



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM



Topic: What is in the world around me?	
Year Group: 1	Term: Autumn 1
Ambition: Know about places that they could visit when they are older Learn about jobs that involve animals	
Community: Know about how animals are cared for in our community (vets, animal rescue centres) Know about jobs that animals do to help our community	
Equality: Know how to treat animals with respect and that they have rights	

Links to Prior Learning

Rec – How do things grow?

Rec – How do we get there?

Writing Opportunities Through Topic Lessons

Write postcards from the North/South Pole and the Equator using the stimulus Poles Apart (Rigby Star)

Fact files about different big cats - where do big cats live?(relate to hot and cold places of the world, habitat and diet)

Write a simple report about different jobs that involve animals (police, vets, guide dogs, animal rescue centres, zoos/farms)

Key Texts

The Tiger who came to tea
Judith Kerr

Augustus and his smile
Catherine Rayner

They all saw a cat
Brendan Wenzel

Novel: Fantastic Mr Fox
Roald Dahl

Mog
Judith Kerr

The Cat in the Hat
Dr Seuss

Riddle: What am I? Lion
Celia Warren p.170 The Works (KS1)

Poles Apart
(Rigby Star)



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Key Vocabulary

DT
sliders, levers, movement, mechanism, split pin, hole punch, staple, join, design, evaluate, direction, pivot, label, length

Geography
North Pole, South Pole, equator, climate, hot, cold, left, right, near, far, position, vegetation, north, south, east, west, compass, lake, river, hill, mountain, woodland, forest, soil, shop

Computing
Tools, paint, thick, thin, brush size, line, shape

Projects

DT project:
Making a moving safari picture for a story/non-fiction book

Computing project:
Creating media – Digital painting
Science
Create a piece of artwork of plants in different seasons

Concrete Knowledge

Geography
Know where the Equator, North Pole and South Pole are on a globe (study animals that live in these habitats)

Geography
Know that hot areas are located near the Equator and cold areas are near to the North and South Poles

Geography
Know: woodland, forest, vegetation, soil, lake, river, shop, hill, mountain and identify them in aerial photographs

Geography
Know the difference between a hill and a mountain

Geography
Know the 4 compass points

Geography
Know the difference between a river and a lake (make models of these)

Community
Know about different jobs involving animals in the local community

DT
Know about the simple working characteristics of materials and components (card, paper, sticky tape and split pins)

DT
Know about the movement of simple mechanisms such as levers and sliders



Skill Progression

Geography
I can use a globe to identify the Equator and the North and South Poles (study animals that live in these habitats)

Geography/Science
I can name the seasons in the UK (all year objective)

DT – food
I can mix, stir and combine liquid and dry ingredients (with support)

DT - food
I can sift flour into a bowl (with support)

DT – food
I can use measuring spoons for liquids, solids and dry ingredients

Geography
I can identify areas of vegetation, rivers, lakes and houses on an OS map (printable from DigiMap)

- DT: Design**
- I can describe who and what my product is for
 - I can say how I will make my product suitable for the user (with support)
 - I am beginning to use my knowledge of existing products to help come up with my own ideas and develop these through talking and drawing
 - I can use given design criteria to develop my ideas
 - I can model ideas by exploring materials

- DT: Make**
- I can plan by suggesting what to do next
 - I am beginning to select from a range of tools and equipment, explaining my choices with support (hole punch and stapler)
 - I can select from a range of materials and components according to their characteristics (paper, card, split pins, staple or sticky tape)
 - I can mark out, cut and shape materials and components (using a template)
 - I can use finishing techniques, including those from art and design

- DT: Evaluate**
- I can evaluate existing products by saying what I like and dislike about them and who and what the product is for
 - I can identify what materials products are made from
 - I can make simple judgements about my product and ideas against design criteria and suggest how it could be improved
 - I can make simple judgements about their products and ideas against design criteria

- Computing**
- I can draw lines, make marks on a screen and explain which tools I used to draw a picture
 - I can use the shape and line tools effectively
 - I can choose appropriate shapes to make my picture
 - I can choose appropriate paint tools and colours to recreate the work of an artist
 - I can say which tools were helpful and why
 - I can change the colour and brush sizes
 - I can explain that pictures can be made in lots of different ways



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Science, Music, R.E., PSHE and P.E. units

Science Seasonal Changes	Music Pitch and tempo Superheroes	R.E. Cultivating Inclusion, Identity and belonging Being Thankful	PSHE Being my best
P.E. Coach: Fundamental Skills (Agility, Balance and co-ordination) CT: Social distance skills	E-safety Self-Image and Identity Online relationships		

Maths in Context

Using directional vocabulary left, right, forwards, backwards, turn in geography	Using compass vocabulary north south east west	Seasons – relate to the months of the year	
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Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

Cultural and Artistic Icons

Rousseau			
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Health Education, Money Management, Environmental Education

Learning about how dogs can support humans (guide/hearing dogs)	Learning how to take care of a pet		
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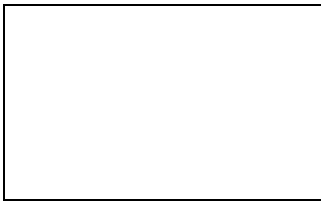
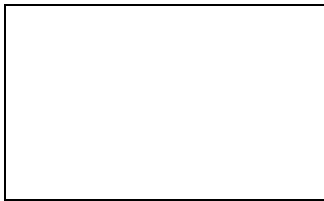
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Rights Respecting

Article 24: Every child has the right to good quality health care, clean water and nutritious food

**Wider links
Article 28:
Right to a good quality education**



Enrichment experiences and Community Involvement

Invite a visitor to learn about how to take care of animals (PDSA/RSPCA)

Children to bring in photographs of their pets to share with the class

