel happy.</p>	<p>Relationships</p> <p>I can tell you why I appreciate someone who is special to me</p> <p>I can express how I feel about them.</p>	<p>Changing Me</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these (penis, testicles and vagina).</p> <p>I respect my body and understand which parts are private.</p>