



Lantern Lane Curriculum Overview for Year 1

*See subject curriculum maps for further details and skills progression across year groups.

Lead Enquiry Question	Autumn Term Castles, Kings and Queens <u>Who was Richard III & how can we find out about him?</u>		Spring Term London's Burning <u>What were the causes and effects of the Great Fire of London?</u>		Summer Term Our incredible Islands <u>What countries make up the United Kingdom? What would it be like to live on a Scottish Island, and how would it compare to living in East Leake?</u>	
Geography	<p><i>See CCL with Science - Seasonal Changes</i></p> <p>NC Objectives: Identify seasonal and daily weather patterns in the United Kingdom</p>	<p><i>See CCL with Science - Seasonal Changes</i></p> <p>Skills: I can identify seasonal and daily weather patterns in the UK I can keep a weather chart and answer questions about the weather. I can explain how the weather changes throughout the year and name the seasons.</p>			<p><i>Study of the Isle of Stray, home of Katie Morag - based on Isle of Coll. Comparison with East Leake.</i></p> <p>NC Objectives: 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.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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</p>	<p><i>Study of the Isle of Stray, home of Katie Morag - based on Isle of Coll. Comparison with East Leake.</i></p> <p>Skills: Be introduced to world maps, atlases and globes to identify the United Kingdom, its countries and its surrounding seas. Devise a simple map and use and construct basic symbols and a key</p> <p>Understand the Geographical similarities and differences through studying the human and physical geography of a small area of the UK Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river soil valley, season and weather. Devise a simple map and use and construct basic symbols and a key Use simple locational and directional language to describe a route on a map.</p>

					<p>features and routes on a map name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</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>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>See CCL with Science - Seasonal Changes</p> <p>NC Objectives: Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>I can explain where I live and tell someone my address.</p> <p>I can name the 4 countries in the United Kingdom and locate them on a map</p> <p>I can name some of the main towns and cities in the United Kingdom.</p> <p>I can say what I like and do not like about the place I live in.</p> <p>I can describe some of the features of an island</p> <p>I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean + valley.</p> <p>I am starting to use world maps, atlases, globes to identify places, continents, oceans - studied at this stage</p> <p>I know some simple compass directions (NSEW) and locational and directional language e.g. near, far, left, right.</p> <p>I can use these to describe the location of features and routes on a map.</p> <p>I can make my own simple map and use basic symbols and a key.</p> <p>See CCL with Science - Seasonal Changes</p>
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						<p>Skills: I can identify seasonal and daily weather patterns in the UK I can keep a weather chart and answer questions about the weather. I can explain how the weather changes throughout the year and name the seasons.</p>
<p>History</p>	<p>Who was Richard III, what makes a good monarch? What was it like to live in a castle? NC Objectives: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that</p>	<p>Skills: I can sequence some events or 2 related objects in order. I know how to use words and phrases such as old, new, young, days, months. I can remember part of stories and memories about the past. I can tell the difference between past and present in my own life and other people's lives. I can begin to identify and recount some details from the past from sources (e.g. pictures, stories). I can find out answers to simple questions about the past from sources of</p>	<p>Great fire of London NC Objectives: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some</p>	<p>Skills: I can sequence some events or 2 related objects in order. I know how to use words and phrases such as old, new, young, days, months. I can remember part of stories and memories about the past. I can tell the difference between past and present in my own life and other people's lives. I can show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). I can begin to identify and recount some details from the past from sources (e.g. pictures, stories).</p>		

	<p>they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Significant historical events, people and places in their own locality - the discovery of remains of Richard III</p>	<p>information (e.g. pictures, stories)</p> <p>I can show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>	<p>of the ways in which we find out about the past and identify different ways in which it is represented - Events beyond living memory that are significant nationally or globally - The Great Fire of London</p>	<p>I can find out answers to simple questions about the past from sources of information (e.g. pictures, stories)</p>		
<p>Art</p>	<p>Self- Portraits</p> <p>NC Objectives:</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. To learn about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practices and 	<p>Skills:</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust, sand etc 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</p>	<p>Great Fire of London Collage</p> <p>NC Objectives:</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. 	<p>Skills:</p> <p>Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Natural sculpture n the style of Andy Goldsworthy.</p> <p>NC Objectives:</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. To learn about the work of a range of artists, craft makers and designers, describing the similarities and 	<p>Skills:</p> <p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials.</p>

	disciplines and making links to their own work.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.			differences between different practices and disciplines and making links to their own work.	Explore shape and form.
DT	<p>Textiles: Creating a cloak for a monarch.</p> <p>NC Objectives: When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ select from and use a range of tools and equipment to perform practical tasks [for</p>	<p>Skills: Design - I can use my own ideas to make a product I can make a simple plan before making. Make - I can choose appropriate fabric I can cut using scissors, shape, join fabric using thread, staples and glue I can choose materials and resources to create a good finish to my product - trim, ribbon, embellishments Thread a needle Sew on a button Evaluate - I can compare my end product to my plan</p>	<p>Construction: Moving Pictures</p> <p>NC Objectives: When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ select from and use a range of tools and equipment to perform practical tasks [for</p>	<p>Skills: Design - I can use my own ideas to make a product I can make a simple plan before making. Make - I can make a product which moves - using wheels, sliders and paper springs I can make my model stronger I can choose appropriate resources and tools I can cut, shape, join paper and card with glue, tape and split pins. Evaluate - I can compare my end product to my plan</p>	<p>Food and Nutrition Flapjacks NC Objectives: When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ select from and use a range of tools and equipment to perform practical tasks [for</p>	<p>Skills: Design - I can use my own ideas to make a product I can make a simple plan before making. Make - I can choose appropriate resources and tools I can cut food safely I can grate fruit and vegetables safely Evaluate - I can compare my end product to my plan</p>

	<p>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ♣ select from and use a wide range of materials and components, including textiles according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ evaluate their ideas and products against design criteria 		<p>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ♣ select from and use a wide range of materials and components, including construction materials, 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>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ♣ select from and use a wide range of materials and components, including 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>Cooking and Nutrition</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. 	
<i>See individual subject overviews for NC coverage and skills progression.</i>	Autumn 1 Castles, Kings and Queens	Autumn 2 Castles, Kings and Queens	Spring 1 London's Burning	Spring 2 London's Burning	Summer 1 Our incredible Islands	Summer 2 Our incredible Islands
Science	Animals including humans (Basic parts of the human body).	Seasonal Changes Autumn/Winter (Observe changes across the seasons and describe weather associated with the season).	Everyday Materials (Identify, name and describe properties of materials and compare).	Animals including humans (Identify common animals, name herbivores, carnivores and omnivores and describe/compare the structure of animals).	Seasonal Changes Spring/Summer (Observe changes across the seasons and describe weather associated with the season).	Plants (Identify and name plants and describe the basic structure).
RE	1.1 Theme Celebrations and festivals: Enquiry Question Who celebrates what and why? <i>Religions: Christians and Jewish</i> Skills: Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.		1.2 Theme Myself and Caring for Others. Enquiry Question How do we show we care for others? Why does it	1.3 Theme: Beliefs and teachings Enquiry Question Stories of Jesus: What can we learn from them? How do	1.4 Theme Symbols in religious worship and practice Enquiry Question In what ways are churches / synagogues important to believers? <i>Religions: Christians and Jewish people</i>	

	Key concepts and words: Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.		<p>matter? Religions: Christians and Jewish people.</p> <p>Skills: Literacy skills, simple discussion, sharing and expressing their own ideas.</p> <p>Key concepts and words: Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.</p>	<p>religious stories make a difference to people's lives? Religion: Christianity</p> <p>Skills: Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Key concepts and words: Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p>	<p>Skills: Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings - mosque or mandir - can be considered too.</p> <p>Key concepts and words: Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</p>	
Computing	Text and images	Programming - Beebots	Programming	Mouse and keyboard skills	Digital Art	Music Creation
Music	Charanga: Hey You! Hip hop and rap music.		Xylophones - an introduction!		Playground Chants and Rhymes with actions and movements.	
Indoor PE	Multi-skills - throwing and catching		Dance	Dodgeball	Gymnastics	Goal-Ball
Outdoor PE	Athletics	Basketball	Rounders	Fitness & Healthy Eating	Skills for Sports Day	French Cricket
French	Colours Listen & respond to colours through games and songs.		Greetings Use basic greetings Bonjour, Salut, Au Revoir & respond to Ca Va?	Numbers 1-10 Listen and respond to numbers to 10 through games & songs.		Fruit Listen & respond to a set number of fruit & join in with games & songs. Animals Listen & respond to animal names through games and songs.
PSHE	<p>Ourselves and others; the world around us; caring for others; growing and changing how kind and unkind behaviour can affect others; how to be polite and courteous; how to</p>	<p>Ourselves and others; people who care for us; groups we belong to; families that family is one of the groups they belong to, as well as, for example, school, friends, clubs ·</p>	<p>Being healthy; hygiene; medicines; people who help us with health what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) · that things people put</p>	<p>Money; making choices; needs and wants what money is - that money comes in different forms · how money is obtained (e.g. earned, won, borrowed, presents) · how people make</p>	<p>Keeping safe; people who help us that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people ·</p>	<p>Ourselves and others; similarities and differences; individuality; our bodies · what they like/dislike and are good at · what makes them special and how everyone has</p>

	<p>play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group</p>	<p>about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features - what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p>	<p>choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this</p>	<p>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>
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