



SHINE Curriculum Overview

KS1

Year:
2017-2018

Autumn

Spring

Summer

Project Theme:

Who am I?

Can you discover a new world?

Brilliant Bodies

Question:

What makes me, me?

How is my new world unique?

How is my body brilliant?

Show Stopper/Launch:

Our most special memories.

What is fantastic about the world we live in?

What makes my body work?

End Product/Event:

Presentation of their memory boxes, portraits, class song and achievements to parents,

Setting and presentation of totem poles around the fire pit. Booklet upon our new worlds/New Animal models.

Our aeroplane flights.

Trips/Visits

Newlyn Art Gallery-Local artist's portraits and landscapes.
Mousehole harbour-industry in Cornwall. (compare and contrast)
Visit from Tom Bawock at Christmas (What was his life like?)

The Eden project

Truro museum (how have humans adapted to survive?)

Interactive Displays/Roleplay

Baby photos, who's who? Our Family Trees, Our special objects- what will go in our memory box?
Climbing the Virtue tree - what makes us all happy and develop our learning? (golden rules link)

World map displaying different cultures.
Our trips around the world (pictures, mementos).
Travel around the globe-reward chart what makes us all happy and develop our learning? (golden rules link)

Model/collage of human body.
Height chart.
Why can't humans fly?

Special Days/Festivals

Muslim- Hajj (Sep) / Hindu and Sikh- Diwali (Oct) / Sikh- Guru Nanak (1Nov) / Advent and Christmas /Harvest Assembly / Halloween

World Religion Day (Jan) Chinese New Year (Feb) Shrove Tuesday (Feb) Mother's Day (Mar) Easter /St George's Day (Apr)

Queen's official Birthday (Jun 13th) Father's Day (Jun) Summer Solstice /Eid al-Fitr (Jul) School Sports Day /Year 2/3 Sleepover

RE

Islam - Whole School cultural workshops with Daya
Christianity - Celebrations.

Buddhism

Hinduism

PSHE /RRS
(Rights Respecting School)
Circle-Time and Philosophy
Including- RSE planning and British Values

Relationships
Class Charter and Golden Rules
SMSC and Circle Time
Self-awareness and awareness of others.
Achieving our goals.

Health and Wellbeing
Healthy eating - producing well balanced meal based on what is available seasonally/when rationing occurred.
Growth Mindset
Internet Safety

Living in the Wider World
RRS at St Levan
Internet Safety
World history - why is it important now?

Relationships
Peace and community.
Reflection.

Health and Wellbeing
Keeping active
Internet Safety
Healthy Eating

Living in the Wider World
Religions of the world
History of another culture - similarities and differences of our own

Relationships
RSE
Thinking about all we have achieved this year
Looking to the future

Health and Wellbeing
Keeping active
Internet Safety
Healthy Eating
RSE

Living in the Wider World
Religions of the world
Fishing around the world - how does it differ?

BRITISH VALUES: School Council democratic elections
Mutual Respect and tolerance for those with different beliefs - How our personal beliefs may differ from others/ respect for each other
Democracy - School council/ how our decisions affect others.

BRITISH VALUES: School council - Continued agendas.
Mutual respect and tolerance and understanding of one another - circle time link.
Equality around the world - link to Buddhism in different regions.

BRITISH VALUES: School Council - continued agendas
Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith - What does respect look like? Does it look different in different cultures?
Different dress and clothing around the world.- Do we look different?
Individual liberty - Why we are brilliant in our own right.

A range of **FICTION** linked to topics which develop children's understanding of characters, plot and setting

Non-fiction: Instructions, factual reports, persuasive adverts and posters

Children plan, draft, write and redraft their work based on evaluation from themselves and peers

Phonics and handwriting development.

Daily shared, group and individual reading.

English
Focus books (linked to topic)

- **All about me**– base line assessment (WK1) Writing about personal experiences, letter formation, correct spacing.
- **Short story – Using local tales to compose short story- Discussing inferences and developing written narratives.**
- **Instructions (Non-Fiction) –** Bullet points, imperative verbs, ordering –Cornish recipes (pasties/ cream tea).
- **Poetry – Who am I?** – Listen and respond, recognise and clarify meaning through discussion of recurring language/ favourite words and phrases.

- **Haiku Poems**
- **Prediction writing**-What will happen in my new world/ what would it be like?
- **Instructions**-How to get to my new world.
- **Adventure writing**-A journey through my new world.
- **Diary entry**-A day in my new world.
- **Debate**-Pros and cons of new worlds.
- **Interview an alien.**
- **Leaflet advertising new worlds.**

- **Description** – What do I look like?
- **Instructions** – how to make a healthy lunch.
- **Real events-The most brilliant thing that I have achieved.**
- **Science write ups** – How does my body work?
- **Explanation** – How is my body brilliant?
- **Question writing**– Interviews-Brilliant people.
- **Prediction writing**-What will happen in my future? Alternate ending to stories.

	<ul style="list-style-type: none"> • Story (based in past Cornwall) (Fiction) Develop pleasure in reading from recognition of familiar tales. • Non-Chronological report – Past industry in Cornwall-Children as miners. • Persuasion – (non-fiction) Beach Safety. 		
Maths	Number and place value , calculating, fractions, decimals and percentages, statistics, geometry, measure		
	<ul style="list-style-type: none"> • Shapes - design link - sort and compare-strength of different shapes, properties of 2D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes. • Numbers-place values, ordering, facts, estimating, comparing. • Fractions—what do they look like? • Multiplication and Division-Exploring number patters. • Addition and Subtraction-Using money to understand amounts and value. • Time- Telling the time to the half and quarter hour/position and direction 	<ul style="list-style-type: none"> • Comparing to determine greater than/less than. • Numbers using words. • Inverse addition and subtraction. • Multiplication and division in different formats (arrays/addition/mental methods) • Diagrams and statistics- Data handling - which foods are popular etc. • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers 	<ul style="list-style-type: none"> • Volume and measure, estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Symmetry in nature-animals, plants and our bodies. • Place value -3 digits • Symbols of money-Calculations of coins (equal to) • Values of time/Telling the time- (digital and analogue)
Science	Working Scientifically: Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions		
	<ul style="list-style-type: none"> • Materials (Design Tech.)-Properties and use, comparing and contrasting, what makes a material durable/magnetic? distinguish between an object and the material from which it is made <p>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <ul style="list-style-type: none"> • Weather—Weather patterns, Measuring rainfall and wind speed, making a thermometer box. 	<p>S1 - 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.</p> <p>S2 - Living things and habitats (Create, design and make (clay) a new animal designed to live in a specific habitat)- identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>S1 - Animals including humans S2 - Living things and animals- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
History	<ul style="list-style-type: none"> • Develop a secure knowledge of life in the past within Cornwall- Asking and answering appropriate questions; What was it like for young children? (Significant historical events, people and places in their own locality.) • Who am I?-My family tree, history and origin of my name. • What is special about where I live? Past industry in Cornwall/Penwith (changes in living memory). 	<p>Christopher Columbus and discovery of America. Scott of the Antarctic. The discovery of new civilisations (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)</p>	<ul style="list-style-type: none"> • Events beyond living memory-significant nationally or globally. • Evolution of the human race-Transport-First aeroplane flight. • How have the human race used their bodies to survive
Geography	<ul style="list-style-type: none"> • What is special about where I live?-Identify key physical and human features of the local landscapes. • use aerial photographs-Plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a ke 	<ul style="list-style-type: none"> • Name and locate the worlds 7 continents and 5 oceans. • Use world maps, atlases and globes- identify the United Kingdom and its countries, as well as the countries, continents and oceans. 	<ul style="list-style-type: none"> • name, locate and identify characteristics- 4 countries and capital cities of the United Kingdom and its surrounding seas

	<ul style="list-style-type: none"> • Identify seasonal changes- Our local climate (how did/does this affect industry) 	<ul style="list-style-type: none"> • Use simple field work and observational skills-study the geography of their school and its grounds and key human and physical features and surrounding environment. • 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 Pole. • Map of our new worlds 	<ul style="list-style-type: none"> • Understand geographical similarities and differences- studying the human and physical geography of Cornwall, and of a small area in a contrasting non-European country. • Use simple compass directions- (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
Art and Design	<ul style="list-style-type: none"> • Portrait artists— (Pablo Picasso, Who was he? What did he create? - develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space/work of a range of artists, describing the differences and similarities and making links to their own work. • Posters for safety—Creating our own using ICT and collage generate, develop, model and communicate their ideas through(h talking, drawing, templates, mock-ups and, where appropriate, information and communication technology). • Design and Decorate a memory box-Use our Who am I poems as inspiration. (design purposeful, functional, appealing products for themselves and other users based on design criteria) • Local Artists- Use illustration from topic related book to create local landscape paintings and collage. (Trip to Newlyn Art Gallery) 	<ul style="list-style-type: none"> • Totem pole sculpture-Designing and making products. Using colour pattern, texture, form and space. • South American art • Aboriginal art-collage/mosaics.-to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> • Design and Build a class skeleton. • Building our own 'first aeroplane' -design purposeful, functional, appealing products for themselves
Design Technology Including Cooking and Nutrition	Cooking: Pasties and Cream teas. (lighthouse keepers picnic)	(See cooking options)	Cooking: Recipe for healthy snacks (what's best for our bodies?)
	<ul style="list-style-type: none"> • Design and make a fishing boat—How can you make it stay afloat? (select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics) 	Design, make , evaluate smoothies (warm/cold) Totem pole sculpture-Designing and making products.	Lafrowda Structure - theme to be announced
Music/Drama	<p>JB Speaking and Listening</p> <ul style="list-style-type: none"> • Performing as a group—listening to those around you • Listening and Understanding Rhyme-Write an perform a class song about who we are. • Singing as part of a group. <ul style="list-style-type: none"> • Sea Shanties-use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> • Speak chants and rhymes • Listen to recorded music (Inuit throat singing) • JB Speaking and Listening 	<p>JB Speaking and Listening</p> <p>Music for the different pages in the book (songs about dinosaurs played on Ukulele (whole class) written with their chords/tunes/rhythms.</p>
Computing	Internet Safety: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact		
	<ul style="list-style-type: none"> • Internet Safety - Create a miniature booklet for people on how to keep safe using the internet. • Use search engines efficiently - Finding images of portraits 	<ul style="list-style-type: none"> • Internet Safety - ongoing sessions (link to Circle Time) Recognise common uses of information technology beyond school. 	Class interactive book online showing my brilliant body Digital art and programming

	<p>(topic link)</p> <ul style="list-style-type: none"> • Sequence information and instructions-Beebots. 		
PE	<ul style="list-style-type: none"> • Balancing and transferring weight - gymnastics at Cape • Team games - football and netball • Importance of keeping healthy • Dance—school play and morale 	<ul style="list-style-type: none"> • Team games, • Developing tactics • Dance-Capoeira/dance in different cultures. 	<ul style="list-style-type: none"> • Athletics • Team Games • Rounders • Tennis