

Thorn Grove Primary School
Medium Term Curriculum
Overview
YEAR 1

Half term or Term (Autumn)	Focus: <i>Use fieldwork and mapping in the local area</i>	Subjects	Year 1
		Enquiry Question: Where will the naughty bus go?	Geography
			Statutory Objectives: <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map Identify seasonal and daily weather patterns in the United Kingdom (<i>continuous strand to run through each half term</i>) use basic geographical vocabulary
			Non Statutory Guidance: Local Study of the school and its immediate surrounding area
			Assessment Criteria: <ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can complete a chart to express opinions during Fieldwork. I use first hand observation to investigate places – the school grounds, the streets around and the local area. I can use simple compass directions (NSEW) I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can make a simple map (e.g. from a story).
		Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
Secondary, taught discreetly but liked to topic (8 weeks)		Science Plants	Statutory Objectives: Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
			Non Statutory Guidance: Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (trees: trunk, roots, branches, leaves, flowers (blossom), fruit; garden and wild plants: flower, petals, stem, leaves, roots, fruit, bulb and seed). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast how different plants change over time. Create a season guide focus on one particular tree in the grounds. Plant some hyacinths and fast growing plants such as cress. Make comparisons between the two, one is a bulb one a seed, edible/not edible fast growing/slow.
			Assessment Criteria:

	Plant ideas and suggestions	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
	Art/DT	Art - Natural sculptures Art- Observational drawing: linked to the local school environment <ul style="list-style-type: none"> to use drawing and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using texture, about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
		DT- make a model moving bus using wheels and axels. <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] 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. 	
Taught as a discrete subjects not as part of the topic theme			
SCIENCE: Animals including humans (7 weeks)	Statutory Objectives: Pupils should be taught to: <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 		
	Non Statutory Guidance: Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.		
	Assessment Criteria:		
	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	

	Science: Seasonal Changes *On-going throughout the year This is also geog as well as science	Statutory Objectives: <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	
		Non Statutory Guidance: Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.	
		Assessment Criteria:	
		Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
	Computing	Trip Geo and Raintoday Bee box Ipad app - Rising stars unit- we are treasure hunters. <ul style="list-style-type: none"> 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. 	
	Music	Stockport's preferred Music Scheme: Charanga Autumn 1 Unit: Three Little Birds Style: Reggae Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles Autumn 2 Unit: Ho, Ho, Ho! Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross curricular links: Christmas. Literacy - christmas vocabulary. Historical context of musical styles.	

	RE	<p>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained Autumn: Who is a Christian and what do they believe? (Believing strand)</p>
	PE Indoor and Outdoor	See PE Passport long term overview for Autumn 1 & 2
	PSHE	<p><u>HEALTH AND WELLBEING</u></p> <p>What helps keep bodies healthy Hygiene routines Growing and Changing Setting goals Change and loss and how it feels Keeping Safe How to ask for help if worried about something</p> <p>Supported by weekly circle sessions</p>

Half term or Term (SPRING)	Focus: <i>Changes within living memory. The lives and contributions of significant individual.</i>		Subjects	Year 1		
	Enquiry Question: How was life different for Grandma and Granddad?	History	Statutory Objectives: <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (HT1) Journal 71 of HA Magazine – Autumn 15 The lives of significant individuals in the past who have contributed to national achievements. (HT2) compare aspects of life in different periods study the lives of significant individuals who have contributed to national and international achievements (link to Bruege/Lowry) 			
			Non Statutory Guidance: Related to Pieter Bruegel the Elder and LS Lowry			
			Assessment Criteria: <ul style="list-style-type: none"> I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can tell you about some of the people or events from my work I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described. 			
			<i>Suggested ideas/activities/books/web links</i>		<i>Possible trips/artists to school/etc</i>	
	Taught discreetly but as part of main topic	Science: Everyday Materials (6 weeks)	Statutory Objectives: Pupils should be taught to: <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 			
Non Statutory Guidance: Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: ‘What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast’s leotard?’						
Assessment Criteria:						
Ideas for everyday materials		<i>Suggested ideas/activities/books/web links</i>		<i>Possible trips/artists to school/etc</i>		

Taught as a discrete subjects not as part of the topic theme

SCIENCE: Plants (continuous throughout the year)

Statutory Objectives:

- 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.

Non Statutory Guidance:

Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.

They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

Assessment Criteria:

Ideas for Plants

Suggested ideas/activities/books/web links

Possible trips/artists to school/etc

Science: Seasonal Changes
*On-going throughout the year

Statutory Objectives:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Non Statutory Guidance:

Pupils should observe and talk about changes in the weather and the seasons

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Assessment Criteria:

I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
I can identify and describe the basic structure of a variety of common flowering plants, including trees.

Ideas for seasonal changes

Suggested ideas/activities/books/web links

Possible trips/artists to school/etc

Computing	<p>Rising stars unit- We are personal trainers but do pictograms/graphs to show favourite toys.</p> <ul style="list-style-type: none"> • 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 • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; <p>Rising stars unit- We are gardeners.</p> <ul style="list-style-type: none"> • 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. 	
Music	<p>Spring 1 Unit: In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Topic and cross curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles. Spring 2 Unit: Rhythm In The Way We Walk and Banana Rap Style: Reggae, Hip Hop Topic and cross curricular links: Action songs that link to the foundations of music.</p>	
RE	<p>Stockport RE Agreed Syllabus Spring: What makes some places sacred? (Expressing)</p>	
PE	See PE Passport long term overview for Spring 1 & 2	
PSHE	<p>RELATIONSHIPS Feelings and Emotions Recognising feelings in self and others Sharing feelings Healthy Relationships Secrets and keeping safe Special people in their lives Valuing Difference Respecting similarities and differences in others views and ideas</p> <p>Supported by weekly circle sessions</p>	

	Art	<p>Comparing the works of Lowry and Bruegel Drawing in the style of Lowry</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>to use drawing and painting to develop and share their ideas, experiences and imagination.</p>
	DT	<p>Making model homes- for a real purpose for a user. design purposeful 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> <p>Make 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 and textiles according to their characteristics.</p> <p>Evaluate evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable

Half term or Term (SUMMER)	Focus: Similarities and differences in human and physical geography with a non-European country.	Level of Focus? Main/Light/Continuou s	Subject s	<u>Year 1</u>
		Enquiry Question: How is Cheadle Hulme different to the Daintree rainforest?	Geography	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map 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 Use simple fieldwork and observational skills to study the geography of their school and its grounds use basic geographical vocabulary use world maps, atlases and globes to where North East Australia is <p>Non Statutory Guidance: Use NE Australia as the location</p>

		<p>Assessment Criteria: I understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country. I use and understand basic geographical specific vocabulary relating to human and physical geography I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Identify Identify seasonal and daily weather patterns in the United Kingdom (continuous strand to run through each half term)</p>				
		<table border="1"> <tr> <th>Suggested ideas/activities/books/web links</th> <th>Possible trips/artists to school/etc</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc		
	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc				
	<p>Assessment Criteria:</p>					
Art	<p>Collage Andrew Goldsworthy- Sculpture Aboriginal art</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
DT	<p>DT- Where do our snack come from? Make smoothies/fruit salad.</p> <ul style="list-style-type: none"> understand where food comes from. use the basic principles of a healthy and varied diet to prepare dishes 					
<p>Taught as a discrete subjects not as part of the topic theme</p>						
SCIENCE: Plants (7 weeks)	<p>Statutory Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Non Statutory Guidance: Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>				

	Assessment Criteria:	
Ideas for Plants	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
Science: Seasonal Changes *On-going throughout the year	Statutory Objectives: <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	
	Non Statutory Guidance: Pupils should observe and talk about changes in the weather and the seasons Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.	
	Assessment Criteria:	
Ideas for seasonal changes	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
Computing	Rising stars- We are TV chefs. <ul style="list-style-type: none"> 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. recognise common uses of information technology beyond school use technology purposefully to create, organise, store, manipulate and retrieve digital content 	
Music	Summer 1 Unit: Round and Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles. In The Groove - Year 1 - KS1 (Year 1) Summer 2 Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	
RE	Stockport RE Agreed Syllabus Summer: What does it mean to belong to a faith community?(Living)	

PE	PE	See PE Passport long term overview for Spring 1 & 2
	PSHE	<u>LIVING IN THE WIDER WORLD</u> Rights and Responsibilities Group and class rules Everybody is unique in some ways and the same in others Environment Looking after the local environment Money Where money comes from How to use money -saving and spending money Supported by weekly circle sessions

