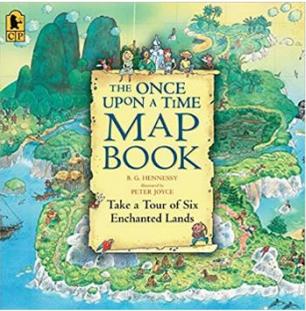
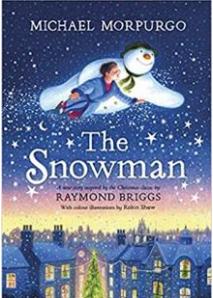
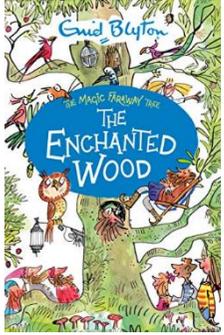
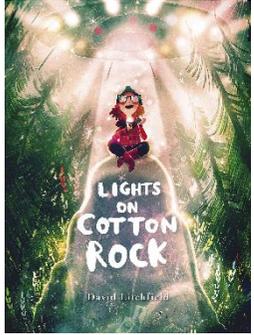
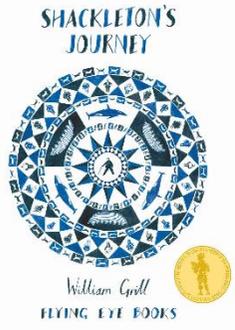
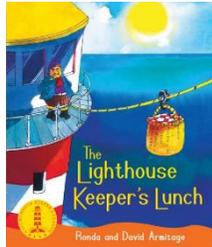


Rawdon St. Peter's Primary School
Key Stage One Curriculum Overview
Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Key Dates/Festivals	Harvest Festival	Bonfire Night, Diwali Christmas	Chinese New Year	Holi , Easter	Eid – ul – Fitr King's Coronation	
Theme	How has our school changed over time? (H) What's on our doorstep? (G) The Billing (mapwork, fieldwork, NSEW position and direction, locational and directional language) (Geography and Local History)	Why should we remember Florence Nightingale and Mary Seacole? Florence Nightingale/Mary Seacole (History)	Could you design a landmark for the Billing? Artist and Designer focus: Andy Goldsworthy and Anthony Gormley (DT)	What was our area like in Victorian Times? (History)	Would a polar bear ever meet a penguin? Hot and Cold (continents, equator, North/South Poles) (Geography)	Oh, I do like to be beside the seaside. Do you? Seaside (physical and human features, coastal) (Geography)
Key Questions	1) Has St. Peter's school always looked the same? 2) When was the church built? 3) Who built the church? 4) Where else can we see the impact of the Laytons? 5) How has Rawdon changed over time? What is a map? Do all maps look the same? Where would be the best place to hide in our school grounds? How can I use a map to find my way around? What's the weather like?	1) Who was the Lady with the Lamp? 2) What happened during Florence's / Mary's life? 3) What were hospitals like compared to today?	What are landmarks? What makes an effective landmark (strong, stiff, stable)? How can we build strong structures? Can I design, make and evaluate a strong structure?	1) What is the importance of Larkfield Mill? 2) Where else can we see the impact of the Larkfields? 3) What were Victorian schools like? 4) Were all Victorians poor? Did children have to work? What were our mills for? What is renewable energy?	What is the equator? What are continents? Would a polar bear survive in the desert? How many different continents have we visited? What oceans are in our world?	Where is our nearest seaside? What are the human and physical features you would see at the seaside?
Hook/Experiences/Visits	Billing Visit Orienteering	Nurse Visit Artefact Investigation	Landmark Scavenger Hunt Bridge building workshop in school	Victorian Headmaster visit to school Armley Mills Trip	Postcard Hunt Make Icebergs!	Beach Day at RSP Ice – Cream Sandcastles Fairground

<p>Class Novels</p>						 <p>And other stories...</p>
<p>Texts</p>	<p>Setting Description</p> <p>Dear Greenpeace Owl Moon</p>	<p>Instructions Fact-File</p> <p>Florence Nightingale – Non-fiction Texts</p>	<p>Narrative: Traditional Tales</p> <p>Great Women Artists of the World Jack and the Beanstalk Jack and the Baked beanstalk Three Little Pigs Three Little Wolves and the Big Bad Pig</p>	<p>Diary Writing Poetry</p> <p>Diary of a Wombat Diary of a Killer Cat Diary of Jane Pinny</p>	<p>Narrative – Adventure</p> <p>Lost and Found The Snail and the Whale Shackleton's Journey The Great Paper Caper</p>	<p>Instructions Character Description</p> <p>Grandad's Island Flotsam Dolphin Boy Light House Keeper's Lunch Winnie at the Seaside</p>
<p>History</p>		<p>Significant Person - The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Florence Nightingale Mary Seacole Edith Cavell</p>		<p>Local Study : Changes within living memory. People and Places in their own locality.</p> <p>Rawdon Leeds</p>		

<p>Geography</p>	<p>Local Study of Rawdon <u>Place Knowledge</u>: understand geographical similarities and differences through studying physical geography of a small area of the UK. <u>Geographical Skills</u> – mapwork, fieldwork, NSEW position and direction, locational and directional language. <u>Fieldwork</u> - use aerial photographs and devise a simple map. Use simple fieldwork and observational skills to study the geography of the grounds of RSP and the key human and physical features of its surrounding environment. <u>Human and Physical Geography</u>: Weather Patterns <u>Key Vocabulary</u>: city, town, village, factory, farm, house, shop, forest, hill, vegetation, soil, valley, seasons, weather</p>		<p><u>Geographical Skills and fieldwork</u> – use aerial photographs to recognise landmarks and basic human and physical features. <u>Key Vocabulary</u>: city, hill, town</p>	<p><u>Human and Physical Geography</u>: Weather Patterns <u>Key Vocabulary</u>: seasons, weather</p>	<p><u>Locational Knowledge</u> – 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. <u>Human and Physical Geography</u> - the location of hot and cold areas of the world in relation to the equator and the north and south poles. <u>Geographical Skills</u> – mapwork, NSEW position and direction, locational and directional language. <u>Key Vocabulary</u>: vegetation, soil, mountain, seasons, weather, sea, ocean</p>	<p><u>Place Knowledge</u> - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK <u>Human and Physical Geography</u> - vocabulary <u>Key Vocabulary</u>: town, village, farm, house, shop, beach, cliff, coast, sea, ocean, river, port, harbour</p>
<p>D.T</p>			<p>Structures <u>Technical knowledge</u> build structures, exploring how they can be made stronger, stiffer and more stable. <u>Evaluate</u> explore and evaluate a range of existing products</p>	<p>Levers: World Book Day <u>Technical knowledge</u> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		

Art	Drawing: sketching, colour, tone and shadow: using different media including painting Painting: Monet (colour mixing and landscape)		Textiles: Ann Kelly – threading and using fabric in artwork. Clay: Gormley – explore clay and its properties. Follow their DT design to create a model of their tower.	Textiles: investigate threads, stitching	Painting - colour mixing	Collage: use materials to create a collage considering colour use linked to sustainability
Computing	Computing systems and networks – IT Around us	Creating media – digital photography	Creating media – making music	Data and Information – Pictograms	Programming B – Introduction to animation	Programming B – Introduction to quizzes
Music	Charanga: Hey You <i>How pulse, rhythm and pitch work together.</i> Singing: Harvest	Charanga: Rhythm <i>Pulse, rhythm and pitch, rapping, dancing and singing.</i> Singing: Christmas	Charanga: In the Groove <i>How to be in the groove with different types of music.</i>	Charanga: Round and Round <i>Pulse, rhythm and pitch in different types of music.</i>	Charanga: Your Imagination <i>Using your imagination.</i>	Charanga: Reflect, rewind and replay <i>The history of music.</i>
Science	Seasonal Changes - (Summer to Autumn)	Animals including humans (Year 1)	Materials (Year 1)	Seasonal Changes (Winter to Spring) Scientists and Inventors (renewable energy)	Living Things and Their Habitats (Y1&2)	
Maths CC Links	Use of positional and direction words when using map work.		Review what triangles are why they are such as strong shape when making structures. Name the weight of items when testing the structures use 10g weights and count in steps of 10.	Number hunts when visiting Armley Mills i.e. how many of 'something' they can find and also looking for any printed numbers. (like dates, miles on road signs, house numbers, etc.) Reference days of the week and hours in a day when thinking about children working in Victorian times.	Because there are seven continents, take a bit of time to think about the number seven. i.e. how many of you are 7 years old? Do we know any stories that contain seven characters i.e. Snow White and the Seven Dwarves; which is the seventh month? How many days in one week? How many days in two weeks (which is called a fortnight – short for fourteen nights).	
RE	How can we make good choices? + 'what choices times for Christians and Muslims? – 2.3 How and why do people pray? (Focus on Harvest)	How and why do people pray? + 'KS1 unit package: Y2 Why do Christians Celebrate Christmas?' (Extra Unit)	How do we look after our planet?	How is new life welcomed? + KS1 unit package: Y2 What Makes Easter Important for Christians? (Extra Unit)	What did Jesus teach and how did he live?	

PSHE	Identity, society and equality – Me and Others	RSE- Boys and Girls, Families	Physical Health and Well-being - Fun Times	Drugs, alcohol and tobacco – What do we put into and onto our bodies	Keeping Safe and Managing Risk – Feeling Safe	Mental Health and Emotional Well-being- Feelings
PE	Unit 1: Run, Jump, Throw (Y1) OAA (Y1)	Unit 1: Dance (Y1) Unit 1: Send and Return (Y2)	Unit 2: Run, Jump, throw (Y2) Unit 2: Gymnastics (Y1)	Unit 2: Gymnastics (Y2) Unit 1: Distanced PE Fitness (KS1)	Unit 1: Dance - Penguins (Y2) Unit 1: Attack, defend, shoot (Y1)	Unit 1: Hit, catch, run (Y1) Unit 1: Attack, defend, shoot (Y2)