



Bevendean Primary School Curriculum

Year 1 Spring Framework

Topic focus: Dungeons and Dragons

English

National Curriculum Aims for Year 1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term is linked to our topic ‘Dungeons and Dragons’.

The learning for this term is based around an exciting role play event which involves the children being visited by a cheeky dragon that is captured by a spoilt princess and her father, the king. The children are then given the tasks of saving the dragon and training to become knights. Training begins with learning and using a set of instructions for how to make sword. The children then create their own instructions for how to save the dragon.

After the dragon is rescued and befriended, he sends the children on a dragon egg hunt, where dragon eggs are found. They imagine and discuss their ideas as to what might hatch from them. The poem *Tell Me a Dragon* by Jackie Morris is read and explored and the children then write their own descriptive dragon poems.

During the spring term, the children read and learn two stories. The first is the traditional fairy tale *Rumpelstiltskin*. The second, a journey story called *Billy the Brave Knight*, links to factual knowledge of the medieval period. The children explore the themes within the stories in detail through drama activities, which include hot seating, role play and using small world props. Children learn to describe a fairy tale setting and develop their use of conjunctions (and, but, so). They apply these skills when writing their own fairy tale story. The stories are then published as picture books, which celebrates their hard work.

Mathematics

National Curriculum Aims for Year 1

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

Learning in the first half term is linked to saving the dragon. The children begin by following maps to find the dragon's hiding place. They learn to use mathematical vocabulary to describe position, directions and movements. The children also learn to give directions to programmable toys to follow routes set up in the classroom. They practise these new skills over the coming weeks in the shared area by playing paired games, which include hiding puppets and directing their partner to find them. As the children learn about knights and make swords and shields during design technology sessions, the children talk about making a flag to represent themselves as knights. This is linked to the skill of finding half. The children learn to find half of a range of shapes in different ways and use this skill to create their own flags.

When teaching the skill of subtraction and finding the difference children explore a range of problems linked to the role play knight's quest. They learn to use jottings, objects and numicon (a mathematical resource) to help them.

As part of the literacy unit on fairy tales and with a focus on the fairy tale *Rumpelstiltskin*, the children learn to add, count, write and order numbers by ordering piles of the king's gold.

In the context of the history topic *Life in a Castle Long Ago*, the children explore the features of 3d shapes when designing and building their own castles. They learn the skill of doubling and begin to explore simple multiplication and division problems linked to life in a castle using pictures to support their learning.

Science

National Curriculum Aims for Year 1

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

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, including 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

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.

Learning this term

Science is a main focus in the summer when mini beasts and plants are studied. However, the children continue to learn about variable weather conditions and how they change in the United Kingdom according to the seasons. The story *Aliens Love Underpants* is used as a stimulus. The children learn about weather and have to explain what it is like to the aliens, who are curious about the earth's weather systems. This is revisited each season.

History

National Curriculum Aims for Year 1

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 1

- 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.

Learning this term

As part of the *Save the Dragon* project, the children learn how knights were trained and how they protected their castles. They are visited by a knight who teaches them the knight's code and shows them artefacts that are used to defend and attack castles. The children use this knowledge to take part in a role play castle attack against the opposing year 1 class!

The children learn that life in a castle was different to life today. They compare everyday life and explore a range of elements. The children also visit Lewes Castle, where they learn about William the First and his friend, William de Warrene, who owned the castle. They use historical language to describe castles and identify key parts such as the drawbridge, portcullis and turret. When publishing their fairy tales, and as part of the English curriculum,

the children learn about William Caxton and his significant individual achievements in terms of introducing the printing press and enabling British people to enjoy their first printed books.

Geography

National Curriculum Aims for Year 1

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

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
 - 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.

Learning this term

The children are sent on a dragon egg hunt by the role play dragon character, Cheeky. To find the eggs, they have to follow simple compass directions and maps. They then use directional language to explain where the eggs have been found.

Design and Technology

National Curriculum Aims for Year 1

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Design

- 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

- 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.

Learning this term

The children use their cutting and joining skills to follow a set of instructions about how to make a sword, which they then use on their dragon saving quest. Following their visit to Lewes Castle, the children use a range of construction materials to design and make their own model castles. They learn about the use of portcullises and drawbridges and use pulley systems to try to create a working drawbridge on their castle. The children evaluate their castle models at the end in terms of its use as a play model castle, using small world figures.

Art and Design

National Curriculum Aims for Year 1

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

- 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.

Learning this term

Using the story *Tell Me a Dragon* as a stimulus the children look in detail at the watercolour illustrations in the book and design and create their own dragon paintings. They focus on portraits of famous kings and queens, including William the Conqueror, who is the focus in history. Each portrait is discussed in terms of how the artist has created the portrait and the importance of these in medieval times, as there were no cameras. The children then create their own portraits as a king or queen.

Computing

National Curriculum Aims for Year 1

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 1

- 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
- 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.

Learning this term

Through an exciting and interactive unit entitled: *We are Treasure Hunters*; the children learn to use the following keys: the space bar, enter, backspace, shift keys and arrow keys. When creating castle designs linked to the design technology project, the children learn to print their work. They continue to practise logging on and off. Alongside maths learning using position and directional language, the children learn to use Beebots. They program them to follow instructions. They also create a simple sequence of instructions to show the route to save the dragon, which is linked to the literacy role play and unit on instructions. The children begin to understand that computers need more precise instructions than humans.

PSHE

National Curriculum Aims for Year 1

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The topics this term are: *Going for Goals*, *Gypsy, Roma and Traveller Education*, *Good to be Me*, *Keeping Safe* and *Healthy Eating*. The learning during the *Going for Goals* unit of work is linked to training to become knights. The children set their own goals to achieve during the term.

The learning that takes place during the *Good to be Me* unit is linked to creating their own coat of arms to decorate their knight's shield. These designs reflect their families, their strengths and their favourite things.

When designing and making model castles in design technology, the children explore the diversity of homes across Britain and learn about the homes of some of their peers who are from the travelling community.

Towards the end of this term, the children take part in a mini project entitled *Keeping Safe*. Circle games are played and good and not so good feelings are discussed. The children learn vocabulary to describe their feelings to others and agree upon simple strategies for managing feelings. These are displayed as posters in the shared area. The children also explore ways of staying safe and healthy in terms of healthy eating, and how some medicines help them and how some can be harmful. They are also taught who they can go to when they need help.

Physical Education

National Curriculum Aims for Year 1

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Key stage 1

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Learning this term

The topic this term is gymnastics. The children learn and practise a range of skills through games like follow my leader. They learn to demonstrate control and co-ordination when travelling or balancing, to copy sequences and repeat them, to roll and travel in lots of different ways, to climb safely, to stretch and curl and how to land safely with control. All elements are taught and explored on the floor and the skills are then applied when working on the apparatus. The children practise and work towards performing a simple sequence to the opposite year 1 class at the end of the unit. They learn to evaluate each other's performances by saying which movements look controlled and which could be improved.

Religious Education

National Curriculum Aims for Year 1

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

This term the children explore stories from the Bible. With a focus on the Old Testament, the children build on their learning from last term by learning about Noah's Ark. They learn the story and the reasons why some Christians believe the flood was sent. They explore the reasons why two of each animal were sent and create scenes from the story using a range of art materials.

In March, the children look at the way that Mother's day is traditionally celebrated both locally and globally. They consider how our close family members help us and learn to show appreciation by making thank you cards. Towards the end of term, the focus is on the customs linked to Easter and the children explore the reasons for these customs by reading the Easter story. They learn that Easter eggs are a symbol of new beginnings for Christians and that this is linked to the resurrection of Jesus in the Easter story. The children learn, through discussion, about different beliefs relating to Easter and that not all people celebrate the same festivals. The children learn about festivals in other faiths during Key Stage assemblies.

Music

National Curriculum Aims for Year 1

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning this term

The children explore the role of jesters in entertaining the king in the castle. They listen and respond to different styles of music and learn to sing and sing along with nursery rhymes and action songs. They then play simple percussion instruments in time to the music. They share and perform the learning that has taken place for their role play king. The children also begin to explore pitch and rhythm when learning and exploring a new song entitled *Rhythm in the Way We Walk*.

During the spring term, the whole school participates in *sign2sing*, which is an annual, world record breaking event where the children collectively learn a song and the sign language to accompany the song. By taking part in *sign2sing*, the children learn some sign language in a fun and memorable way.