



Curry Mallet C of E VC Primary School

Class 1

Year A Plan

National Curriculum yearly overview of objectives taught

Term	Autumn		Spring	Summer
Project	Heroes – People who help us		Footprints in time – Great Fire of London	Local Study – Farming / Magna Carta
Big question	Do all superheroes wear capes?		Was the Great Fire of London a total disaster?	Do you know what makes Curry Mallet special?
Creative Homework	Design a poster to say thank you to our everyday heroes.		Make a model of Pudding Lane Bakery.	Make a map/ photo collage of places in Curry Mallet
RE	(AMV) Who are we?	(Understanding Christianity) Incarnation: Why do Christians perform nativity plays at Christmas?	(Understanding Christianity) God: What do Christians believe God is like? Salvation: Why does Easter matter to Christians?	Somerset AMV What do Jewish people believe about G-d and the covenant?
History	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Florence Nightingale, Tom Moore 		<ul style="list-style-type: none"> Events beyond living memory that are significant globally or nationally 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality.
Geography	(In forest school) <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries use simple compass directions (North, South, East and West) and locational and directional language [for example, 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 basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

			<ul style="list-style-type: none"> key human features including: city, town, village, factory, farm, house, office, port, harbour and shop 			
Science	Animals including humans <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense look at growth, basic needs, exercise, food and hygiene know and talk about the different factors that support their overall health and wellbeing including oral health 		Everyday materials <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. 		Plants <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. 	
PSHE	JIGSAW Being Me in My World	JIGSAW Celebrating Difference	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
On-line safety	I am safe See EliM planning and assemblies		I am kind and responsible See EliM planning and assemblies		I am healthy See EliM planning and assemblies	
Computing	<ul style="list-style-type: none"> create and debug simple programs Technology in our lives. Comparing online/real jigsaw puzzles 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. 		<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 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. 		<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs 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	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
Art	<ul style="list-style-type: none"> Colour/shape/paint (Pop Art) to use a range of materials creatively to design and make products to use drawing, painting 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 Learn about the work of a range of artists (Andy Warhol), craft makers and designers, describing the 		<ul style="list-style-type: none"> Weaving/texture (Gunta Stolzl) to use a range of materials creatively to design and make products 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 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 		<ul style="list-style-type: none"> Pencil drawing/ still life (Cezanne) to use drawing 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 	

	differences and similarities between different practices and disciplines, and making links to their own work.	between different practices and disciplines, and making links to their own work.	between different practices and disciplines, and making links to their own work.
PE	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending
DT	<p>Design a make a Pop Art inspired t-shirt</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</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>Make</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>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</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. <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. 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Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. 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	<p>Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</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 <p style="padding-left: 40px;">understand where food comes from.</p>	<p>cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</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 <p>understand where food comes from.</p>	<p>cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</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 <p>understand where food comes from.</p>
<p>Forest School</p>	<p><u>Seasonal Change</u> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Plants</u> 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> <p>Develop good observational skills of the world around us Participation in team games, collaborative and transient art projects, problem solving</p>		

English and Maths objectives detailed in separate document