



Courthouse Green Primary School
'Doing our best to be our best'
Breadth of Study
Year 1



The curriculum planning at Courthouse Green is designed as a theme, where many subjects are woven together as a strategy to work in a cross curricular way. Each theme has a number of focus subjects. We ensure through our planning children understand the skills they are learning and embedding and teach and apply subject specific vocabulary explicitly through our medium term planning. Some subjects are taught discretely across the school using our school's own context as a driver for this. Links to British Values are evident throughout the themes.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHCE	Protective Behaviours/Fresh Start	Anti-Bullying/ Be Friendly Be Wise	E Safety/ It's good to be different	Healthy Life Styles	Community/ It's Our World	SRE/ Moving Up
RE	Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Story Key Question: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Chanukah Key Question: Does celebrating Chanukah make Jewish children feel close to God? Religion: Judaism
PE	Our PE curriculum is underpinned by Real PE, which focuses on the development of agility, balance and co-ordination, healthy competition and cooperative learning. A specialist dance teacher also delivers a high quality dance curriculum linked closely to the themes we teach.					

History	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 of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality
Geog	Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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 features and routes on a map. 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 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.
Design Tech	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 and select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria. Technical knowledge 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.
Science	Working scientifically - asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. Plants - 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. Animals and Humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Everyday materials - distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal changes - observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies
Computing	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Art	Pupils should be taught: 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 about the work of a range of artists, craft makers and designers, describing the, differences and similarities between different practices and disciplines, and making links to their own work.

	Engage and Expert	Literacy	Maths links	Computing	Humanities (H&G)	Design and Technology	Art and Design
<p>Theme 1</p> <p>Key Question: Why should I live in your town?</p>	<p>Alien landing – spaceship arrival. Morfo from policeman.</p> <p>End product - Visit from an alien. Followed by a presentation/adobe voice of where to live and why.</p>	<p>Aliens love underpants Invasion clip (Sci-Fi shed)- Recount of story.</p> <p>Non fiction description/ information page Instructions for models.</p> <p>Wanted posters Focus on SVO and use of punctuation and phonics.</p>	<p>Directions and positional language – walk around playground looking at positions.</p>	<p>Write and understand simple algorithms-</p> <p>Use BeeBot, BeeBot app, Alex to give directional instructions</p>	<p>Geography- Using a compass to give NESW directions Devise a map with a simple key Human and physical features</p> <p>Google Earth Maps App Compass App</p> <p>Comparisons between village and city – key vocab.</p>	<p>Building spaceships – designing, joining, covering and finishing techniques.</p>	<p>Use printing to make new pants for aliens.</p>
<p>Year 1</p> <p>Theme 2</p> <p>Key Question: Do shadows play in the dark?</p>	<p>Planetarium visit.</p> <p>End product- Starry Night experience with recount.</p>	<p>How to catch a star</p> <p>Bringing down the moon</p> <p>Funnybones</p> <p>Recount starry night</p> <p>Stick Man</p>		<p>Recognise common uses for technology</p>	<p>Human and physical geography Is it day or night around the world?</p>	<p>Explore how a product works. Practise cutting, shaping and joining. Explore mechanisms (levers, silders). Make a star catcher.</p>	<p>Van Gogh - starry night Practice colour mixing, exploring tones and tints, primary colours. Use lines of different thickness, size and shape. Create a Van Gogh starry night using collage (paper and fabric) overlapping. Textiles- dip dye making stars.</p>
<p>Year 1</p> <p>Key Question: Do all traditional stories have happy endings?</p>	<p>Traditional story character visit.</p> <p>End product- theatre show visit</p> <p>Puppet Pals</p> <p>British values: Tolerance of faiths and</p>	<p>Ginger bread man</p> <p>The runaway Chapatti</p> <p>Create own stories</p>		<p>Puppet pals Popplet Tellagami</p>	<p>Introducing different countries and continents through story.</p>	<p>Cooking Hygiene when cooking Healthy diet</p> <p>Making a puppet stage</p>	<p>Use play dough to create sculptures - mould and shape materials with hands and basic tools. Drawing pics of key characters on</p>

	cultures. Equality. Individual liberty: choices of characters.						ipad's.
Year 1 Key Question: How does your garden grow?	Discovered buried box <i>How does your garden grow?</i> End product: Habitat creation Camera App British values: Tolerance of living things. Human rights: living things access to water, food, homes etc.	Bog baby Jack and the Beanstalk Non-fiction, diaries, poetry and stories.	Measuring Capacity	Bee bot app		Make small animal insect habitat. Use recyclable materials. Draw pictures and label ideas. Practice skills and evaluate.	Talk to express your thought process whilst drawing real life objects (plants and trees). Teach skills of observation and exploring colour. Use lines of different thickness, size and shape.
Year 1 Key Question: Was it better to be a child in the past?	Discover time capsules from Victorian and Elizabethan times End product: Victorian day Doodle Buddy Silouettes British values: Respect for the rule of law and freedom and how these have changed over time. Workhouses.	Diary entries Non fiction Newspaper reports	Skipping games Chalk and playground scoring games		Learn the names of Queens Victoria and Elizabeth 1 and Shakespeare. Learn some facts about their lives and compare.		William Morris- tracing patterns, experiment with different types of line. Printing with sponges and fruit/veg to make William Morris inspired paper.
Year 1	Season walks	Diary entries	Gathering data –	Data collection	How has my life		Autumn leaves

<p>This will run at the start of a term as a focused day.</p> <p>Key question: Do I need my coat?</p>	<p>Camera</p>	<p>Time line entries</p> <p>Popplet</p>	<p>rainwater, tally.</p>	<p>technology.</p>	<p>changed through the year- photograph timeline</p> <p>Popplet</p>		<p>collect and create pictures.</p> <p>Winter tree pictures</p>
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