KS1 Thematic Topic Curriculum

Old Church C.E. (C) Primary School
KS1 Topic Cycle One

To include history, geography, art, design technology links and where appropriate and (not tenuous) Science, English and Maths linksDevelopment of Topic Books across all themes foster: engagement, thinking, collaboration, creativity, explanation and justification creative, presentation and pride in work.

Term	Autumn 1	Spring 1	Summer 1
Cycle one	**Topic Title Me, Myself and I** **Memorable experience:** visit from dogs trust **Challenge:** design a unique pattern for Elmer day. **Love to read link:** Elmer **Cross Curricular Links:** **Science –** Ourselves **Art –** Self Portrait **Computing –** Unit 2:2 We are painters **Design Technology –** Face biscuits and moveable person. **Geography –** Where do we live? Introduce Barnaby Bear. **History –** Victorian schools/homes **PSHE –** Good to be me.	**Topic Title Toys** **Memorable experience: Trip –** Cannock Chase Toy Museum **Challenge:** make a toy that moves and lights up **Love to read link:** Old Bear, Goldilocks and the three bears **Cross Curricular Links:** **Science –** Electricity. Everyday materials. **Art –** observational drawings of teddy bears, focusing on lines and texture. Painting toys. **Computing –**on screen Beebots. **Design Technology –** How do toys work? Make a moveable toy that lights up. **Geography -** **History –** How are toys today different from those in the past?	**Topic Title Out and about!** **Memorable experience:** Visit Willenhall Fire station, visit local park, visit mosque **Challenge:** make a model for class playground **Love to read link:** Oi, get off my train **Cross Curricular Links:** **Science –** Plants/animals in local environment **Art –** Buildings-focus on St Lawrence church. **Computing –** Unit 1:6 We are detectives. **Design Technology –** Mechanisms: structures. Design and make models of playground equipment. **Geography -** Around our school-visit places in and around Darlaston. **History –** Famous events. Great Fire of

	Maths – measuring height.	**PSHE –** E-safety	London **PSHE –** Road Safety (TOGO NOGO) Fire Safety
	Key Objectives/Skills covered: **Science** • Ask simple questions. • Use observations and ideas to suggest answers to questions. • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (y1) • Notice that animals, including humans, have offspring which grow into adults. (y2) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (y2) • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (y2) • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (y2) **Art** **PAINTING AND DRAWING** • Draw using pencil & crayon. • Choose to use thick & thin brushes as appropriate. • Use charcoal & pastels. • Begin to demonstrate their ideas through photographs and in their sketchbooks.	**Key Objectives/Skills covered:** **Science** **YEAR 1** • Name some things that use electricity. Describe and show how to make a toy move eg push and pull. • Describe tell you the best materials for a given toy. **YEAR 2** • Organise things into groups. • Identify and name at least 4 everyday materials. • Describe the simple physical properties of at least 4 materials. • Explain how bulbs work in an electrical circuit. **Art** **YEAR 1** • Draw lines of different shapes and thickness, using 2 different grades of pencil. • Choose to use thick and thin brushes as appropriate. • Paint a picture of something they can see. **YEAR 2** Use charcoal, pencil and pastels effectively. Mix brown. **Computing** **YEAR 1** • Create a simple set of instructions on screen using left and right, forwards,	**Key Objectives/Skills covered:** **Science** **YEAR 1** • 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. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Describe and compare the structure of a variety of common animals. **YEAR 2** • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Find out about and describe the basic needs of animals for survival (water, food and air) **Art** • Draw using pencil and crayons.

Use of IT:
- Use a simple painting programme to create a picture.
- Use tools like fill & brushes in a painting package.

COLLAGE:
- Create individual and group collages.
- Use different kinds of materials on their collage and explain why they have chosen them.

Computing
- Word process ideas using a keyboard.
- Experiment with text & pictures to make a simple slideshow.

Design Technology
- Think of interesting ways of decorating food they have made,
- Make a product which moves.

Geography
Name some of the main towns and cities in the United Kingdom.

History –
- Use words and phrases like: old, new and long time ago.
- Answer questions about old and new objects.
- Identify objects from the past.
- Explain why certain objects were different in the past.
- Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.

backwards, up and down.
- Begin to plan and test a bee-bot journey on screen.

YEAR 2
- Test and amend a set of instructions.
- Predict the outcomes of a set of instructions.
- Use the repeat commands.

Design Technology
YEAR 1
- Make simple plans before making models.
- Talk with others about how they want to construct their model.
- Make a model using different materials.
- Describe the materials using different words.

YEAR 2
- Choose the best tools and materials and give a reason why these are best.
- Join things together in different ways.
- Consider how to improve a model.

History
YEAR 1
- Put up to three toys in chronological order.
- Use words and phrases like: old, new and a long time ago.
- Know which toys belong to the past.
- Ask and answer questions about old and new toys.

YEAR 2
- Use words and phrases like: before I was born, when I was younger, before', 'after', 'past', 'present', 'then' and 'now'.
- Sequence a set of toys in chronological order and give reasons for the order.
- Answer questions about toys by using information books and the internet.

- Cut, roll and coil materials such as clay.
- Use a viewfinder to focus on a specific part of an artefact before drawing it.
- Create individual and group collages.
- Use different kinds of materials on their collage and explain why they have chosen them.

Computing

Year 1

- Capture images with a camera.
- Word process ideas using a keyboard.
- Use the spacebar, back space, enter, shift and arrow keys.

Year 2

- Find information on a website.
- Word process a piece of text.
- Insert/delete a word using the mouse and arrow keys.
- Highlight text to change its format (B, U, I).

Geography

- Describe a locality using words and pictures. (Y1)

- Describe some physical features of own locality (Y2)

- Describe some human features of own locality, such as the jobs people

			do. (Y2)
			History **YEAR 1** • Recount the main events of an important historical event that happened in the past. • Ask and answer questions using a artefact/ photograph provided. • Use words and phrases like: old, new and a long time ago. **YEAR 2** • Sequence a set of events in chronological order and give reasons for their order. • Recount some interesting facts from an historical event, such as where the fire of London started. • Explain why Britain has a special history by naming some famous events and some famous people. • Explain why eye-witness accounts may vary. **Design Technology** **Year 1** • Use pictures and words to plan • Make simple plans before making objects • Make a structure/model using different materials. • Make a model stronger if it needs to be. • Explain what is being made and which tools to use.

			Year 2
			- Think of ideas and plan what to do next. - Make sensible choices as to which material to use for constructions. - Develop ideas from initial starting points. - Join things (materials/ components) together in different ways. - Incorporate some type of movement into models. - Consider how to improve a construction. **RE** - Understand that there are locally various religious buildings. - Know that these places are where people pray. - Know what it means by going to church and what happens there. - Know how and why Christians pray. - Know what it means by going to a mosque and what happens there.(Y2) **PSHE** **Fire Safety** - Describe the role and responsibilities of a fire fighter. - Listen to and describe fire safety tips. - Say which objects and materials are dangerous and why. - Know the rules for and ways of keeping safe. **Road safety** - Know which clothes helps motorists see us clearly (Y1/2) - Know who can help us cross the road safely (Y1/2) - Know what traffic is and how it

			moves (Y1/2) • Know what the pavement and kerb are and how to use them safely (Y2) • Know how to use different types of crossings safely (Y2) • Know how we use **all** our senses for road safety (Y2)
Term	**Autumn 2**	**Spring 2**	**Summer 2**
Cycle Two	**Topic Title Destination outer space** **Memorable experience:–** alien crash scene investigation. Theme day 'Space' **Challenge:** help the alien home. **Love to read link:** Aliens in underpants. Whatever Next **Cross Curricular Links:** **Science –** Light and dark. Movement. **Art –** 2-D rocket, create own planet (collage), clay star, salt dough hands, cards and calendars. **Computing –** Bee bots **Design Technology –** Mechanisms: Design and make a moon buggy. Cooking-make and decorate rocket biscuits. **Geography -** **History –** History of space/ Neil Armstrong, Gunpowder Plot, Remembrance. **PSHE –**Say 'no' to bullying	**Topic Title Changes** **Memorable experience:** caterpillars/chicks in school to observe life cycles. **Challenge:** make a mini beast life cycle animation **Love to read link:** The Hungry Caterpillar **Cross Curricular Links:** **Art –** Flowers(other artists work, using a variety of media, colour mixing, photographs) **Computing –** Continue with Bee-bots **Design Technology –** pop up Easter card. **Geography -** Seasons and weather (spring) **History -** School through time. How has our school changed since it was built? **PSHE –** Taking care of our school environment-how can we improve it? **Science –** Changing materials (cooking) Spring (plants and animals)	**Topic Title Carnival of the animals** **Memorable experience:** Cannock Chase(Mini- beast safari) **Challenge:** Looking after a mystery animal **Love to read link:** Handa's surprise **Cross Curricular Links:** **Art –** Animals (Artists, observational drawing, clay animals, weaving, animal coverings) **Computing –** Unit 2:6 We are zoologists **Geography –** Barnaby Bear in Africa. **PSHE –** Changes linked to transition. **Science –** habitats **English –** role play-Vets.

		Life cycle of butterfly.	
	Key Objectives/Skills covered: **Science** • Use observations and ideas to suggest answers to questions. • Observe and describe weather associated with the seasons and how day length varies. • Identify and name the sources of light. • Explain what darkness is. • Describe and show how to make something move. • Find out how things move on different surfaces. **Art** • Cut and roll clay and dough . • Create a group collage. **USE OF IT:** • Use a simple painting program to create a picture. • Use tools in a painting package • Go back and change my picture. **Computing** **Y1** Create a simple set of instructions using left and right, forwards, backwards, up and down. Begin to plan and test a bee-bot journey. **Y2** Experiment with pictures and animation to make a simple slide show. Using the Bee-bot: • test and amend a set of instructions. • use the repeat command.	**Key Objectives/Skills covered:** **Science** **Year 1** • Explain what happens to certain materials when they are heated, eg, bread, ice, chocolate. • Explain what happens to certain materials when they are cooled, eg, jelly, heated chocolate. **Year 2** • Describe why exercise and a balanced diet are important for humans. • Describe the life cycle of some living things. (e.g. egg, chick, chicken) • Explain how materials are changed by heating and cooling. **Art** • Paint a picture of something they can see. • Choose to use thick and thin brushes as appropriate. • Mix paint to create all the secondary colours (Y2) **Computing** **Y1** • Create a simple set of instructions on screen using left and right, forwards, backwards, up and down. • Begin to plan and test a bee-bot journey on	**Key Objectives/Skills covered:** **Science** • Describe how an animal is suited to its environment. • Classify animals by what they eat (carnivore, herbivore, omnivore) • Compare the bodies of different animals. • Say why certain animals have certain characteristics. • Name a range of wild animals. • Match certain living things to the habitats they are found in (Y2) **Art** • Show patterns and texture in my drawings. • Describe what I can see and like in the work of another artist. • Group fabrics and threads by colour and texture. • Create an individual collages using fabric. • Explain why I have chosen the materials for my collage. • Cut, roll and coil clay and add texture by using tools. **Computing** **Year 1** • Word process ideas using a keyboard.

- write a simple program and test it.

Design Technology

Cooking:
Think of interesting ways of decorating something they've made.
Explain what it means to be hygienic.
Model making:
Explain what they are making.
Explain what tools they need.
Make a product that moves.
Evaluate and modify what they have made.

History
Recount some interesting facts from an historical event (Y1 & 2)
Y1
- Know why we celebrate bonfire night.
- Answer questions using images provided.

Y2
- Explain why someone in the past acted the way they did.
- Say two ways they can find out about the past ie: using books or the internet.

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screen.
Y2
- Test and amend a set of instructions.
- Predict the outcomes of a set of instructions.
- Use the repeat commands.

Design Technology

Y1

- Make a product which moves.
- Cut materials using scissors.

Y2

- Join materials together as part of a moving product.
- Add some kind of design to their product.

Geography

Y1
- Name and order the four seasons.
- Say what physical changes happen during Spring.
- Compare two seasons ie: Winter and Spring.

Y2

- Order the four seasons.
- Recognise the physical changes in our environment in Spring.
- Say how the weather changes during the four seasons.
- Answer questions about the weather.

History

Y1

- Use the spacebar, back space, enter, shift and arrow keys.
- Print out a page from the internet.
- Follow the school safer internet rules.
- Use the search engines agreed by school.

Year 2

- Find information on a website.
- Print a web page to use as a resource.
- Experiment with text, pictures and animation.
- Use the shape tools to draw.
- I can highlight text to change its format (B, U, I)
- Follow school safer internet rules.
- Use the search engines agreed by school.

Geography

Y1
- Think of a few good questions to ask about Africa.
- Answer some questions using different resources, such as books, the internet and atlases.
- Explain what I might wear if I lived in a very hot place like Africa.
- Know something about the people and animals that live in Africa.

Y2
- Name the continents of the world and find them in an atlas.
- Find out about Africa by using

		Spot old and new things in a picture. Explain the differences between past and present in their life and that of other children from a different time in history. **Y2** • Explain how the local area was different in the past. • Use the words past and present correctly. **PSHE** • Suggest ways in which to improve our school environment. • Recognise that living things have needs, and that they have responsibilities to help care for them. • Know what improves and harms our natural environment. (Y2)	different sources of evidence • Describe Africa using geographical words. • Explain how the jobs people do may be different in different parts of the world.