



Sandwich Infant Primary School Curriculum Overview – subject to change due to COVID

KS1 2020-2021

	British Values	Maths	English	Science	History	PSHE	Geography	Art	D & T	Music	Computing	RE	PE
Autumn 1 Recovery Curriculum			New book each week – planning relevant for each lesson	-					-	-	-		
Autumn 2 Fire, Fire!	Democracy – becoming a class, having your own opinion. Respect Rules Loyalty	Place Value Partitioning Number bonds Addition Subtraction	Class animal – simple facts- class identity Great Fire of London - Literacy Shed Pudding Lane Verbs – past and present Tudor houses	Materials Explore suitable materials for particular purposes. Explore ways of changing materials e.g squashing twisting, etc.	Samuel Pepys & The Great Fire of London: Comparison between London then + now Know some interesting facts where the fire of London started Research the life of a famous Briton, Samuel Pepys. What certain objects from the past might have been used for – firefighting equipment.	Know how to help make my classroom a safe and happy place Welcome someone into my class Think about how my behaviour can affect others	Where is London? Capital cities Geographical location Name the capital cities of England, Wales, Scotland and Northern Ireland. Know the surrounding seas of the United Kingdom. Use the directional vocabulary: near; far; left; right to explain where a location is. Learn the four points of a compass to build their	Sketching Tudor houses in Sandwich Kings Arms Harvest artwork - linked to the work of Archimboldo. Create own fruit/vegetable face.	Design and make Tudor houses. Choose their own tools and materials and explain why they choose them. Join materials and components in different ways. Explain what went well with their work.	Perform simple patterns and accompaniments keeping a steady pulse. Sing or clap increasing and decreasing tempo.	E- Safety: Use technology respectfully. Know where to go for help if I am concerned. Learn to navigate the web to complete simple searches about the great fire of London.	Who is a Christian and what do they believe.	Games Tennis – Hitting the ball with their hands. Hitting the ball with a racket. Decide the best space to be in during a game. To follow rules.



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							knowledge of the United Kingdom and where Sandwich is in relation to the rest of the British Isles. South of London North of Dover, East of Maidstone etc...						
Spring 1 Traditional Tales Journeys	Individual liberty Personal freedom and how to be safe Tolerance of those of different faiths and beliefs – RE Link to Judaism , Muslim and Christian faith.	Place value. Crossing and breaking the tens when adding and subtracting. Missing numbers. Word Problems. Multiplication and division to solve problems 3d Shapes. Symmetry. Fractions.	Hook – Humpty Dumpty. Crime scene. Traditional tales Panto – Beauty and the beast Journey – Write an imaginative piece Lost and Found	Animals including humans - know that animals including humans have offspring that grow into adults. Describe importance of hygiene and exercise for humans. Explore basic needs of animals e.g. water, food, air, etc.	History of the wright brothers. To use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in my historical learning Retell a familiar story set in the past – Beauty and the Beast Appreciate and recount that the wright brothers have helped our lives be better today Able to explain why the wright brothers acted	Safety – road/river To choose between their ideas and give reasons To know the stages of a life cycle – Link with science Be able to identify some of the people who care for them	No Geography this term	Drawing - Explore and experiment with line, shape, tone and colour. Draw a castle and background, demonstrating their use of tone, shape, line and colour. Experiment with different shades of one colour.	No D T this term	Play simple rhythmic patterns on an instrument. Choose sounds which create an effect along to different clips of movies.	Use a range of instructions (e.g. direction, angles, turns). With the Bee Bots, I pads, remote control cars. Create a path they need to direct their Bee Bot through – They need to work together to write down a set of instructions to test and amend where needed. Find errors and amend (debug). Understand that programs require precise instructions. Coding - games	What makes some places sacred.	Gym To carry on planning and perform a sequence of movements (Working on a mat and bench – including partner work) To include their balances within their sequence of movement. Improve their sequence based on feedback To think of more than one way to create a sequence which follows some ‘rules’.



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					in the way they did Answer questions by using a specific source, such as an information book								
Spring 2 Where does our food come from?	Mutual respect	Measures-length and height to solve problems Measures – mass Capacity. Volume and temp Measures – Money to solve problems	Farmers – (visit farm) – food groups Cows: From milk to carton Supermarkets Food from around the world – how to make an apple pie Recipes Instructions Create fruit salad Felderland - Healthy and unhealthy Comparative writing	Continue with animals including humans.	No History this term	Think about the importance of a balanced diet Think about ways of keeping my teeth healthy Know why they should eat 5 portions of fruit and veg a day	Pin point on map – link back to previous learning – where different countries are and where their food comes from. Be able to name the continents of the world and locate them on a map. Know what they like and do not like about a place that is different to the one they live in.	No Art this term	Create a healthy salad. Understand where food comes from. Use basic principles of a healthy and varied diet to prepare dishes. Describe the ingredients they are using. Measure materials to use.	Know how to create music in response to different starting points. Know how to order sounds to create a beginning, middle and an end.	Use technology respectfully. Know where to go for help if they are concerned. Know how technology is used in school and outside of school.	What can we learn from sacred books.	Games Aiming at a target. Rolling – Bowling. Kicking – Football into a net. Throwing into a target. Decide on the best space to be in during a game.
Summer 1 Victorians and Out and about in Sandwich	Queen Victoria The rule of law	Time to solve problems Word Problems	Victorian holiday. Information text. The Queens Knickers	Plants - Explore the basic needs of plants and what they need to survive. Observe how seeds and bulbs grow	Famous person from the past– Queen Victoria – link to British Values Understand that we have a queen who	Child Safety Week - Lifeguards in Know what makes them feel relaxed and what makes them feel stressed.	When looking at Victorian holidays reinforce language of key features; beach, coast, ocean, valley.	Van Gough - Look at the work of a famous artist. Experiment with colour and technique to paint in the style of Vincent Van Gough.	No D T this term	No Music this term	E- Safety: Use technology respectfully. Know where to go for help if they are concerned.	What can we learn from sacred books.	Maypole/dance To be able to change rhythm, speed, level and direction in my dance.



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			<p>The Royal nappy</p> <p>Leaflet detailing best places to go in Sandwich.</p> <p>Jolly Postman</p> <p>Letter writing Advert Debate Postcard Invitation</p>	<p>into mature plants.</p> <p>Living things and their habitats - Describe different habitats, including micro habitats. Compare living, non-living things and things that have never been alive. Discuss food chains and name different sources of food.</p>	<p>rules us and that Britain has had a king or queen for many years.</p> <p>Know how to research by using books and the internet to find out more information about the past.</p> <p>Know about how things were different when my grandparents were children. (Possibly ask for a Grandparent to come in to be interviewed)</p> <p>Know what certain objects from the past might have been used for.</p> <p>Sequence a set of events in chronological order and give reasons for their order</p> <p>Identify objects from the past, such as old toys Explain how Sandwich was</p>	<p>Know how to cope with changes that can be exciting or worrying.</p> <p>To plan to overcome obstacles that might get in the way.</p> <p>Know about stranger danger including meeting strangers online</p> <p>Learn to work well in a group</p> <p>Able to think about what they should do if they meet a dangerous situations</p>	<p>Reading maps – where is Sandwich? Towns/ county</p> <p>Describe the North and South Pole using geographical words.</p> <p>Know how jobs may be different in other locations – Arcita and Atlantic.</p>	<p>Use Van Gough's painting; Sunflowers to inspire our own artwork. Or</p> <p>Claude Monet-find out about the work of a famous artist. Experiment in the style of Claude Monet. Explore a range of medium/technique i.e printing, painting and oil pastel.</p> <p>Produce a piece of artwork in the style of Claude Monet.</p>			<p>Know how technology is used in school and outside of school. (Possibly look at how scientists use technology – Growing plants)</p>	<p>To dance with control and coordination.</p> <p>To make a sequence by linking sections together.</p> <p>To use dance to show a mood or feeling.</p>
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					different in the past Know about the famous event of Remembrance day Know how Soldiers in the past have helped us to have better lives								
Summer 2 The Olympics	Mutual respect	Maths problem solving and reasoning.	History of the Olympics Different Sports	Plants - continued.	History of the Olympics. Know how to use books and the internet to find out more information about the past.	To know what harms or improves our environment. To identify and respect differences and similarities in people. Special people to us (parents in) Think about how to make sensible choices Know that you can choose to spend or save money Think about the best way to use money	Know how jobs may be different in other locations. – link back to Arctic. Name the continents of the world and locate them on a map.	Make a clay pot for their flower. Olympic rings - To know how to join clay together. Sculpture - construct a model using clay. Explore moulding and joining clay. Talk about and discuss the processes and final product. Likes/dislikes? How will you improve it?	Design their own bag and make it. Think of an idea and plan what to do next. Explain why they have chosen specific textiles. Join materials by sewing and gluing different fabric together. Explain what went well with their work.	Know how to use symbols to represent sounds. Know how to make connections between notations and musical sounds. Know how they can improve their own work.	Write a simple program and test it. (Scratch) Predict what the outcome of a simple program will be (logical reasoning) Understand that algorithms are used on digital devices.	How should we care for others and the world and why should it matter?	Sports Day To hit, kick, roll and throw in a game or individually. To follow rules. To play tactically in a game.

Our KS1 curriculum is about developing class identity, learning to learn and upholding our school rules, linking to British Values. Daily guided reading and phonics will happen appropriate to the individual's ability.