

Kestrel Mead Sticky Learning Curriculum

Year 1

Year 1		
Prior knowledge	Information Technology	Subject Specific Vocabulary
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.	Knowledge Use technology purposefully to create and retrieve digital content	Information Technology Size Move Screen Close Click Drag Log on/off Keyboards Mouse Click (double click) Button Google search engine image email
	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.	

As a historian			
Historical Knowledge	Historical Era	Subject Specific Vocabulary	
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.	Great Fire of London - 1666 (Tudors and Stewarts) Guy Fawkes	Guy Fawkes – After Before Plot Houses of Parliament Gunpowder	Great Fire of London – Past Present Similarities Differences Pudding Lane
Historical Concepts	A study of ...		
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?).	Great Fire of London and Guy Fawkes compared to life today		
Historical Enquiry			
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.			

As a geographer in Year 1		
Prior knowledge	Knowledge in Year 1	Subject Specific Vocabulary
Understanding the World—Reception Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which theylive. Understanding the World—ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	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)	continents, North America, South America, Australia, 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, climate, equator, North pole, South pole, City, town, Hamilton, village
	Geographical skills and enquiry in Year 1	
	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. G7 Use simple fieldwork and observational skills to study the geographical of their school and its grounds and the key human and physical features of its surrounding environment	

As an artist (YEAR 1)

Big Question in Year 1: How is our world full of wonder?

How do we know about important people and events from the past?

How do we grow and change?

Enrichment:

Prior Knowledge	Drawing	Collage	Subject Specific Vocabulary	
Piet Mondrian— artist in focus week	A1 - Use a variety of media, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. A2 - Begin to explore the use of line, shape and colour. Portraits skills Year 1 & 2-Proportion of the face i.e., size and shape of the head. Beginning to expose children to where key features should be placed on the face	A5 - Name and use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper. A6 - Sort materials according to specific qualities, e.g. warm, cold, smooth, and shiny. A7 - cut or tear material and glue on paper.	Drawing Thick Thin Soft Broad Narrow Line Shape Coloured pencil Drawing pencil Felt tip pen	Painting Thick Thin Soft Broad Narrow Primary (colours) Light Dark Warm Cold Bright Splattered dabbed
	Painting A3 - Use a variety of tools and techniques including the use of different brush sizes and types. Name the primary and secondary colours. A4 Mix primary and secondary colours using different types of paint	Printing	Collage Tear Rip Cut Media Texture Stick	Artist linked to Sticky Curriculum
			Artist in focus week: Pablo Picasso	

Yr 1 As a designer and creator

Big Questions in Year 1: How is our world full of wonder? (cooking)

What happened long ago that we still celebrate today?(construction and mechanics)

What do plants and animals need to grow big and strong? (cooking)

Enrichment:

Design, make, evaluate and improve	Construction. Mechanics and electronics	Subject Specific Vocabulary	
D1 To evaluate current similar products. D2 To identify a clear purpose using given design criteria. D3 To plan my own product. D4 To practise skills or create a mock up. D5 To use ICT to aid design. D6 To say what I like and don’t like about my product. D7 To say how to improve their products.	D8 To use joining techniques which allow movement – eg split pins. D9 To build structures and explore how to make it stronger, stiffer and more stable using glue and tape.	Movement Build Structure Stiff Strong Construction	Sequins Beads Buttons Ribbons Fabric
Materials	Cooking and nutrition		Bridge technique chop Ingredients Fruit Vegetables Eatwell Plate Balanced diet
D10 To glue sequins, beads, buttons, ribbons onto fabric (continuous provision).	D11 To chop ingredients using the bridge technique D12 To develop knowledge of colour, texture, taste when choosing ingredients. D13 To understand where food comes from To understand how seasons affect fruit and vegetables grown around the world. D14 To develop knowledge of the Eatwell Plate and a balanced diet. D15 To have an awareness of hygiene and safety.	Architect: Charles Barry - Houses of parliament	

As a confident person in Year 1

To listen and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence
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.	SL9: To use subject specific pitched vocabulary to describe. SL10: To suggest words or phrases appropriate to the topic being discussed.	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.
To be a participant in debates	Stylistic techniques	Physical, social and emotional
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.		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.

Sticky Words						
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						

Rec-Year 1					
	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
Question	How is our world full of wonder? (including themselves)	What happened long ago that we still celebrate today? (Remembrance, guy fawkes, Diwali, Christmas)	What do plants and animals need to grow big and strong?	How do we know about important people and events from the past? (Florence Nightingale – hospitals, objects, objects, books, buildings compare to now. Fire of London – key facts)	How do we grow and change? (changes to self from baby, seasons, lifecycles, changes in school and community – maps of Hamilton)
Pre learning assessment	Through discussions and continuous provision activities				
<u>Sticky words</u> Moral concepts	Adaptability Resilience	Accountability Fairness	Curiosity Freedom	Responsibility Challenge	Belonging Pride
Technical concepts – year 1	Style Location Climate	Consequences Significance Composition	Design Create Evaluate	Enquiry Media Expression	Environment Interconnection Effects
Subject specific vocabulary year 1 History or Geography	continents, North America, South America, Australia, 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, climate, equator, North pole, South pole, City, town, Hamilton, village	Guy Fawkes – After Before Plot Houses of Parliament Gunpowder		Great Fire of London – Past Present Similarities Differences Pudding Lane	City, town, Hamilton, village
Subject specific vocabulary year 1 Art or DT	Painting Thick Thin Soft Broad Narrow Primary (colours) Light Dark Warm Cold Bright Splattered dabbed	Movement Build Structure Stiff Strong Construction	Bridge technique chop Ingredients Fruit Vegetables Eatwell Plate Balanced diet	Collage Tear Rip Cut Media Texture Stick	Drawing Thick Thin Soft Cut Broad Narrow Line Shape Coloured pencil Drawing pencil Felt tip pen
Subject specific vocab - Reception	World Community Interests Talents	Celebration Festival Diwali Christmas Remembrance Faith Culture Birthday	Growth Leaf Roots Sun Food Water Healthy Balanced diet	Past Present Changes Now Then	Cycle Change Transition Difference Reversible Seasons
NC objectives – designer and creator	Exploring foods from different countries – food tasting	Building – D1-7, D8 D9	D1-7 D11-15 looking at what food is planted and grown and then make fruit salad/salad/wrap		
NC objectives – artist	A3, A4 Painting of a place			Fire Collage A5, A6, A7	A1, A2 Drawing of self

Expressive Arts and Design - Recep	EAD1, EAD3, EAD5, CM1	EAD5, EAD6, EAD7, EAD8 BIE1, BIE 2 CM3	EAD 1, EAD2, EAD3, EAD6 CM1, CM2		EAD2, EAD3 CM1, CM2, CM3
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	
Understanding the world – Recep	UTW1, UTW2, PP1, PCC2	UTW3, UTW4, UTW6, UTW7 PP1, PCC2	UTW5, UTW8, UTW9, UTW11 PCC1, PCC3 NW2		UTW9, UTW10, UTW11, UTW12 PCC1, PCC3 NW1, NW2, NW3
Personal, social, emotional	PSED 1, PSED 2PSED 3, PSED 5, PSED 6, PSED 8 MS1 SR1, SR2, SR3 BR1, BR2	PSED 4, PSED 5, PSED 7 BR3 MS1	MS1, MS2		PSED 4 MS1, MS3
NC objectives – speaking and listening	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 – ICT	C4	C5	C3	C1 C2	C5
Enhancement	Create a class world map showing where children in the class are from.	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

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
All	Library					
Reception children		Curve	Farm	Bradate park picnic		
Year 1 children	Fire enrichment	Pantomime	Zoo Fire safety visit	Sparks art music	Fire engine visit in school	