YEAR 1 CURRICULUM OBJECTIVES
OVERVIEW 2018-2019

Broadstone First School
~ Respect, Independence, Creativity

Scientific enquiry skills should permeate throughout all Science learning

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
-asking simple questions and recognising that they can be answered in different ways
-observing closely, using simple equipment
-performing simple tests
-identifying and classifying
-using their observations and ideas to suggest answers to questions
-gathering and recording data to help in answering questions.
An element of Scientific Enquiry must be taught each half term.

ART ATTACK (6)	
Challenge: Bournemouth holds 'Arts By the Sea' at this time of year, can we bring art to Broadstone?	
Art and Design	-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. - to learn 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.
GEOGRAPHY	-key physical features, including: beach, cliff, coast, sea, ocean,
ENGLISH	Please refer to learning pathways
Computing	-use technology purposefully to create, organise, store, manipulate and retrieve digital content
Outcome: Art Exhibition for parents and community	

BROADSTONE COME DANCING (5)	
Challenge: Miss Cullen has a hidden talent – can you discover yours?	
SCIENCE	-describe the importance for humans of exercise, eating the right amounts of different types of food
PE	-perform dances using simple movement patterns.
ENGLISH	**Context for writing** Reviews for dancing Captions for photographs Headlines for news reports Please refer to learning pathways
Computing	-use technology purposefully to create, organise, store, manipulate and retrieve digital content
Outcome: Broadstone Come Dancing Performance to parents	

A CHRISTMAS CAROL (3)	
Challenge: Please can year 1 support the carol concert by performing?	
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
MUSIC	-use their voices expressively and creatively by singing songs and speaking chants and rhymes

	-listen with concentration and understanding to a range of high-quality live and recorded music
ENGLISH	Please refer to learning pathways
Outcome: Sing a carol at the Carol Concert	

ONCE UPTON A TIME (6)	
Challenge: Nursery manager visits to share her worries that pre schoolers don't know traditional tales like they used to - can we help?	
COMPUTING	-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.
DESIGN TECHNOLOGY	-explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. -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 -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, according to their characteristics -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria
ENGLISH	Please refer to learning pathways
Outcome: Visit nursery and tell traditional tales using interactive pictures.	

LOCATION, LOCATION, LOCATION (5)	
Challenge: We have just found out who our new intake will be for September. Can you welcome them to our school so they are excited to join us?	
GEOGRAPHY	-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. -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -devise a simple map; and use and construct basic symbols in a key
HISTORY	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
ENGLISH	Please refer to learning pathways
COMPUTING	-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
Outcome: Leaflet / flyer sent in pack for new reception introducing a year 1 buddy and telling them about the school.	

BLUE PLANET (6)
Challenge: Watch part of the Blue Planet series highlighting the plight of ocean creatures at the hand of our use of plastics. How can we make a difference?

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SCIENCE	-explore and compare the differences between things that are living, dead, and things that have never been alive -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. -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 -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
CITIZENSHIP	-to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; - to share their opinions on things that matter to them and explain their views; -to take part in discussions with one other person and the whole class; -to take part in a simple debate about topical issues; -to recognise choices they can make, and recognise the difference between right and wrong; - to realise that people and other living things have needs, and that they have responsibilities to meet them - what improves and harms their local, natural and built environments and about some of the ways people look after them
ENGLISH	Please refer to learning pathways
COMPUTING	-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.
Outcome: Campaign – Save the ocean by reducing plastic!	

ROAD TO RECOVERY	
Challenge: Mrs Cowlishaw is so busy in the office that she would like some additional help at lunchtimes to support first aid issues. Unfortunately, nobody has their First Aid certificate.	
SCIENCE	-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
HISTORY	-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -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, Mary Seacole and/or Florence Nightingale]
ENGLISH	Please refer to learning pathways
COMPUTING	-use technology purposefully to create, organise, store, manipulate and retrieve digital content

Outcome: Having got their first aid certificate, learners run a triage station to help Mrs Cowlishaw for one week.

DISCRETE Learning

Music Curriculum:
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE Curriculum:
- 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