

## Old Church C.E. (C) Primary School KS1: Thematic Topic Curriculum

### KS1 Topic Cycle Two

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

Term	Autumn 1	Spring 1	Summer 1
<b>Cycle Two</b>	<p><b>Topic Title</b> Under the sea</p> <p><b>Memorable experience:</b> Punch and Judy workshop in school. Themed day-A day at the seaside. Pirate day</p> <p><b>Challenge:</b> Make a boat that floats.</p> <p><b>Love to read link:</b> Rainbow fish The snail and the whale</p> <p><b>Cross Curricular Links:</b></p> <p><b>Science</b> sea creatures and their habitat, make ice lollies by freezing, make a pirate boat and test to see if it floats or sinks.</p> <p><b>Art</b> make a beach in a tray, paint sea creatures, paint sea using different shades of a colour, paint and draw themselves as pirates, printing on fish outlines,</p> <p><b>Design Technology</b></p>	<p><b>Topic Title</b> Fighting Fit</p> <p><b>Memorable experience:</b> sponsored bounce.</p> <p><b>Challenge:</b> design and make a fruit kebab</p> <p><b>Love to read link:</b> Oliver’s vegetables, Funny Bones</p> <p><b>Cross Curricular Links:</b></p> <p><b>Science:</b> Health and growth, using our senses, balanced diet, exercise, what we need to survive.</p> <p><b>History:</b> Finding about Florence Nightingale, Mary Seacole and Sister Dora and how they changed things for the better.</p> <p><b>Art:</b> Observational drawing of fruit, make fruit from playdough and clay, collage fruit outlines, printing with fruit and vegetables.</p> <p><b>Design Technology</b> Design and make a fruit kebabs, hygiene.</p>	<p><b>Topic Title</b> Castles</p> <p><b>Memorable experience:</b> visit Tamworth Castle</p> <p><b>Challenge:</b> make a fortress for the three Little pigs. Who can grow the tallest bean?</p> <p><b>Love to read link:</b> traditional tales linked to castles, Jack and the beanstalk, St. George and the dragon.</p> <p><b>Cross Curricular Links:</b></p> <p><b>Science –</b> Growing plants (planting a bean), pushes and pulls (moving William’s boats and catapults), properties of castles and shields.</p> <p><b>Geography –</b>Barnaby Bear visits Edinburgh Castle</p> <p><b>History –</b> life in a castle, features of a castle, jobs in the castle, British Monarchy, William the Conqueror, Elizabeth I, <b>Art –</b> printing and textiles.</p>

	<p>Make pirate finger puppets, lolly stick puppets, design and make a pirate flag.</p> <p><b>Geography</b></p> <p>Seaside towns and their features, introduce Barnaby bear, focus on Blackpool, treasure maps.</p> <p><b>History</b></p> <p>Pirates (famous pirates, life on board ship, pirate facts) The seaside in Victorian times. History of Punch and Judy (workshop in school)</p> <p><b>English</b></p> <p>Write postcards, sea creature descriptions, seas side poems,</p>	<p><b>Computing:</b> Healthy Eating Posters, data handling-pictograms and graphs, E-safety</p> <p><b>PSHE:</b> Good to be me-how to have a healthy lifestyle.</p>	<p><b>Design Technology</b> – Design and make banners, shields and a king’s coat. Design and build large cardboard box castles.</p> <p><b>Computing</b> –bee bot journey through a castle.</p> <p><b>PSHE</b> – right and wrong.</p> <p><b>English</b> – Traditional Tales with castles, information writing, and castle role play.</p>
	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• explain what happens to certain materials when they are heated.(Y1)</li> <li>• explain what happens to certain materials when they are cooled. (Y1)</li> <li>• explain why a material might be useful for a specific job (Y1)</li> <li>• explain how materials are changed by heating and cooling (Y2)</li> <li>• tell which materials cannot be changed back after heated/cooled. (Y2)</li> <li>• identify and compare the uses of a range of everyday materials. (Y2)</li> <li>• classify common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) (Y1)</li> </ul>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Talk about what they see, touch, smell, hear or taste (Y1)</li> <li>• Name some parts of the human body that cannot be seen (Y1)</li> <li>• Name the parts of the human body that they can see (Y1)</li> <li>• Identify the main parts of the human body and link them to their senses (Y1)</li> <li>• Describe why exercise and a balanced diet are important for humans (Y2)</li> <li>• Describe what animals need to survive (Y2)</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Appreciate that some famous people have helped our lives be better today (Y1)</li> <li>•</li> </ul>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Name the petals, stem, leaf and root of a plant. (Y1)</li> <li>• Describe how seeds and bulbs grow into plants. (Y2)</li> <li>• Describe what a plant needs to grow and stay healthy. (Y2)</li> <li>• Explain that plants grow and reproduce. (Y2)</li> <li>• Describe and show how to make something move, (Y1)</li> <li>• Explain what material objects are made from. (Y1)</li> <li>• Explain why a material might be useful for a specific job. (Y1)</li> </ul>

	<ul style="list-style-type: none"> <li>describe how an animal is suited to its environment. (Y1)</li> <li>explain why animals have offspring (y2)</li> <li>describe how a habitat provides for the basic needs of things living there (Y2)</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>identify the four countries making up the United Kingdom (Y1)</li> <li>begin to explain why they would wear different clothes at different times of the year (Y1)</li> <li>describe a locality using words and pictures.(Y1)</li> <li>explain how the weather changes with each season.(Y1)</li> <li>name key features associated with a town.(Y1)</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>spot old and new things in a picture. (Y1)</li> <li>answer questions using a artefact/ photograph provided. (Y1)</li> <li>explain differences between past and present in their life and that of other children from a different time in history (Y1)</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>draw using pencil and crayons (Y1)</li> <li>name the primary and secondary colours (Y1)</li> <li>make tints by adding white (Y1) print with sponges, vegetables and fruit (Y1)</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Cut and tear paper and card for their collage (Y1)</li> <li>Print with sponges, vegetables and fruit (Y1)</li> <li>Cut, roll and coil materials such as clay, dough (Y1)</li> <li>Make tints by adding white (Y2)</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Follow the school's safer internet rules (Y1)</li> <li>Enter information into a template to make a graph (Y1)</li> <li>Talk about the results shown on a graph (Y1)</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>Cut food safely (Y1)</li> <li>Wash hands and make sure that surfaces are clean (Y1)</li> <li>Describe the texture of foods (Y1)</li> <li>Explain what it means to be hygienic (Y2)</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Explain why it is important to keep teeth clean and go to the dentist.</li> <li>Explain why it is important to keep clean and wash hands.</li> <li>Know what a healthy lifestyle is.</li> </ul>	<p>Describe the simple physical properties of a variety of everyday materials (Y2)</p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Identify the four countries making up the United Kingdom (Y1)</li> <li>Name some of the main towns and cities in the United Kingdom (Y1)</li> <li>Name the main cities of England, Wales, Scotland and Ireland (Y2)</li> <li>Find where they live on a map of the UK. (Y2)</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Begin to identify the main differences between old and new objects. (Y1)</li> <li>Give a plausible explanation about what an object was used for in the past. (Y1)</li> <li>Understand that we have a queen who rules us and that Britain has had a king or queen for many years. (Y1)</li> <li>Use words and phrases like: old, new and a long time ago (Y1)</li> <li>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning (Y2)</li> <li>Answer questions by using a specific source, such as an information book (Y2)</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Print onto paper and textile. (Y1)</li> <li>Design their own printing block. (Y1)</li> <li>Create a repeating pattern. (Y1)</li> <li>Create a print like a designer and print onto paper and textile. (Y2)</li> <li>Join fabric using glue. (Y2)</li> <li>Sew fabrics together. (Y2)</li> </ul>
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	<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• make a product from textile by gluing (Y2)</li> </ul>		<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Begin to put two instructions together to control a programmable toy. (Y1)</li> <li>• Plan and test a bee-bot journey. (Y1)</li> <li>• Create a simple set of instructions on screen using left and right, forwards, backwards, up and down. (Y1)</li> <li>• Predict the outcomes of a set of instructions. (Y2)</li> <li>• Test and amend a set of instructions.(Y2)</li> <li>• Use repeat commands. (Y2)</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Describe how different textiles feel. (Y1)</li> <li>• Make a product from textile by gluing. (Y1)</li> <li>• Make a structure/model using different materials.(Y1)</li> <li>• Make their model stronger if it needs to be. (Y1)</li> <li>• Join textiles together to make something. (Y2)</li> <li>• Cut textiles (Y2)</li> <li>• Measure materials to use in a model or structure (Y2)</li> <li>• Join materials in different ways (Y2)</li> <li>• Use joining, folding or rolling to make it stronger (Y2)</li> </ul>
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Term	Autumn 2	Spring 2	Summer 2
<p><b>Cycle Two</b></p>	<p><b>Topic Title</b> Festivals</p> <p><b>Memorable experience:</b> Nativity play Outreach visit from Dudley zoo-nocturnal animals</p> <p><b>Challenge:</b> make a moveable Nativity scene</p> <p><b>Love to read link:</b> Owl babies. The Jolly Postman.</p> <p><b>Cross Curricular Links:</b></p> <p><b>Science</b> – light and dark, nocturnal animals.</p> <p><b>History</b> – Guy Fawkes and the Gunpowder Plot, world war 1, Remembrance day,</p> <p><b>Art</b> – colour mixing, wax resist pictures, colour wash. Christmas crafts-cards/calendars</p> <p><b>Computing</b> – creating firework pictures, firework safety posters.</p> <p><b>Design Technology:</b> – moving pictures-create a Nativity scene.</p> <p><b>PSHE</b> – Firework Safety, Anti-bullying week.</p> <p><b>RE</b> – Religious Festivals and Light, customs linked with Christmas and Divali, Nativity play.</p>	<p><b>Memorable experience:</b> visit Tamworth Castle</p> <p><b>Challenge:</b> make a fortress for the three Little pigs. Who can grow the tallest bean?</p> <p><b>Love to read link:</b> traditional tales linked to castles, Jack and the beanstalk, St. George and the dragon.</p> <p><b>Cross Curricular Links:</b></p> <p><b>Science</b> – Growing plants (planting a bean), pushes and pulls (moving William’s boats and catapults), properties of castles and shields.</p> <p><b>Geography</b> – Barnaby Bear visits Edinburgh Castle</p> <p><b>History</b> – life in a castle, features of a castle, jobs in the castle, British Monarchy, William the Conqueror, Elizabeth I,</p> <p><b>Art</b> – printing and textiles.</p> <p><b>Design Technology</b> – Design and make banners, shields and a king’s coat. Design and build large cardboard box castles.</p> <p><b>Computing</b> – bee bot journey through a castle.</p> <p><b>PSHE</b> – right and wrong.</p> <p><b>English</b> – Traditional Tales with castles, information writing, and castle role play</p>	<p><b>Topic Title</b> Monsters</p> <p><b>Memorable experience:</b> visit art gallery</p> <p><b>Challenge:</b> make a clay monster that stands up</p> <p><b>Love to read link:</b> The Gruffalo. Where the Wild things are.</p> <p><b>Cross Curricular Links:</b></p> <p><b>Science</b> - sound and hearing</p> <p><b>Art</b> - sculpture/painting</p> <p><b>Computing</b> – programming</p> <p><b>Geography</b> – Weather, maps and plans</p> <p><b>PSHE</b> – going for goals.</p>

	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• identify and name the sources of light.</li> <li>• compare sources of light (brightest, dullest, darker, lighter) (Y1)</li> <li>• describe how light and temperature are different during the night and day. (Y1)</li> <li>• explain what dark is; using words like shadow (Y2)</li> <li>• point out some of the differences between different animals (Y1)</li> <li>• describe how an animal is suited to its environment (Y1)</li> <li>• name some characteristics of an animal that help it to live in a particular habitat (Y2)</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• choose to use thick and thin brushes as appropriate. (Y1)</li> <li>• paint a picture of something they can see.</li> <li>• name the primary and secondary</li> </ul>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Name the petals, stem, leaf and root of a plant. (Y1)</li> <li>• Describe how seeds and bulbs grow into plants. (Y2)</li> <li>• Describe what a plant needs to grow and stay healthy. (Y2)</li> <li>• Explain that plants grow and reproduce. (Y2)</li> <li>• Describe and show how to make something move, (Y1)</li> <li>• Explain what material objects are made from. (Y1)</li> <li>• Explain why a material might be useful for a specific job. (Y1)</li> <li>• Describe the simple physical properties of a variety of everyday materials (Y2)</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Identify the four countries making up the United Kingdom (Y1)</li> <li>• Name some of the main towns and cities in the United Kingdom (Y1)</li> </ul>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Science</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• make simple predictions</li> <li>• think of some questions to ask</li> <li>• explain what I have found out</li> <li>• show my work using pictures, labels and captions</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• suggest how to find things out</li> <li>• use prompts to find things out</li> <li>• explain what I have found out using scientific vocabulary</li> <li>• use text, diagrams, pictures charts or tables to record.</li> </ul> <p><b>Art</b></p> <p><b>Year 1</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• choose to use thick and thin brushes as appropriate.</li> <li>• paint a picture of something I can see.</li> <li>• name the primary and secondary</li> </ul>

	<p>colours.(Y1)</p> <ul style="list-style-type: none"> <li>• mix paint to create all the secondary colours. (Y2)</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• use the shape tools to draw (Y2)</li> <li>• join in sending a class email (Y1)</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• make a product which moves. (Y1)</li> <li>• cut materials using scissors.(Y1)</li> <li>• join materials together as part of a moving product.(y2)</li> <li>• add some kind of design to their product. (y2)</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• appreciate that some famous people have helped our lives be better today (Y1)</li> <li>• recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (Y1)</li> <li>• recount some interesting facts from an historical event, such as where the fire of London started (Y2)</li> <li>• explain why Britain has a special history by naming some famous events and some famous people (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Name the main cities of England, Wales, Scotland and Ireland (Y2)</li> <li>• Find where they live on a map of the UK. (Y2)</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Begin to identify the main differences between old and new objects. (Y1)</li> <li>• Give a plausible explanation about what an object was used for in the past. (Y1)</li> <li>• Understand that we have a queen who rules us and that Britain has had a king or queen for many years. (Y1)</li> <li>• Use words and phrases like: old, new and a long time ago (Y1)</li> <li>• Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning (Y2)</li> <li>• Answer questions by using a specific source, such as an information book (Y2)</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Print onto paper and textile. (Y1)</li> <li>• Design their own printing block. (Y1)</li> <li>• Create a repeating pattern. (Y1)</li> <li>• Create a print like a designer and print onto paper and textile. (Y2)</li> <li>• Join fabric using glue. (Y2)</li> <li>• Sew fabrics together. (Y2)</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Begin to put two instructions together to control a programmable toy. (Y1)</li> <li>• Plan and test a bee-bot journey. (Y1)</li> <li>• Create a simple set of instructions on screen using left and right, forwards, backwards, up and down. (Y1)</li> <li>• Predict the outcomes of a set of instructions.</li> </ul>	<p>colours.</p> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• add texture by using tools.</li> <li>• make different kinds of shapes.</li> <li>• cut, roll and coil materials such as clay, dough or plasticine.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• cut and tear paper and card for collage.</li> <li>• gather and sort the materials I will need.</li> </ul> <p><b>Year 2 Painting</b></p> <ul style="list-style-type: none"> <li>• mix paint to create all the secondary colours.</li> <li>• mix and match colours, predict outcomes.</li> </ul> <p><b>3D/textiles</b></p> <ul style="list-style-type: none"> <li>• add line and shape to my work.</li> <li>• join fabric using glue.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• create individual and group collages.</li> <li>• use different kinds of materials and explain why chosen.</li> <li>• use repeated patterns in collage.</li> </ul> <p><b>Computing Year 1</b></p> <ul style="list-style-type: none"> <li>• create a simple series of instructions (left, right, forwards, backwards)</li> <li>• record a route.</li> <li>• put two instructions together to control a programmable toy.</li> <li>• begin to plan and test a Bee-bot journey.</li> <li>• record voices.</li> </ul>
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		<p>(Y2)</p> <ul style="list-style-type: none"> <li>• Test and amend a set of instructions.(Y2)</li> <li>• Use repeat commands. (Y2)</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Describe how different textiles feel. (Y1)</li> <li>• Make a product from textile by gluing. (Y1)</li> <li>• Make a structure/model using different materials.(Y1)</li> <li>• Make their model stronger if it needs to be. (Y1)</li> <li>• Join textiles together to make something. (Y2)</li> <li>• Cut textiles (Y2)</li> <li>• Measure materials to use in a model or structure (Y2)</li> <li>• Join materials in different ways (Y2)</li> <li>• Use joining, folding or rolling to make it stronger (Y2)</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• predict the outcomes of a set of instructions?</li> <li>• use right angle turns</li> <li>• test and amend a set of instructions.</li> <li>• write a simple program and test it</li> <li>• predict what the outcome of a simple program will be.</li> <li>• record sounds into software and playback.</li> </ul> <p><b>Geography</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• name some of the towns and cities in the UK.</li> <li>• identify the four countries making up the United Kingdom.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• name the cities of England, Wales, Scotland &amp; Ireland.</li> <li>• find where I live on a map of the U.K</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• explain how I feel about moving classes.</li> <li>• talk about any anxieties I have.</li> <li>• discuss what I am looking forward to when I move Year groups.</li> </ul>
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