

Kestrel Mead Sticky Learning Curriculum

Year 1

| Year 1 | | |
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| Prior knowledge | Information Technology | Subject Specific Vocabulary |
| <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Knowledge Use technology purposefully to create and retrieve digital content</p> | <p>Information Technology <i>Size</i> <i>Move</i> <i>Screen</i> <i>Close</i> <i>Click</i> <i>Drag</i> <i>Log on/off</i> <i>Keyboards</i> <i>Mouse</i> <i>Click (double click)</i> <i>Button</i> <i>Google search engine</i> <i>image</i> <i>email</i></p> |
| | <p>Skills C1- To identify technology and to identify the main components of a computer. C2- To use a computer mouse and keyboard to type and edit. C3- To explore the different tools within the application on Paint. C4- To use tools on paint such as brushes, pens, eraser, stamps/shapes and set the size, colour and shape C5- To create digital content (Create picture on paint) and talk about their work relating to their current topic. Replicate picture on paper and compare.</p> | |

| As an artist (YEAR 1) | | | |
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| Drawing | Collage | Subject Specific Vocabulary | |
| <p>A1 - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>A2 - Begin to explore the use of line, shape and colour.</p> | <p>A9 - Selects and sorts, cuts and tears. A10 - Sorts according to specific qualities, e.g. warm, cold, smooth, and shiny. A11 - Create images from imagination, experience or observation. A12 - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> | <p>Thick Thin Soft Broad Narrow Line Shape Coloured pencil Drawing pencil Felt tip pen Marker resist Primary (colours) Light Dark Warm Cold</p> | <p>Print Rubbing, Smudge Shapes Surface Pressure Decoration Cloth Model Cut Stick Fold Bend Shell Wood metal</p> |
| Painting | Printing | | |
| <p>A3 - Use a variety of tools and techniques including the use of different brush sizes and types. A4 - Mix and match colours to artefacts and objects. A5 - Work on different scales, e.g. large paper. A6 - Mix secondary colours and shades using different types of paint. A7 - Create different textures, e.g. mixing paint with sand. elue or sawdust.</p> | <p>A13 - Make marks in print with a variety of objects, including natural and made objects. A14 - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. A15 - Build a repeating pattern and recognise pattern in the environment.</p> | | |

| Yr 1 As a designer and creator | | | |
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| Design, make, evaluate and improve | Construction. Mechanics and electronics | Subject Specific Vocabulary | |
| <p>D1 To identify a clear purpose and target audience for the product. D2 Create/discuss many designs D3 To create mock ups. D4 To use ICT to aid design. D5 To say what I like and don't like about my product.</p> | <p>D10 To use joining techniques which allow movement – eg split pins. D11 To use scissors – along straight and wavy lines accurately. D12 Build structures and explore how to make it stronger, stiffer and more stable using glue and tape. D13 To begin to use clay/plasticine/play dough and mold into shapes – roll, flat, use cutters. D14 To use construction sets to secure wheels and axels. D15 To fold paper and curl paper. D16 Optional: Cut strip wood/dowel using a hacksaw and bench hook. D17 Begin to learn about use and name of tools and materials of tools.</p> | <p>Audience Draw Design Like Dislike Product Join Movement Wavy Straight Cut Build Structure Stiff Strong Flat Roll Construction Slider Curl</p> | <p>Materials Knots Shoe laces Glue Sequins Beads Buttons Ribbons Fabric Tape Claw Knife Snip Mix Divide Scoop Glaze Handle Paper tools</p> |
| Materials | Cooking and nutrition (x3 times a year) | | |
| <p>D6 To explore different types of knots and tie shoe laces. D7 To glue sequins, beads, buttons, ribbons onto fabric. D8 To decorate fabric by printing, fabric painting/drawing, pattern on other material to glue on. D9 To join by tape and glue.</p> | <p>D18 Claw knife technique, D19 snipping herbs, D20 all in one cake mixing, D21 scooping, D22 shaping eg bread D23 mixing to form bread dough D24 Knowledge of Eatwell Plate and a balanced diet. D25 Awareness of hygiene and safety. D26 Understand where food comes from – farm/home/shop and the process involved.</p> | | |

| As a historian | | | |
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| Historical Knowledge | Historical Era | Subject Specific Vocabulary | |
| <p>H1 Chronological knowledge and understanding Know where people and events fit within a chronological framework. Begin to develop awareness of the past, using common words and phrases related to the passing of time.</p> | <p>Great Fire of London - 1666 (Tudors and Stewarts) Guy Fawkes</p> | <p>The Great Fire of London London History Past Present Old New Now Chronological Similarities Differences Key features London</p> | <p>Pudding Lane After Before Date Museum Plot Houses of Parliament Religion Fireworks Bonfire Gunpowder</p> |
| Historical Concepts | A study of ... | | |
| <p>H2 Continuity and change Study changes within and beyond living memory – what are the similarities and differences with life today? Reveal aspects of change in national life. H3 Cause and consequence Begin to understand the effects of events in history. H4 Significance Study events that are beyond living memory that are significant nationally or globally (Great Fire of London, why is Bonfire night still celebrated today?).</p> | <p>Great Fire of London and Guy Fawkes compared to life today</p> | | |
| Historical Enquiry | | | |
| <p>H5 Planning and carrying out a historical enquiry Ask and answer questions about how similar life is today compared to specific periods in the past.</p> | | | |

| As a geographer | | |
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| Prior knowledge | Knowledge in Year 1 | Subject Specific Vocabulary |
| | <p>Geographical Knowledge G1 Name and locate the world's seven continents and five oceans. G2 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. Geographical Understanding G3 Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the equator and the North and South Pole. Understanding Places & Connections G4 Understand the human and physical geography of a small area of the U.K. (Hamilton- journey from Infants to Juniors and slightly beyond)</p> | <p>The world, Earth, Continents, North America, South America, Australasia, Antarctica, Europe, Asia, Africa, Oceans, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean, Countries, Capital city, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, Seasons, Summer, winter, spring, autumn</p> |
| | Geographical skills and enquiry in Year 1 | |
| | <p>G5 Use world maps, atlases and globes to identify the U.K and its countries, as well as countries, continents and oceans studied at this key stage. G6 Use aerial photograph and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols to a key.</p> | <p>Climate, hot, cold, Equator, North pole, South pole, Atlas, globes, maps, aerial photographs, landmarks, symbols, key</p> |

| As a confident person in Year 1 | | |
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| To listen and understand | To develop a wide and subject specific vocabulary | To speak with clarity and confidence |
| <p>SL1: To begin to take turns to talk. SL2: To begin to listen carefully to others. SL3: To begin to seek clarification when a message is not clear. SL4: To understand 1 and 2 step instructions. SL5: To remain focused on the speaker during a task.</p> | <p>SL9: To use subject specific pitched vocabulary to describe. SL10: To suggest words or phrases appropriate to the topic being discussed.</p> | <p>SL11: To answer questions using yes and no. SL12: To say a sentence which is clear to understand. SL13: To begin to speak confidently to a small group so that they understand the message that is being said.</p> |
| To be a participant in debates | Stylistic techniques | Physical, social and emotional |
| <p>SL6: To begin to know that different people hold opinions that are different from our own. SL7: To listen to the person who spoke before them. SL8: To begin to say my own idea.</p> | | <p>SL14: To understand to make eye contact when talking to someone. SL15: To begin to speak confidently to a teacher and a small group. SL16: To use actions when I perform. SL17: To begin to take turns in talking with guidance from an adult.</p> |

| Sticky Words | | | | | | | |
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| Moral Concepts | | | Technical Concepts | | | | |
| British Values | Freedom | Justice | DT | Art | Geography | History | |
| Democracy | Pride | Honesty | Research | Style | Environment | Chronology | |
| Rule of law | Resilience | Belonging | Design | Media | Interconnection | Consequences | |
| Individual liberty | Compassion | Accountability | Create | Expression | Climate | Significance | |
| Mutual respect | Curiosity | Challenge | Technique | Technique | Sustainability | Enquiry | |
| | Confidence | Fairness | Modify | Composition | Change | Invasion | |
| | Adaptability | Empathy | Evaluate | Effects | Location | Settlement | |
| | Responsibility | Courage | | | | | |
| Subject specific vocabulary – chosen per topic by teachers from the subject boxes above | | | | | | | |

| Year 1 | | | | | | |
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| | Big Question 1- Geo focus | Big Question 2 – History focus | Big Question 3- Creative focus | Big Question 4- History focus | Big Question 5- Geo focus | Big Question 6- free topic |
| Question | Does everywhere in the world have 4 seasons? | What should I do if I don't agree with someone? | Why should I have a healthy lifestyle? | Why is fire dangerous? | What makes Hamilton great? | FREE TOPIC |
| Moral application of knowledge | | <i>Right and wrong, consequences, application to school and home</i> | <i>Make decisions on lifestyle and develop skills in cooking</i> | <i>Fire safety, difference to if there was a fire today, equipment, emergency services and family safety</i> | <i>Belonging – being able to verbalise this. Class, school, Hamilton, Leicester, UK</i> | |
| Pre learning assessment | Discussions with children in continuous provision about the world we live in and their knowledge of it. | Quiz about bonfire night | Show me a healthy meal in provision using any resources | Link back to previous topic about fire. What other times has fire changed England? Class mindmap | What has Hamilton got to offer? What is in the environment around us? Discussion. | |
| Sticky words | Adaptability Resilience | Accountability Fairness | Curiosity Freedom | Responsibility Challenge | Belonging Pride | |
| Technical concepts | Style Location Climate | Consequences Significance Composition | Design Create Evaluate | Enquiry Media Expression | Environment Interconnection Effects | |
| Subject specific vocabulary | Seasons, Summer, winter, spring, autumn Climate, hot, cold, Equator, North Pole, South Pole, The world, Earth, Continents, North America, South America, Australasia, Antarctica, Europe, Asia, Africa, Oceans, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean, Countries, Capital city, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast | Pudding Lane After Before Date Museum Plot Houses of Parliament Religion Fireworks Bonfire Gunpowder | | The Great Fire of London London History Past Present Old New Now Chronological Similarities Differences Key features London | Atlas Globes Maps Aerial photographs Landmarks Symbols Key | |
| Subject specific vocabulary | Thick , Thin, Soft , Broad, Narrow, Line Shape ,Primary (colours) , Light Dark , Warm , Cold , Bright, Splattered, dabbed, Print, Rubbing, Smudge , Shapes, Surface , Pressure | Join Movement Build Roll Construction Line Thick Thin Soft Smudge | Like Dislike Product Claw Knife Snip Mix Divide Scoop | Decoration Stick Fold Bend Cut Wood Metal Smooth Shiny | Print Rubbing Smudge Pattern Cloth Surface Marker Resist | |
| NC objectives – designer and creator | D1 D6 D7 D8 D9 D11 | D10 D11 D12 D13 D14 | D1 D2 D3 D4 D5 D17 D18 D19 D20 D21 D22 D23 D24 D25 | | | |
| NC objectives – artist | A3, A4, A5, A6, A7, A8 | A1, A2 | | A9, A10, A11, A12 | A13, A14, A15 | |

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| NC objectives – geographer | Continents and seasons G1,G2, G3, G5 | | | | G4, G6 | |
| NC objectives – historian | | Guy Fawkes H1,2,3,4,5,6 | | Great fire of London H1,2,3,4,5,6 | | |
| NC objectives – speaking and listening TEACHERS ADD OBJECTIVES | SL1 SL2 SL5 SL9 | SL11 SL13 SL6 SL8 | SL12 SL4 SL5 SL10 SL16 | SL6 SL7 SL14 SL15 SL16 SL8 | SL15 SL17 SL12 SL8 SL3 | |
| NC objectives – embedded ICT TEACHERS ADD OBJECTIVES | C4 | C5 | C3 | C1 C2 | C5 | |
| SCIENCE Big Question taught discreetly | What are the four seasons? | How can everyday materials be grouped? | How am I similar to other animals in the world? | | Can I describe all the plants around me? | |
| RE big question – up to 10 weeks | <u>Who are my friends and family?</u> | <u>Who are my friends and family?</u> | <u>How do I live my life?</u> | <u>How do I live my life?</u> | <u>What places are special to me?</u> | <u>What places are special to me?</u> |
| Enhancement | Sharing learning through songs/performance to parents | Debate about Guy Fawkes | Create a persuasive poster | Video – warning about the dangers of fire | Make own wings set with qualities which make Hamilton/Kestrels perfect | |

Awe, wonder, reciprocity through trips and visitors in year 1

| | Infants | | | |
|--------|-------------------------------------|--|---|--|
| | Nursery | Reception | Year 1 | Year 2 |
| Autumn | | De Montfort Hall Panto Library visits | Bonfire in school Fire engines in school additionally to health and safety visit | Harvest community event Richard III centre and cathedral (history) Cathedral (above) |
| Spring | Leicester Airport or Steam Train | Parents in to talk about jobs and families. Botanical gardens | History – Trunk show great fire of London (in school) Zoo – animals Theatre within East midlands – A Play – differing each year | Library visit – our best book (English) Theatre within East midlands – A Play – differing each year |
| Summer | Farm visit Print making workshop | Butterflies Farm visit | Live music in school Local walk of Hamilton (Geography) | Hunstanton (geography) |