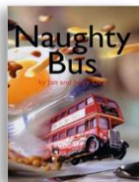

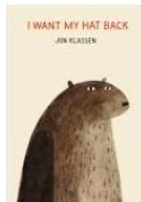

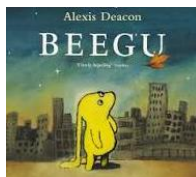

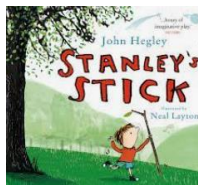


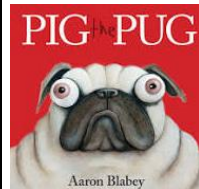





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Focus	Geography- Locational and place knowledge. Key Concepts: Place, Space, Scale.	History Theme: Home Life	Geography- Field skills and Place knowledge Key Concepts: Place, space, scale, cultural understanding and diversity, physical and human processes.	History: Settlement	Geography- Local Area – London city or Village Key Concepts: Place, space, scale, physical and human processes, cultural understanding and diversity.	
Lead Enquiry Question	What makes Eastwood unique?	Which toy would you choose and why?	What can be found on the Equator?	How has my high street changed since the 1950s?	How is Eastwood different to London?	
Key Knowledge	<p>Know that our town is called Eastwood and our nearest city is Nottingham.</p> <p>Know their address and postcode.</p> <p>Identify features and landmarks in Eastwood.</p> <p>Recovery from F2 - Know the name of the town our school is in is Eastwood.</p> <p>Geography Skills - Devise a simple map and label it. -Use aerial photographs and plan perspectives to recognise landmarks.</p>	<p>Know the main differences between their school days and that of their grandparents</p> <p>Know the main differences between their school days and that of their grandparents</p> <p>Know what a number of older objects were used for</p> <p>Historical Skills -Sequence events or objects in chronological order -Organise artefacts by age -Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past) -Ask questions related to objects and historical sources Finds answers to simple questions about the past using information sources</p>	<p>Know where the equator, Northern hemisphere and Southern hemisphere are on a globe and on a map.</p> <p>Know features of hot and cold places in the world (Greenland and Madagascar) – Kalaallit tribe in Greenland and the Merina Tribe in Madagascar, animals, plants, weather.</p> <p>Locate the UK, Greenland and Madagascar on a map.</p> <p>Know that countries on the Equator are hot all year round.</p> <p>Know which the hottest and coldest season in the UK is.</p> <p>Know and recognise main weather symbols.</p>	<p>Know about significant historical events, people and places in their own locality Recognise changes within living memory</p> <p>Historical Skills identify similarities and differences across periods. Begin to find answers from sources. Make distinctions between aspects of their own lives and those of past times.</p>	<p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>Know the main differences between a city, town and village.</p> <p>Know that London is the capital city of England- name some London landmarks.</p> <p>Compare London landmarks and Eastwood landmarks.</p> <p>Know the difference between human and physical features in our immediate school environment.</p> <p>Know the difference between human and physical features of our wider local area – The Major Oak and Nottingham Castle.</p> <p>Geography Skills -Know the points N, E, S and W on a compass and be able to use and follow simple compass directions. -Use aerial photographs and plan perspectives to recognise landmarks. -Use world maps, atlases and globes to identify the United Kingdom and its countries and its surrounding seas. - Name Eastwood, Nottingham and London and locate these in an atlas/on a map</p>	





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	<ul style="list-style-type: none">- Name Eastwood as a town and locate this in an atlas/on a map.- use simple fieldwork and observational skills to study the geography of their school and its grounds <p>Recovery from F2: That a globe is a model of the Earth and that maps show countries of the world.</p>	<ul style="list-style-type: none">-Class display/ museum annotated photographs ICT	Geography Skills <ul style="list-style-type: none">-Know where the Equator, North Pole and South Pole are on a globe and a map.- Use simple fieldwork and observational skills to study the geography of their school and its grounds.		<ul style="list-style-type: none">-Devise a simple map and label it.-Begin to know the difference between basic human and physical features on a map and in their surrounding environment/school grounds.- 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.	
<div>The Literacy curriculum</div> <div>Quality Text</div>	<div>The Naughty Bus</div> <div></div> <div>Sidney, Stella and the Moon</div> <div></div>	<div>I Want my Hat Back</div> <div></div> <div>Billy and the Beast</div> <div></div>	<div>Beegu</div> <div></div> <div>The Odd Egg</div> <div></div>	<div>Stanley's Stick</div> <div></div> <div>The See Saw</div> <div></div>	<div>Lost and Found</div> <div></div> <div>Pig the Pug</div> <div></div>	<div>Iggy Peck Architect</div> <div></div> <div>Julian is a Mermaid</div> <div></div>
Wow Starter	Shelter making homes	Ice blocks on the table Penguin arrives in the classroom	New and old toys. (Hired old toys). Children all bring in a toy and then take away their new toys children think about the differences between the toys.	Trip to Sherwood forest	Walk into Eastwood – naughty bus role play with spaghetti and blocks.	Pirate day – Imagination going up sudden hill with boxes
Enrichment	Woodland walk and catching the bus.	Barefoot walk	Train journey	Trip to Sherwood forest Trip to Nottingham castle	Walk into Eastwood Southwell Minister	Trip to the sea side

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Community links	Going into the community	Sharing toy memories with grandparents	Creating art work for the community.		Going into the community	
School values	Respect – respect for everyone around us and people’s belongings.	Resilience - learning how to become a resilient learner.	Kindness – sharing of toys and appreciating things from the past need to be taking care of.	Curiosity – develop question and wonder for the things around us in our local area.	Aspirations – for the places around us and the opportunities in life we could have.	Curiosity- develop question and wonder about the world around us.
British values	The Rule of the Law	Rule of the Law	Individual Liberty	Mutual Respect	Democracy	Tolerance
Personal Development	Families Responsibilities	Caring Friendships	Respectful relationships Personal safety	Safety in and around the home	Democracy Community First Aid	Changing and Growing (SRE) Economic Wellbeing
Ongoing; Mental health, ZUMOS, Current affairs, Sun Safety						
Geography Fieldwork and geography enrichment.	<p>Where on our school grounds would be a good place to launch the moon back into space?</p> <p>Surveying the school grounds for a suitable place to launch the moon back into space. Linked to class text.</p>		<p>Where has Beegu gone?</p> <p>Plotting routes on maps to find the Beegu and his belongings in our school grounds.</p> <p>External speaker – James Ketchell who has trekked across Greenland.</p> <p>External speaker – Miss Robinson’s friends who live in Madagascar.</p>		<p>Trip to Sherwood Forest.</p> <p>Trip to Nottingham Castle.</p> <p>What human and physical features can we find on our school grounds?</p> <p>-Devise a simple map and label it with human and physical features of the school grounds.</p> <p>-Know the points N, E, S and W on a compass and be able to use and follow simple compass directions.</p> <p>-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.</p>	
Science	<p>Animals including Humans</p> <p>Know the name of parts of the human body that can be seen</p> <p>Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken</p>	<p>Seasons</p> <p>Name the seasons and know about the type of weather in each season</p> <p>Name the seasons and know about the type of weather in each season</p> <p>Know which the hottest and coldest season in the UK is.</p> <p>Know and recognise main weather symbols</p>	<p>Animals</p> <p>Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds</p> <p>Know and classify animals by what they eat (carnivore, herbivore and omnivore)</p> <p>Know how to sort by living and non-living things</p>	<p>Plants</p> <p>Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Know the names of a variety of common wild and garden plants</p> <p>Know the names of a variety of common trees</p> <p>Know the difference between deciduous and evergreen trees</p> <p>Know which plants grow in the local environment</p>	<p>Materials</p> <p>Know the name of the materials an object is made from</p> <p>Know about the properties of everyday materials</p> <p>Materials -Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned</p> <p>Explain to someone what has been learned from an investigation they have been involved with and draw</p>	

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						conclusions from the answers to the questions asked
Art	Drawing Using two gradients of pencil. Explore a range of drawing tools e.g. sketching pencils, pencil crayons and pastels. Know that different sketching pencils make different marks. Know how to use 2 different gradient of pencils. 2B and 8B Pencils Chalk Pastels Pencil/s Crayon/s Thick/ness Thin Line Grade	Use form, line, space and shape. Pencil and pencil crayon Norman Foster Draw lines of different size and thickness and explore shapes. Begin to make observational drawings. Colour (own work) neatly following the lines. 2B and 8B Pencils Pencil crayon <i>Pencil/s Crayon/s Thick/ness Thin Line Grade</i> 	Paint - Water colour Colour mixing. Use thick and thin paint brushes. Know the names of the primary and secondary colours. Mix primary colours to create secondary colours. Water colour <i>Painting primary secondary thick thin brush/es colour</i>	Colour in moods and repeated patters. Kadinsky Powder paint Discuss and use warm and cold colours. Powder paint <i>Painting primary secondary thick thin brush/es colour</i> 	Using IT to create a picture. Pablo Laboto Begin to explore digital media to create an image. Explore digital tools e.g. brushes, shape, fill tools and erase. 	Cut, roll and coil materials. Michelle Reader Enjoy handling, feeling and manipulating a range of materials. (wire, paper and straws.) Cut shapes using scissors in a safe way. Build a construction using straws and paper. 
	Artist – Describe the work of notable artists. Describe what can be seen and give an opinion. Use some of the ideas of artists studied to create pieces.					
DT	Structures – windmills		Textiles – puppets	Mechanisms – moving storybook	Mechanisms – wheels and axles	Cooking and nutrition – fruit and vegetables
RE Nottinghamshire Agreed Syllabus	1.1 Celebrations and festivals <i>Who celebrates what and why?</i> Christians and Jewish people	RE day- Focus on Christmas Invite visitor <i>Focus- drama and art</i> Visit to a church	1.2 Myself and caring for others <i>How do we show we care for others? Why does it matter?</i> Christians and Jewish people Humanism	1.3 Beliefs and teachings Stories of Jesus <i>What can we learn from them? How to religious stories make a difference to people's lives</i> Christianity	1.4 Symbols in religious worship and practice <i>In what ways are churches/ synagogues important to believers?</i> Christians and Jewish people	RE day- Focus- Express yourself spiritually through the arts Music, drama, art
PE	Invasion games	Invasion games	Gymnastics and dance	Invasion games	Striking and fielding	Athletics.
Music	Hey you Begin to recognise styles, find the pulse, recognise	Rhythm in the way we walk The banana rap	In the groove Begin to recognise styles, find the pulse, recognise	Round and round	Your imagination Create your own lyrics. Mixed styles and listening	Reflect, rewind and replay About the dimensions of music and how they fit into

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	instruments, listen, discuss other dimensions of music. How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.	Learning new musical skills/concepts and revisiting them over time and with increasing depth	instruments, listen, discuss other dimensions of music. How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.	Playing/singing in different styles and learning about those styles	to songs/music about using your imagination:	music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.
ICT	On line safety Using technology	On line safety Using technology	Algorithms create a series of instructions and plan a journey for a programmable toy	On line safety Using technology	Create Programmes create, store and retrieve digital content	Create Programmes create, store and retrieve digital content
Curriculum links with Mathematics	<p>Science – Materials- Describing position when completing scientific investigations.</p> <p>DT – Using 2D and 3D shapes when making a structure stronger. Positional language when moving shapes</p> <p>Music – Discussing and counting beats and pulses</p>	<p>History - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>DT – Using 2D and 3D shapes when making a structure stronger. Positional language when moving shape.</p>	<p>History – Counting objects and artefacts. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Music – Discussing and counting beats and pulses.</p> <p>ICT– Counting and sequencing events when creating a series of instructions.</p> <p>DT – Measuring and beginning to recording measurement of ingredients when cooking.</p> <p>Science- Seasons - Recognise and use language relating to dates, including days of the week, weeks, months and years.</p>	History - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	Geography - Count, read and write numbers to 100 in numerals.	<p>Science- measure and begin to record the following: □ lengths and heights. compare, describe and solve practical problems for: □ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p>

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