

## Romsey Abbey Primary School Year 1 Curriculum

| Year 1              | What do you see when you look at me?  |  | How do I feel today?  |                 | Who do I change as I grow?   |             |
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| Visit               | Hillier’s Arboretum whole School – Science focus <u>Colours of the Earth/Seasons</u> : Texture cards, Leaf match (emphasis Evergreen/Deciduous), Sticky colour caterpillars, You’ve been framed, Leaf sort, Colour palettes<br>Milestones Museum – History focus  |  | Out and about in Romsey – Geography focus to involve a few shorter visits around the locality.  |                 | Oasis Farm visit   |             |
| Habit of Mind       | Curiosity   | Empathy and Reflection   | Resilience  | Self-Management | Collaboration  | Creativity  |
| English Focus Texts | The Smartest Giant in Town by Julia Donaldson (outcome - letter)<br>The Owl and the Pussycat by Edward Lear<br>Is there a poem version of a traditional tale they could learn by heart?<br>The Day the Crayons Quit by Drew Daywalt (outcome – letter)<br>Man on the Moon by Simon Bartram (outcome – job advert) |  | Hare and Tortoise by Alison Murray<br>The Knight Who Wouldn’t Fight by Helen Docherty (outcome – narrative)<br>The True Story of the Three Little Pigs<br>Is there an authentic version we could use instead?<br>The New Small Person by Lauren Child |                 | The Koala Who Could by Rachel Bright (outcome – party invite)<br>Dinosaurs from Head to Tail by Stacey Roderick<br>Themed books about the Farm including: Dinosaur Farm, |             |
| Maths               | We follow the Hampshire Maths Planning Model. See separate document for information.  |  |   |                 |  |             |
| PSHE                | Being Me in my World  | Celebrating Difference<br>Anti-Bullying Week (running from Monday 12th November until Friday 16th November). The | Dreams and Goals  | Healthy Me      | Relationships  | Changing Me |

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|  |   | theme for this year is 'Choose Respect',  |  |   |   |  |
| <b>RE UC units</b>   | Concept<br>Thanking<br>Context Harvest and Sukkot<br><br>Harvest pack   | Concept<br>Incarnation<br>Context:<br>Why does Christmas matter to Christians?<br><br>Light as a symbol at Hannukah | Concept: God<br>Context: What do Christians believe God is like?   | Concept: Salvation<br>Context:<br>Why does Easter matter to Christians? | Pack<br><br>Concept<br>Special<br>Context<br>Special books<br>Bible, Torah<br><br>Planning  | Concept<br>Remembering<br>Context<br>Shabbat<br>KQ<br>How do I change as I grow? |
| <b>Assessment Focus</b>  |   |   | Evaluate and Explain<br>Evaluate by describing in simple terms the value of the Bible and the Torah to believers.  | Contextualise<br>Explain how and why Jewish people celebrate Shabbat    | Explain and Apply<br>Explain what the story of the Lost Son teaches Christians about God and being a Christian  |  |
| <b>Science Longitudinal Study</b>  | Will Steve the stick insect be lonely? (Animals focus)  |   |  |   |   |  |
| <b>Science Learning Objectives</b><br><br><b>Check:</b><br><b>Safety in Science (Staffroom Science resources) for hazard</b> | <b>EVERYDAY MATERIALS</b><br>There are different materials.<br>Distinguish between an object and the material from which it is made.<br>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.<br>Materials have describable properties.<br>Describe the simple physical properties of a variety of everyday materials.<br>Different materials have different properties.<br>Pushing and pulling can change the shape of things.<br>Compare and group together a variety of |   | <b>PLANTS:</b><br>Plants usually grow from seeds and bulbs.<br>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.<br>Identify and describe the basic structure of a variety of common flowering plants, including trees.<br>The Weather Science - SEASONAL CHANGE<br>Observe changes across the four seasons.<br>Observe and describe weather associated with the seasons and how day length varies. |   | <b>HUMANS</b><br>Animals have senses to help individuals survive. When animals sense things they are able to respond.<br>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br><b>ANIMALS</b><br>There are many different animals with different characteristics.<br>There is variation between all living things.<br>Different animals and plants live in different places.<br>Identify and name a variety of common |  |

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| <p><b>cards for risk assessments.</b></p> <p><b>HIAS Key Ideas in bold.</b></p> <p><b>NC Objectives in italics.</b></p> <p><b>Additional Guidance on Key Ideas document in /teachers</b></p> | <p>everyday materials on the basis of their simple physical properties.</p> <p>The Weather Science - 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>animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Animals need food to survive.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>The Weather Science - 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> |
| <b>History</b>   | Toys  | Florence Nightingale and Mary Seacole   |  |
| <b>Learning Objectives</b>   | <p>Know about changes within living memory. (Where appropriate, these should be used to reveal aspects of change in national life.)</p> <p>Use everyday language related to time.</p> <p>Order and sequence familiar event.</p> <p>Hampshire Services Pack</p>      | <p>Know about significant historical events, people and places in this locality.</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Talk about past and present events related to houses and homes.</p> <p>Hampshire Services Pack</p> <p>What was Romsey like when Florence Nightingale was alive?</p> |  |
| <b>Geography</b>   |   | Local Study – Romsey homes  | The Farm   |

Romsey

## Learning Objectives

### Human and Physical Geography

Begin this in the Autumn and continue it through the year.

Identify seasonal and daily weather patterns in the United Kingdom.

<http://www.bbc.co.uk/programmes/b04hvfck/galleries>

Ask questions about the weather and seasons.

Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.

Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.

Use basic geographical vocabulary to refer to key physical features: season and weather.

### Geographical skills and fieldwork

Use simple fieldwork and observational skills to study the geography of Romsey.

Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.

Children to take photos of interesting things in the local area and explain what the photos show.

On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.

Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.

Look at a simple map of the local area and identify the things they know and have seen.

Make a simple map.

Create an aerial map of the school/local area as a class by using different sized blocks.

Use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment.

Use simple compass directions and locational and directional language 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 (see those listed below).

Devise a simple map and use and construct basic symbols in a key.

Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

### Human and Physical Geography

Refer to key physical features, including: soil, valley, vegetation, season and weather and human features farm, city and village.

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|                            |  | <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the different types of plants, the animals seen in the woods compared to the animals seen on the road, the different amounts of traffic on the high street compared to the school road.</p> <p>Children to make suggestions for the cause of the differences.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children make sketches/notes of their trip to school and then create a map to direct others which uses a key and includes the main physical and human features.</p> <p>Human and physical geography</p> <p>Refer to key human features, including: town, factory , house, office, shop and key physical features: river.</p> |  |
| <b>Art and Design</b>      | Skills to be taught (2-3 lessons) possible links to text drivers.  | James Rizzi (Project)   | Skills to be taught (2-3 lessons) possible links to text drivers.  |
| <b>Learning Objectives</b> | <p>Pattern</p> <p>Create simple patterns using stencils made from natural objects or shapes.</p> <p>Develop skills of cutting, tearing , fringing, fraying, twisting and shaping paper.</p> <p>To produce a paper weave pattern.</p> | <p>Line, Shape and Form</p> <p>Introduce a range of tools which can produce marks on a variety of backgrounds.</p> <p>Use parts of a pencil to create different mark making effects (straight, wavy, jagged, smudgy, dots, circles etc.)</p> <p>Begin to produce simple observational drawings of objects.</p> <p>Colour</p> <p>Mix primary colours in order to make secondary colours; using a colour wheel to</p>   | <p>Collage</p> <p>Develop accuracy in cutting and tearing.</p> <p>Refine gluing skills, spreading using appropriate amounts and different glues etc.</p> <p>Produce a range of effects by scrunching, curling and shaping paper.</p> <p>Begin to use layered techniques and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form.</p> |

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|                              |  | <p>identify the colours to mix.<br/>Apply the paint using different applicators; holding them correctly.<br/>Form<br/>Develop an awareness that a sculpture is viewed from all angles (3D.)<br/>Begin to develop simple 3D representations using a range of sources.<br/>Create simple sculptures using a variety of resources.</p> <p>To start to evaluate their own and others' work.</p> |   |
| <b>Design and Technology</b> | Skill based learning to include junk modelling linked to topic work and text drivers   | Skills linked to James Rizzi houses   | Cooking to create an egg salad/egg and cress sandwich – grow cress and other salad, try different breads.   |
| <b>Learning Objectives</b>   | <p>Generate ideas from their own and others' experiences.<br/>Develop ideas by shaping materials and putting together components.<br/>Talk about ideas.<br/>Plan by suggesting what to do next as ideas develop.<br/>Communicate ideas using a variety of methods, including drawing and models.<br/>Explore how moving objects work.<br/>Look at wheels, axles, turning mechanisms, hinges and simple levers and how they can be used in different ways.<br/>Make a simple structure.<br/>Describe the materials used to make the</p> | <p>Generate ideas from their own and others' experiences.<br/>Develop ideas by shaping materials and putting together components.<br/>Talk about ideas.<br/>Plan by suggesting what to do next as ideas develop.<br/>Communicate ideas using a variety of methods, including drawing and models.<br/>Produce neat work.</p>   | <p>Generate ideas from their own and others' experiences.<br/>Plan by suggesting what to do next as ideas develop.<br/>Communicate ideas using a variety of methods, including drawing and models.<br/>Talk about ideas.<br/>Use the basic principles of a health and varied diet to design dishes.<br/>Understand where food comes from.<br/>Use knives safely to cut food with help.<br/>Use mixing bowls to prepare a mixture.<br/>Make a food product.<br/>Wash hands, keep work surfaces clean.<br/>Talk about their own and others' work.</p> |

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|           | <p>structure.</p> <p>Measure and mark out the materials that are needed.</p> <p>Make structures stronger by folding, joining and/or rolling.</p> <p>Talk about their own and others' work.</p> <p>Describe how a product works.</p> <p>Cut materials using scissors.</p> <p>Measure mark out and cut fabric.</p> <p>Join fabrics using glue.</p> <p>Use safe ways of cutting including using a saw.</p> <p>Use a range of joins.</p> <p>Learn about the working characteristics of materials (folding paper, plaiting yarn to make it stronger.)</p> |   |  |   |   |
| Computing |  | Computer Science - Beebots – linked to toys | Information Technology – Word Processing linked to Romsey unit<br>Using Google Docs to type.<br>Taking photos of the town. | Information Technology – Vlogging about longitudinal study.<br>Using iPads to record themselves and sharing with the class. Storing and retrieving photos and videos. | <p>DL – link to Relationships – Jigsaw<br/>Using CEOP Materials.</p> <p>Piece 4</p> <p>Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.</p> |

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|                            |   |   |  |   | If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.  |   |
| <b>Learning Objectives</b> |   | Understand what algorithms are Create simple programs   | Use technology purposefully to create digital content  | Use technology purposefully to store digital content<br>Use technology purposefully to retrieve digital content   | Use technology safely<br>Keep personal information private<br>Recognise common uses of information technology beyond school   |   |
| <b>PE</b>                  | Gymnastics<br>Cooperative games<br>Swimming   | Dance (Christmas)<br>Athletics<br>Swimming  | Gymnastics<br>Invasion games   | Country dance<br>Net/wall games<br>Strike/field games   | Target games<br>Sports day skills   | Athletics<br>Sports day skills  |
| <b>Learning Objectives</b> | Show basic balance, control and co-ordination when travelling and remaining still. Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic | Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance. Choose appropriate movements for | Show basic balance, control and co-ordination when travelling and when remaining still. Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four | Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance. Choose appropriate movements for | Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it. Send, receive strike a | Run at fast, medium and slow speeds, changing speed and direction, link running and jumping activities with some fluency, control and consistency. Create and repeat a short sequence of linked jumps, take part in a relay |



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|  | <p>moves.</p> <p>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</p> <p>Play simple versions of attacking and defending games, collaboratively; choose a small range of basic skills and ideas. Describe some basic rules and the way to score.</p> <p>Enter and exit the water safely without guidance</p> <p>Move through the water using an alternating leg kick</p> <p>Move through the water using a front paddle action</p> <p>Move through the water using a back paddle action</p> <p>Perform a star float on back, regain feet</p> <p>Complete 360</p> | <p>different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space.</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p> <p>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency.</p> <p>Create and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their action for accuracy and distance.</p> <p>Compare running, sending and jumping</p> | <p>basic shapes in sports specific gymnastic moves.</p> <p>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p> <p>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</p> <p>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</p> <p>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of</p> | <p>different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space.</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p> <p>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</p> <p>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for</p> | <p>ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</p> <p>Describe how their body feels during games.</p> <p>Describe what they and others are doing through peer and self-assessment.</p> | <p>activity, remembering when to run and what to do; send a variety of objects, changing their accuracy and distance.</p> <p>Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</p> |
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|              | <p>turntable with feet off pool floor</p> <p>Roll from front to back</p> <p>Demonstrate treading leg actions using a woggle across chest</p>  | <p>and understand how to measure and attempt to improve on previous performance.</p> | <p>sending, receiving, striking; decide where to stand to make it difficult for their opponent. Describe how their body feels during games. Describe what they and others are doing through peer and self-assessment.</p>  | <p>their opponent. Describe what they and others are doing through peer and self-assessment.</p> |  |  |
| <b>Music</b> | <p><b>Rhythm Games</b></p> <p><b>Listening and responding</b> to music games</p> <p>Harvest <b>Performance opportunity</b> – Harvest Service in Romsey Abbey</p> <p><b>Singing</b> – The owl and the pussy cat went to sea (Musicnotes) – the children sing the Edward Lear Poem using their voices expressively. Children come up with ideas for places in the song where we could change the dynamics</p> <p><b>Listening</b> – Leopold Mozart “Toy Symphony” Allegro</p> <p>Children spot how many different toys they can hear / imagine in the music</p> <p><b>Playing percussion instruments</b> – the children explore which instruments make long sounds and which make short sounds – relate these to toys</p> <p>Christmas Production – <b>Performance opportunity-</b> to perform the Christmas play to KS2 and to parents. Children learn</p> |  | <p><b>Rhythm Games</b></p> <p><b>Listening and responding</b> to music games</p> <p>The Three Little Pigs – mini musical</p> <p><b>Performance opportunity</b></p> <p>Use <b>voices</b> expressively, creating different vocal sounds – contrasting between the wolf and the pigs. Change voices for happy and sad songs.</p> <p>Create sounds / music using body / <b>percussion instruments</b> to depict the characters and events in the story</p> <p>Music <b>Listening</b> – piano jazz</p> <p>2 contrasting jazz piano pieces – performance using percussion instruments and body movement</p> <p><b>Performance Opportunities</b> – Easter Service</p> <p><b>Listening to music</b> – contrasting music – tempo – happy/sad (major/minor) - dynamics</p> |  | <p><b>Rhythm Games</b></p> <p><b>Listening and responding</b> to music games</p> <p>Key Stage 1 Choir experience</p> <p><b>Performance opportunity</b></p> <p>The children will learn 4 contrasting songs which will include various choral techniques and they will have an opportunity to perform the pieces in a charity concert with 5 other choirs.</p> <p>Music <b>listening</b> Carnival of the animals by Saint Saens</p> <p>Hens and Cockerels – children <b>listen</b> to the music, thinking about how the chickens move and then create their own chicken sounds – using <b>voices</b>, scratching sounds on <b>percussion instruments</b>. Introduce legato and staccato</p> <p>Aquarium – children draw to the music, talk about whether the music is legato or staccato</p> |  |

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|                            | <p>how to use their voices in different ways to create different types of music and emotions – lullaby – celebratory etc</p>   | <p>Bach toccata and fugue in D minor – <b>visit</b> to Romsey Abbey to see and hear the organ</p> <p><b>Listening</b> to Wolf theme and Peter's theme – from Peter and the Wolf by Prokofiev</p> <p>Mozart Horn concerto no.4 (3<sup>rd</sup> movement) – sounds like chasing/running music – link to wolf and 3 pigs – look at brass instruments – arrange for class to hear <b>live brass playing</b> from KS2 students.</p>   | <p>Fossils – children <b>listen</b> out for twinkle twinkle little star in the middle. Look at xylophones – using wood blocks the children create different <b>rhythms</b> based on short sentences – nice cup of tea etc</p> <p>The children place a sung nursery rhyme of their own choice in the middle creating ABA structure – the children learn about music having a beginning middle and end.</p> <p><b>Performance opportunity</b> – to school in celebration worship.</p>  |
| <b>Learning Objectives</b> | <p>Use voice expressively; changing voice from a lively happy song to sweet gentle lullaby.</p> <p>Sing beginning to be aware of pitch – high sounds and low sounds.</p> <p>Listen with concentration – call and response rhythm games / keeping the beat.</p> <p>Match topic words to simple rhythmic notation.</p> <p>Group instruments into those that make longer sounds and shorter sounds – duration.</p> <p>Listen to music and give responses.</p> | <p>Use voice expressively; chant / rap in time to a beat.</p> <p>Use voice expressively when singing songs in The Three Pigs musical.</p> <p>Change voice from a lively happy song to a sad song.</p> <p>Match topic words to simple rhythmic notation.</p> <p>Play percussion instruments musically.</p> <p>Listen with concentration – call and response rhythm games / keeping the beat.</p> <p>Listen with concentration and understanding to a variety of contrasting pieces of music</p> | <p>Use voice expressively; change voice from a lively happy song to sweet gentle lullaby.</p> <p>Match topic words to simple rhythmic notation.</p> <p>Listen with concentration – call and response rhythm games / keeping the beat.</p> <p>Listen with concentration and understanding to a variety of contrasting pieces of music</p> <p>Choose and play percussion instruments in a specific way to create a specific sound – eg scratchy hen music</p> <p>Hear when music is short and spikey (staccato) or smooth (legato)</p> |