



**Pendock CE Primary School**  
Be the best that you can be

**KS1 Curriculum Overview:**

**Is Pendock part of something bigger?**

**Geography – Locational knowledge:**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

**Music – Exploring sounds:**

Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds.

Social Question: How Does Music Make the World a Better Place?

Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A.

**Science – Animals including humans:**

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).

<u>Drivers:</u>	<u>Key Questions:</u>
Staying engaged	Where in the UK is Pendock?
Making connections	Which countries make up the UK?
Thinking it through	Which seas surround the UK?
Communicating clearly	How many continents make up the world?
	What are the names of the continents?
	What are the oceans of the world called?
<b><u>Launch for Learning:</u></b>	
Where is Pendock?	
<b><u>Key Texts:</u></b>	
Around the World in Eighty Days – Jules Verne	
Welcome to Our World – Moira Butterfield and Harriet Lynas	
<b><u>Key Vocabulary:</u></b>	
United Kingdom, England, Wales, Scotland, Northern Ireland, continents, countries, seas, Asia, Africa, North and South America, Antarctica, Europe, Oceania, Pacific, Atlantic, Indian, Southern, Arctic, oceans.	

**Art - Painting and mixed media:**

Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.

**RE – Who is Jewish and how do they live?**

Recognise the words of the Shema as a Jewish prayer.

Retell simply some stories used in Jewish celebrations.

Give examples of how the stories used in celebrations remind Jews about what God is like.

Give examples of how Jewish people celebrate special times.

Make links between Jewish ideas of God found in the stories and how people live.

Give an example of how some Jewish people might remember God in different ways.

**PE – Gymnastics:**

Developing balance, agility and co-ordination, and begin to apply these in a range of activities.

**Computing – Moving a robot:**

Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program.

They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs.