

# Kestrel Mead Sticky Learning Curriculum

## Year 1

Year 1		
Prior knowledge	Information Technology	Subject Specific Vocabulary
<b>Early Learning Goal</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<b>Knowledge</b> Use technology purposefully to create and retrieve digital content	<b>Information Technology</b> Size Move Screen Close Click Drag Log on/off Keyboards Mouse Click (double click) Button Google search engine image email
	<b>Skills</b> C1- To identify technology and to identify the main components of a computer. C2- To use a computer mouse and keyboard to type and edit. C3- To explore the different tools within the application on Paint. C4- To use tools on paint such as brushes, pens, eraser, stamps/shapes and set the size, colour and shape C5- To create digital content (Create picture on paint) and talk about their work relating to their current topic. Replicate picture on paper and compare.	

As a historian			
Historical Knowledge	Historical Era	Subject Specific Vocabulary	
<b>H1 Chronological knowledge and understanding</b> Know where people and events fit within a chronological framework. Begin to develop awareness of the past, using common words and phrases related to the passing of time.	Great Fire of London - 1666 (Tudors and Stewarts) Guy Fawkes	Guy Fawkes – After Before Plot Houses of Parliament Gunpowder	Great Fire of London – Past Present Similarities Differences Pudding Lane
Historical Concepts	A study of ...		
<b>H2 Continuity and change</b> Study changes within and beyond living memory – what are the similarities and differences with life today? <b>Reveal aspects of change in national life.</b> <b>H3 Cause and consequence</b> Begin to understand the effects of events in history. <b>H4 Significance</b> Study events that are beyond living memory that are significant nationally or globally ( <b>Great Fire of London, why is Bonfire night still celebrated today?</b> ).	Great Fire of London and Guy Fawkes compared to life today		
Historical Enquiry			
<b>H5 Planning and carrying out a historical enquiry</b> Ask and answer questions about how similar life is today compared to specific periods in the past.			

As a geographer in Year 1		
Prior knowledge	Knowledge in Year 1	Subject Specific Vocabulary
<b>Understanding the World—Reception</b> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. <b>Understanding the World—ELG</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	<b>Geographical Knowledge</b> G1 Name and locate the world’s seven continents and five oceans. G2 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. <b>Geographical Understanding</b> G3 Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the equator and the North and South Pole. <b>Understanding Places &amp; Connections</b> G4 Understand the human and physical geography of a small area of the U.K. (Hamilton- journey from Infants to Juniors and slightly beyond)	continents, North America, South America, Australia, Antarctica, Europe, Asia, Africa, Oceans, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean Countries, capital city, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, Seasons, summer, winter, spring, autumn, climate, equator, North pole, South pole, City, town, Hamilton, village
	<b>Geographical skills and enquiry in Year 1</b> G5 Use world maps, atlases and globes to identify the U.K and its countries, as well as countries, continents and oceans studied at this key stage. G6 Use aerial photograph and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols to a key. G7 Use simple fieldwork and observational skills to study the geographical of their school and its grounds and the key human and physical features of its surrounding environment	

As an artist (YEAR 1)				
<b>Big Question in Year 1: Does everywhere in the world have 4 seasons?</b> <b>What should I do if I don’t agree with someone?</b> <b>Why is fire dangerous?</b> <b>What makes Hamilton great?</b>				
Enrichment:				
Prior Knowledge	Drawing	Collage	Subject Specific Vocabulary	
Piet Mondrian— artist in focus week	A1 - Use a variety of media, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. A2 - Begin to explore the use of line, shape and colour. <b>Portraits skills Year 1 &amp; 2-Proportion of the face i.e., size and shape of the head. Beginning to expose children to where key features should be placed on the face</b>	A5 - Name and use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper. A6 - Sort materials according to specific qualities, e.g. warm, cold, smooth, and shiny. A7 - cut or tear material and glue on paper.	<b>Drawing</b> Thick Thin Soft Broad Narrow Line Shape Coloured pencil Drawing pencil Felt tip pen	<b>Painting</b> Thick Thin Soft Broad Narrow Primary (colours) Light Dark Warm Cold Bright Splattered dabbed
	A3 - Use a variety of tools and techniques including the use of different brush sizes and types. Name the primary and secondary colours. A4 Mix primary and secondary colours using different types of paint	Printing	<b>Collage</b> Tear Rip Cut Media Texture Stick	<b>Artist linked to Sticky Curriculum</b> Artist in focus week: Pablo Picasso

Yr 1 As a designer and creator			
<b>Big Questions in Year 1: Does everywhere in the world have four seasons? (cooking)</b> <b>What should I do if I don’t agree with someone? (construction and mechanics)</b> <b>Why should I have a healthy lifestyle? (cooking)</b>			
Enrichment:			
Design, make, evaluate and improve	Construction. Mechanics and electronics		Subject Specific Vocabulary
D1 To evaluate current similar products. D2 To identify a clear purpose using given design criteria. D3 To plan my own product. D4 To practise skills or create a mock up. D5 To use ICT to aid design. D6 To say what I like and don’t like about my product. D7 To say how to improve their products.	D8 To use joining techniques which allow movement – eg split pins. D9 To build structures and explore how to make it stronger, stiffer and more stable using glue and tape.	Movement Build Structure Stiff Strong Construction	Sequins Beads Buttons Ribbons Fabric Bridge technique chop Ingredients Fruit Vegetables Eatwell Plate Balanced diet
Materials	Cooking and nutrition		
D10 To glue sequins, beads, buttons, ribbons onto fabric (continuous provision).	D11 To chop ingredients using the bridge technique		
	D12 To develop knowledge of colour, texture, taste when choosing ingredients. D13 To understand where food comes from To understand how seasons affect fruit and vegetables grown around the world. D14 To develop knowledge of the Eatwell Plate and a balanced diet. D15 To have an awareness of hygiene and safety.		
<b>Architect:</b> Charles Barry - Houses of parliament			

As a confident person in Year 1		
To listen and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence
SL1: To begin to take turns to talk. SL2: To begin to listen carefully to others. SL3: To begin to seek clarification when a message is not clear. SL4: To understand 1 and 2 step instructions. SL5: To remain focused on the speaker during a task.	SL9: To use subject specific pitched vocabulary to describe. SL10: To suggest words or phrases appropriate to the topic being discussed.	SL11: To answer questions using yes and no. SL12: To say a sentence which is clear to understand. SL13: To begin to speak confidently to a small group so that they understand the message that is being said.
To be a participant in debates	Stylistic techniques	Physical, social and emotional
SL6: To begin to know that different people hold opinions that are different from our own. SL7: To listen to the person who spoke before them. SL8: To begin to say my own idea.		SL14: To understand to make eye contact when talking to someone. SL15: To begin to speak confidently to a teacher and a small group. SL16: To use actions when I perform. SL17: To begin to take turns in talking with guidance from an adult.

Sticky Words						
Moral Concepts			Technical Concepts			
British Values	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage	DT	Art	Geography	History
Democracy Rule of law Individual liberty Mutual respect			Research Design Create Technique Modify Evaluate	Style Media Expression Technique Composition Effects	Environment Interconnection Climate Sustainability Change Location	Chronology Consequences Significance Enquiry Invasion Settlement
Subject specific vocabulary – chosen per topic by teachers from the subject boxes above						

Year 1					
	Big Question 1- Geo focus	Big Question 2 – History focus	Big Question 3- Creative focus	Big Question 4- History focus	Big Question 5- Geo focus
<b>Question</b>	<b>Does everywhere in the world have 4 seasons?</b>	<b>What should I do if I don't agree with someone?</b>	<b>Why should I have a healthy lifestyle?</b>	<b>Why is fire dangerous?</b>	<b>What makes Hamilton great?</b>
<b>Moral application of knowledge</b>		<i>Right and wrong, consequences, application to school and home</i>	<i>Make decisions on lifestyle and develop skills in cooking</i>	<i>Fire safety, difference to if there was a fire today, equipment, emergency services and family safety</i>	<i>Belonging – being able to verbalise this. Class, school, Hamilton, Leicester, UK</i>
<b>Pre learning assessment</b>	Discussions with children in continuous provision about the world we live in and their knowledge of it.	Quiz about bonfire night	Show me a healthy meal in provision using any resources	Link back to previous topic about fire. What other times has fire changed England? Class mindmap	What has Hamilton got to offer? What is in the environment around us? Discussion.
<b>Sticky words</b> <b>Moral concepts</b>	Adaptability Resilience	Accountability Fairness	Curiosity Freedom	Responsibility Challenge	Belonging Pride
<b>Technical concepts</b>	Style Location Climate	Consequences Significance Composition	Design Create Evaluate	Enquiry Media Expression	Environment Interconnection Effects
<b>Subject specific vocabulary</b> <b>History or Geography</b>	continents, North America, South America, Australia, Antarctica, Europe, Asia, Africa, Oceans, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean Countries, capital city, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, Seasons, summer, winter, spring, autumn, climate, equator, North pole, South pole, City, town, Hamilton, village	Guy Fawkes – After Before Plot Houses of Parliament Gunpowder		Great Fire of London – Past Present Similarities Differences Pudding Lane	City, town, Hamilton, village
<b>Subject specific vocabulary</b> <b>Art or DT</b>	<b>Painting</b> Thick Thin Soft Broad Narrow Primary (colours) Light Dark Warm Cold Bright Splattered dabbed	Movement Build Structure Stiff Strong Construction	Bridge technique chop Ingredients Fruit Vegetables Eatwell Plate Balanced diet	<b>Collage</b> Tear Rip Cut Media Texture Stick	<b>Drawing</b> Thick Thin Soft Broad Narrow Line Shape Coloured pencil Drawing pencil Felt tip pen
NC objectives – designer and creator	Vegetable stir fry	Building – Houses of Parliament and Designer D1-7, D8 D9	D1-7 D11-15 Wrap		
NC objectives – artist	A3, A4 Seasonal Painting			Fire Collage A5, A6, A7	A1, A2 Your choice of drawing
NC objectives – geographer	Continents and seasons G1,G2, G3, G5				G4, G6
NC objectives – historian		Guy Fawkes H1,2,3,4,5,6		Great fire of London H1,2,3,4,5,6	
NC objectives – speaking and listening	SL1 SL2 SL5 SL9	SL11 SL13 SL6 SL8	SL12 SL4 SL5 SL10 SL16	SL6 SL7 SL14 SL15 SL16 SL8	SL15 SL17 SL12 SL8 SL3
NC objectives – ICT	C4	C5	C3	C1 C2	C5

SCIENCE Big Question taught discreetly	What are the four seasons?	How can everyday materials be grouped?	How am I similar to other animals in the world?		Can I describe all the plants around me?
RE big question – up to 10 weeks	<b><u>Who are my friends and family?</u></b>	<b><u>Who are my friends and family?</u></b>	<b><u>How do I live my life?</u></b>	<b><u>How do I live my life?</u></b>	<b><u>What places are special to me?</u></b>
Enhancement	Sharing learning through songs/performance to parents	Debate about Guy Fawkes	Create a persuasive poster	Video – warning about the dangers of fire	Make own wings set with qualities which make Hamilton/Kestrels perfect