

<b>Our School KS1 Year C</b>		
<b>Curriculum Area</b>	<b>Learning Objective</b>	<b>Example Tasks</b>
Art and Design	<p><u>SKETCHBOOK</u> -landscapes</p> <p>Recognise that their ideas can be expressed in art</p> <p>Use drawing to record ideas and experiences</p>	<p>Draw a self portrait</p> <p>To sketch our school building from observation</p> <ul style="list-style-type: none"> <li>-To find familiar shapes within the building</li> <li>-To paint the school using our sketches</li> </ul>
Design and Technology	<p>Junk modelling - To make a model of our school using 'junk'</p>	<p>Make a model of our school using 'junk'</p> <ul style="list-style-type: none"> <li>-To think about the different parts of the school and what shapes we might need</li> <li>-To attach different parts using tape</li> <li>-To add details to our models such as windows etc</li> </ul>
English	<p><u>T2</u> Write an autobiography</p>	<p>All about me booklet</p>
Geography	<p>Have simple knowledge about individual places and environments, especially in the local area.</p> <p>UK- Name countries.</p> <p>Show understanding by describing the places and features they study using simple geographical vocabulary, (Physical- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. Human- city, town, village, factory, farm, house, office, port, harbour,</p>	<p>Develop knowledge of Holt and the surrounding area by looking at photographs and maps.</p> <p>Make a plan of the classroom.</p> <p>Look at aerial photographs of the school / Google maps.</p> <p>How do you get to school?</p> <p>To explore different ways we travel to school.</p> <ul style="list-style-type: none"> <li>-To plot a route to school on an aerial view map</li> <li>-To draw our own route to school and what we see on the</li> </ul>

	<p>shop). Identifying some similarities and differences and simple patterns in the environment. To include both human and physical features of a small area in the UK.</p> <p>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p> <p>Use simple compass directions.</p> <p>Devise a simple map and begin to use basic symbols in a key.</p>	<p>way.</p> <p>Recognise a range of map symbols</p> <p>Use compass directions</p> <p>To think about the different jobs adults do in our school</p> <p>-To listen to an adult within the school talk about their role</p> <p>-Ask relevant questions about the adults role</p>
History	<p>Children should be taught the EYFS/KS1 Chronology and Historical Enquiry threads of learning and the following concept related skill(s):</p> <ul style="list-style-type: none"> <li>• Changes within living memory - How have schools changed?</li> </ul>	<p>Watch a Powerpoint showing the differences between schools then and now</p> <p>-Complete past and present worksheet</p> <p>-Look at pictures of our school from the past</p> <p>How have schools changed.</p>
RE	<p>Exploring religion around us - when learning about the wider area of our school, think about local religious communities and places of worship.</p> <p>Core Question: What do my senses tell me about religion and belief?</p>	<p>Core Question: What do my senses tell me about religion and belief?</p>