




# Littleham CE Primary School Year 1 Rolling Programme



Repetitive	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	<b>Moon Zoom</b> 	<b>Memory Box</b> 	<b>Paws Claws and whiskers</b> 
<b>Key Vocabulary</b>  Tier 3 words Tier 2 words	alien, astronaut, constellation, crash-landed, gravity, martian, moon, moon buggy, NASA, outer space, planet, robot, <b>rocket</b> , science fiction, <b>signal</b> , solar system, space, spacecraft, specimen, star, UFO (Unidentified Flying Object), <b>universe</b> , zero gravity.	artefact, <b>baby</b> , birthday, calendar, <b>celebration</b> , christening, <b>diary</b> , <b>event</b> , family, generation. Grandparent, <b>history</b> , holiday, <b>memory</b> , museum, <b>new</b> , <b>old</b> , parent, postcode, <b>relative</b> , toddler, wedding.	camouflage, carnivore, <b>claw</b> , climate, <b>domestic</b> animal, enclosure, fable, <b>farm</b> , feathers, fur, <b>habitat</b> , herbivore, <b>markings</b> , omnivore, paw, <b>pet</b> , predator, prey, scales, whiskers, zoo, zoo keeper.
<b>Project overview</b>	<p>CRASH! What's that in the playground? Let's go outside and take a look. Stand back everyone – it looks like a UFO (Unidentified Flying Object) has crash-landed! Find out who might have landed by exploring the craft and investigating scattered scientific specimens. Create a 'Welcome to Earth' box for an alien explorer. What can you put in it to help explain what life is like on our planet? Would you like to be an astronaut? You'll need a pretty sturdy spacecraft if you do. Start off small by making an air-propelled rocket. WHOOSH! How far can you make it travel? Find out the names of the planets. There's Mercury, Neptune, Mars and – do you know any others? I've forgotten the rest! Then, an alien is found! Can you help get him home? Are you ready for take-off? Hold tight. 5 4 3 2 1... LIFT OFF!</p>	<p>Can you remember being small? Being a baby and learning to crawl? Do you recall a favourite toy, maybe a teddy bear or a best-loved book? Look back at family photos of special occasions, perhaps holiday snapshots or a birthday or two! Remember a wedding or a christening and find a funny photo of your parents when they were young! Learn how to write a diary of days gone by and find out about the days before you were born: it's called history and it's all about the past. Then make a special box; a memory box, to keep special things. In years to come, you can revisit them and remember how you looked when you were young. Memories are special. Let's make some more!</p>	<p>Soft fur, sharp claws and twitching whiskers. What's your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a nap – a cat nap!</p>

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## When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

*To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.*

### Term 1 – Autumn

**What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?**

**Text in this colour describes example activities to support the main theme of the topic.**

**Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.**

Main Topic	Moon Zoom (Art and design)
History	<p>Know that:</p> <p>Tim Peake is a British Astronaut who spent 185 days in space aboard the International Space Station in 2015 and 2016.</p> <p>Helen Sharman was the first British Astronaut to travel to space, visiting the Russian Mir Space Station in 1991.</p> <p>These are inspirational people which the children will need to know about.</p> <p>Sequencing words such as first, next, finally, then and after that, can be used to order information chronologically.</p>

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	<p>Know about major space events, this could include the first dog in space (1957), first human in space (1961), first humans on the Moon (1969), launch of Hubble Space Telescope (1990), first British person in space (1991) and final launch of the American Space Shuttle Program, STS (Space Transportation System) -135 (2011).</p> <p>Create a time-line of events to add to display in classroom – mark on these major events with pictures that children draw.</p>
<b>Geography</b>	<p>Satellite imagery – what it is and how to use it. A satellite is an object that orbits (goes around) a planet. Thousands of human made satellites have been launched in to space since 1957. Satellites can take pictures of the sun, earth and other planets.</p> <p>Physical features are naturally created features of the Earth and the Year 1 focus will be mountains and rivers.</p> <p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Know about physical features visible from above in Exmouth such as the estuary, coastline, river and Woodbury Common.</p> <p>Astronauts in the International Space Station take rare photos of the Earth on 26<sup>th</sup> February 2021 during the early spring heatwave. The photos clearly show how the UK and in particular our coastline changes. ISS was first launched in 1998.</p> <p>Explore the Earth from above on mapping websites, identifying basic geographical features such as sea, ocean, land, island, forest, city, lake and river.</p> <p>Look at England, Devon and the villages our schools are in.</p> <p>Use directional language by guiding partner (around the moon) with eyes closed across classroom/playground, using 'left, right, straight ahead' etc. (to avoid rockets and craters). Could be linked to PE by using equipment to guide across an obstacle course.</p>
<b>Science</b>	<p>Properties of everyday materials, specifically plastic and metal.</p> <p>Make air-propelled rockets and launch them into 'outer space'. Decide which sheet material (tissue paper, newspaper, printing paper, card, acetate sheet or foil) to use for the rockets. Use scientific vocabulary related to the properties of the materials to explain their choices.</p>

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	<p>Bring in a few stones from Exmouth beach for children to feel and compare to other materials namely plastic and metal.</p> <p>Find a way to send a light signal to the alien's home planet by creating a simple circuit that lights a lamp. Explore ways of making the lamp brighter by adding more cells (batteries). Introduce a switch and use it to turn the lamp off and on, spelling out an alien code!</p>
<b>Art and design</b>	<p>Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p> <p>Know how to use appropriate materials to make a specified model, especially recycled materials and natural materials.</p> <p>Natural materials such as driftwood, seaweed and pebbles are washed up on Exmouth beach regularly. (Local artist Anna Fitzgerald experiments with such materials to create works of art.)</p> <p>Invent new planets and name them after everyday materials such as Planet Wood, Planet Plastic and Planet Glass. Use hula hoops as the planets, labelling them with their planetary names. Sort a wide selection of everyday objects onto the planets based on the material from which they are made. Create more planet names based on the properties of different materials (Planet Smooth, Planet Bendy and Planet Waterproof are good examples).</p>
<b>Music</b>	<p>Nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p>Know about traditional songs and rhymes from past generations such as "The Bell Ringing" -a Devon Folk song.</p> <p>Sing Old Mac Donald Had a Farm as an example of a traditional song with features such as repetition and call and response.</p> <p>Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound.</p> <p>Know that sound effects are used to represent movement/objects.</p> <p>Create sound effects to accompany their moon buggy on its travels in space – use percussion instruments and play in different ways to explore timbre e.g. quickly, slowly, hard and soft.</p>

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	<p>Know what a rhythm is.</p> <p>A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p> <p>Sit in a circle and pat a rhythm (noise of aliens approaching) on knees, encourage children to join in. Change rhythm and see if children can repeat back and join in with new rhythm.</p>
<b>Computing</b>	<p>Software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas.</p> <p>Know how websites are used to display ideas/work e.g. European Space agency.</p> <p>Know how local artist such as Anna Fitzgerald from Exmouth, Devon uses social media to show her artwork. (Look at some photos).</p> <p>An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.</p> <p>Know that algorithms must be created in the correct order for something to work.</p> <p>Direct a floor robot around an outdoor alien terrain. Program simple instructions into their robot and test their instructions for accuracy. Direct the floor robot around the route using appropriate vocabulary and avoiding obstacles such as 'moon rocks'. Execute and improve their algorithms. Children may also need to debug their programme.</p>
<b>Design and Technology</b>	<p>Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose.</p> <p>Know that an axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.</p> <p>Show picture of first Lunar roving vehicle used on the moon in 1971 and 1972 better known as a moon buggy.</p> <p>Make a simple Moon buggy with corrugated cardboard or plastic, pushing axles through the voids and attaching wheels. Test the vehicles and improve them where necessary before testing them on grass, tarmac, sand, soil and carpet.</p>

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	<p><b>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p>
<b>Sub-themes</b>	<b>Bright Light Big City. Do pine Cones know it's raining?</b>
<b>Computing</b>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> <li>• Programming language on the way to the London Eye-Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites).</li> <li>• Travelling to Pudding Lane. The Great Fire of London-Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm.</li> <li>• Travelling to London Zoo. Living in the city-Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites).</li> <li>• Step 8.Marley the Meerkat's trip to London-Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites).</li> </ul> <p>Recognise common uses of information technology beyond school.</p>

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	<ul style="list-style-type: none"> <li>• Planning a trip Living in the city-Understand that there are online tools that can help people to create content and communicate.</li> <li>• Connecting with others. Living in the city-Explain simply that digital technology can be used to connect with others locally and globally.</li> <li>• Step 2 Marley the Meerkat's trip to London- Understand that there are online tools that can help people to create content and communicate.</li> <li>• Step 4 Marley the Meerkat's trip to London-Understand that there are online tools that can help people to create content and communicate.</li> <li>• Step 12 Marley the Meerkat's trip to London-Explain simply that digital technology can be used to connect with others locally and globally.</li> <li>• Step 13 Marley the Meerkat's trip to London-Understand that there are online tools that can help people to create content and communicate.</li> </ul> <p>Name and locate the world's seven continents and five oceans.</p> <p>Animal extinction! Celebrating the dinosaurs!-Name and locate the world's seven continents and five oceans on a world map.</p>
<b>Geography</b>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>The UK countries. Great Britain-Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Use simple compass <u>directions</u> (North, <u>South</u>, <u>East</u> and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> <li>• Touring London. Great Britain-Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Step 5 Marley the Meerkat's trip to London-Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</li> <li>• Step 7 Marley the Meerkat's trip to London-Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</li> </ul>
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Term 2 – Spring	
<p><b>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p>	
Main Topic	Memory Box (History)
<b>History</b>	<p>Chronology is a way of sequencing past events in the order that they happened.</p> <p>Many things change over time such as aspects of everyday life including; houses, jobs, objects and entertainment. Transport, toys and technology are examples of things that are likely to change as time goes on.</p> <p>Know that ordering events on a timeline can help us to remember them.</p> <p>Sequence photos of Exmouth sea front over the time.</p> <p>Know key facts about Littleham School – date it opened, date of a new build, names of Headteachers over the years, a time when the school was in the local paper.</p> <p>Littleham Church -St Margaret and St Andrews dates back to the 13<sup>th</sup> Century and the newer parish church of Holy Trinity was built in 1824 making it almost 200 years old.</p>



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	<p>Ask children to bring in a photo of themselves as babies. Discuss what has happened in their life since they were born. Create a time-line on display in the classroom and mark on events starting with their birth year, then memorable events such as holidays, starting school, birthdays etc. up until the current day.</p>
<b>Geography</b>	<p>Children to explore how the landscape of our school changed over time – view a map of the school grounds 20 years ago and now. Can they spot where a swimming pool use to be? Take photos of the school grounds and sketch contrasting places of natural and man-made materials.</p>
<b>Science</b>	<p>All humans are babies when they are born.</p> <p>Know that babies need love, warmth, milk and sleep to be happy and healthy.</p> <p>Ask teachers at Littleham to bring in a photo of themselves as babies to show children.</p> <p>All living things die. This means they are not alive anymore. It is normal to feel sad but thinking about nice memories can make you feel less sad.</p> <p>The basic body parts are; the head, arms, legs, nose, eyes, ears, mouth, hands and feet.</p> <p>The five senses are; hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.</p> <p>Know the basic body parts and the five senses.</p> <p>Explore their senses by touching, smelling, listening to and tasting things that babies use, such as baby toiletries, clothes, foods, toys and feeding utensils. Describe what they think of the baby items, what the different items are for and what the foods taste like (spicy, sweet or bland.) Explain how the items differ from the ones they have today. Label the parts of a baby's body that are associated with the different senses.</p>
<b>Art and design</b>	<p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>Know that discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p>

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	<p>Look at a range of paintings that show different family occasions and celebrations. Talk about what the paintings show and describe any artistic characteristics using simple artistic terms. Share their experiences of similar occasions. Paint a picture or make drawings to show a family celebration they remember (Family at Breakfast by Pablo Picasso).</p>
<b>Music</b>	<p>A composer is a person who writes a piece of music.</p> <p>Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they provoked in listeners.</p> <p>Know about the origins of Coldplay. (Coldplay, British rock group whose melodic piano-driven anthems lifted it to the top of the pop music world in the early 21st century. Christopher Martin born 2nd March 1977 in Exeter, Devon.) This should serve as an inspiration that successful artist started life similar to them in a local primary school.</p> <p>Know how different instruments can be used to create a piece of music.</p> <p>Children work in pairs to compose a short tune using instruments to perform to the rest of the class in a concert. The inspiration should be playground chants such as "When I was one... When I was two..." Success equates to the children that are able to use a repeating short tune with repetitive lyrics.</p>
<b>Computing</b>	<p>Searches can be used to locate music and video clips.</p> <p>Ensure that lessons are taught using the progressive skills document and suggested software.</p>
<b>Design and Technology</b>	<p>Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day.</p> <p>Know what I need to have a healthy diet and to live healthily.</p> <p>Decide what types of food would be good for refreshments at a class concert/ show and tell music compositions. Children to make a shared shopping list. Make simple, healthy sandwiches for young children, creating a balance of sweet and savoury fillings.</p> <p>Collect and taste some of the fresh fruit/vegetables grown at Littleham Church of England Primary School such as carrots or tomatoes.</p>

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	<p>Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p> <p>Know why different materials are used for different purposes to create a variety of effects.</p> <p>War Memorial in the centre of town is a sculpture/memorial that serves as a memory of the past and sends a message that we mustn't forget things that have happened in the past if it changed the world we live in.</p> <p>Look at the stained glass windows during a visit to our Parish Church of Saint Margaret and St Andrew Littleham.</p> <p>Use various art and craft materials to make an invitation to the class concert. Cut and stick to create a collage effect, choosing coloured card, papers and fabrics from a wide selection.</p>
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	Term 2 – Spring
	<p><b>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p>
<b>Sub-themes</b>	<b>Why do we have Teeth?</b>

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<b>Science</b>	<b>Discrete science teaching and learning.</b>
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<b>Term 3 – Summer</b>	
<p><b>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p>	
<b>Main Topic</b>	<b>Paws, Claws and Whiskers (Geography)</b>
<b>History</b>	Historical enquiry skills and posing questions will be skills that are practised throughout this topic as children find out more about continents that may be new to them such as Asia and South America.
<b>Geography</b>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p> <p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Know that Devon is situated in the South West of England in the Continent of Europe.</p> <p>Know the five oceans (the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean).</p>

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	<p>Know that Devon and Cornwall are exposed to the full force of the prevailing south-westerly winds that blow in from the Atlantic Ocean. To the north is the Celtic Sea, and to the south is the English Channel.</p> <p>Use atlas/map to locate the UK, Devon and Europe. Mark on oceans and continents onto a blank world map. Children can research which animals are native to different continents (ICT link) and draw a picture of an animal on each continent.</p>
<b>Science</b>	<p>Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p>Know the six main groups are fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p>Research different fish that children might come across while visiting Sandy Bay Beach in Exmouth – such as mullet, mackerel, pollock and crab.</p> <p>Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.</p> <p>Carnivores eat other animals (meat). Herbivores eat plants. Omnivores eat other animals and plants.</p> <p>Know the key features of different animal groups. Know that farm animals are a part of local industry. Farm animals are bred for many purposes. Chickens give us our eggs, cows and goats provide us with nutritious milk. Different breeds of sheep produce many kinds of wool fibres which are made into clothing. Cows (beef), sheep (lamb) and pigs (bacon and pork) provide us with meats.</p> <p>Animals native and wild in Devon include badgers, rabbits, hares, grey squirrels, mice, rats, moles, wild deer, wild boar, otters and beavers.</p> <p>Use picture cards of different animals to play a sorting game, which pair can sort the carnivores, omnivores and herbivores the fastest? Then record using a Venn diagram.</p> <p>Children work in small groups to draw a food chain of at least 3 animals on large A3 paper for display. Label 'prey' and 'predator'.</p>
<b>Art and design</b>	<p>The primary colours are red, yellow and blue. They are special because they cannot be mixed from other colours. They are the source of all colours.</p>

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	<p>Know and name the primary colours.</p> <p>Know that soft pencils create darker lines and hard pencils create lighter lines.</p> <p>Paint a picture of their favourite animal, adding details such as fur, feathers, paws, claws, scales or whiskers. When painting, explore mixing and matching colours beforehand using ready-mixed and powder paints. Talk about their work using colour-related vocabulary. Use pencils to add finer textural details when the paint is dry.</p> <p>Look at Devon's coat of arms for animal inspiration – Can children spot the bull on the image? Across Exmouth and Devon we have numerous farms such as Dalditch dairy and cattle farm nearby. Others have pigs, sheep and chickens.</p>
<b>Music</b>	<p>A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.</p> <p>Know that musicians must work together to produce a piece of work.</p> <p>Watch a suitable clip from Exmouth Music Festival. Perform animal songs and rhymes including Old Mac Donald, Pig on her head and Going on a bear hunt to half the class and swap. Use percussion and voices to add extra interest and excitement.</p>
<b>Computing</b>	<p>Technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community.</p> <p>Know that technology is used in local shops to help us with our shopping.</p> <p>Tell children to observe scanners used at tills next time they go to the local shop.</p> <p>Use a 'technology hunt' around the school as a stimulus for this topic. Technology is used in school in the form of babble monitors, IWB, laptops and ipads.</p>
<b>Design and Technology</b>	<p>Design criteria are the explicit goals that a project must achieve e.g. the pet they are going to design must be no bigger than (agree size with children) can only be made out of primary colours and must have an identifiable marking. Must only use junk materials.</p>

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	<p>Know the importance of creating a design before making.</p> <p>Create an imaginary version of a familiar pet. Plan and make a model of their new design, changing aspects such as its colour or markings.</p>
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	Term 3 – Summer
	<p><b>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p>
<b>Sub-themes</b>	<b>Dinosaur Planet</b>
<b>History</b>	<p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>What happened to the dinosaurs? Dinosaur explorers- Identify some key features of a significant historical event beyond living memory.</p> <p>Dinosaurs would have roamed the area that is now Exmouth. The Jurassic Coast is famous for fossils including ichthyosaurs, plesiosaurs and even scelidosaurus.</p> <p>Mary Anning was born just 30 miles from Exmouth in Lyme Regis and made her amazing discoveries on the Jurassic Coast.</p>

**Purple** – Key knowledge linked to our Curriculum Intent.

**Green** – Suggested activities

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