


Year One SUMMER ONE 2025 Curriculum Overview					
Topic: Kenwood House Key Text: ‘The Mouse Mansion’ by Karina Schaapman and ‘A House that once was’ by Julie Foliano Key Curriculum Drivers: History: How did people live in the past? Trips: Kenwood House Significant People: Lord Mansfield/ Dido Belle					
	Week 1 21.04.25 Monday 21 st April: Bank holiday	Week 2 28.04.25	Week 3 05.05.25 Monday 5 th May: Bank holiday Trip: Kenwood Wed 7 th May 9.30 –11.45	Week 4 12.05.25 Friday 16 th May: International Food Day	Week 5 19.05.25 Friday 23 rd May: last day
Trips		Maths & Art Week	Kenwood House		Visit from someone from the Synagogue?
	Mouse Mansion Have a birthday! (balloons, party popper, blow out a candle)	Mouse Mansion Unpack a picnic basket	Coast Scene of Fishermen Hauling a Boat Ashore By JMW. Turner	The House that Once Was	The House that Once Was
Literacy Whole class writing <u>Key Vocabulary:</u> Adjectives Acting Narrative Senses	The birthday scene I can discuss birthdays I can say what I want to write before I write it I can write more than one sentence about an idea	The picnic scene I can act out a picnic I can use some describing words Find the maths! Fractions, sharing, multiplication	I can act out a fisherman scene I can use some describing words I can use my five senses	I can find and use some describing words I can make good attempts at spelling using my phonics knowledge I can build a sentence using colourful semantics	I can plan a short narrative I can say what I want to write before I write it
Literacy – small group writing	I can write more than one sentence about an idea I can spell some common exception words	I can write more than one sentence about an idea I can make good attempts at spelling using my phonics knowledge	I can write more than one sentence about an idea I can use and to join words and phrases	I can build repetitive sentences I can use and to join words and phrases I can use full stops in some of	I can use my ideas to write a short narrative I can read my writing back to an adult

	I can use full stops in some of my writing			my writing	
SPaG <u>Key Vocabulary:</u> Nouns Punctuation Sentences Questions Grammar			Capital letters for proper nouns I can use capital letters at the beginning of my sentences and after full stops in some of my writing I can use capital letters for proper nouns	Exclamation marks I can use exclamation marks sometimes	Question marks What questions would you like to ask the artist, Turner? I can use question marks sometimes
History <u>Key Vocabulary:</u> Sources Timeline Significant Past Present	What can a Historical source tell us? I can look in detail and make comparisons between sources from Kenwood House.	What can a timeline tell us? I can construct a timeline to show when Kenwood was built, when Garden Suburbs School was built and the Brent cross regeneration area	Trip to kenwood House I can use field work skills to learn about the past	Who was the first Lord Mansfield and why was he important? I can recognise places/locations in my locality I can recognise different types of sources (i.e. photos, dates, maps and artefacts) I can discuss the sources	Why is it important to remember facts about significant people? I can discuss the importance of significant people

Science Scientists and Experiments SC1 <u>Key Vocabulary:</u> Properties Observation Predictions Results Materials Season	<u>Tree Walk</u> I can identify and name a variety of deciduous and evergreen trees I can observe closely, using simple equipment.	<u>Maths /Art Week</u>	<u>Building a Bridge (Isambard Kingdom-Brunel)</u> I can test which materials are strong/ rigid enough to build a bridge I can compare a variety of everyday materials on the basis of their simple properties I can describe the properties of materials that make the bridge strong and rigid	<u>Comfy and Cosy</u> I can perform simple tests to decide the best material for an animal's bedding I can describe the simple properties of everyday materials	<u>Measuring the Weather</u> I can observe and describe weather associated with the seasons, by measuring rainfall with a rain gauge they have made I can observe and describe the weather
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<p>Maths</p> <p>Key Vocabulary:</p> <p>Measure Mass Weight Volume Equal</p>	<p><u>Weight & Volume</u></p> <p>I can use the vocabulary heavier and lighter I can measure mass I can compare mass</p>	<p><u>Weight & Volume</u></p> <p>I can use the vocabulary of full and empty I can compare volume I can measure capacity I can compare capacity</p>	<p><u>Multiply/ divide</u></p> <p>I can count in steps of 2s, 5s and 10s and use this to solve problems</p>	<p><u>Multiply/ divide</u></p> <p>I can recognise equal groups I can add equal groups I can find arrays I can make arrays</p>	<p><u>Multiply/ divide</u></p> <p>I can make doubles I can make equal groups – grouping I can make equal groups – sharing</p>
<p>Phonics</p>	<p><u>Focus sound/s</u> se/ ce/ ey/ ou/ ui/ ay/ a-e/ ea/ <u>Tricky words</u> people your their thought through friend work eye sure pure said</p>	<p><u>Focus sound/s</u> Recapping all Phase 5 sounds <u>Tricky words</u> were one says here today</p>	<p><u>Focus sound/s</u> tch/ ture/ al/ a(ar - father) <u>Tricky words</u> once our laugh because eye today their people your any</p>	<p><u>Focus sound/s</u> ea/ ir/ ou/ oy/ a (or – water) air/ are/ ere (all air sound) <u>Tricky words</u> any many who whole two who whole because eye people thought through</p>	<p><u>Focus sound/s</u> ear (ur – earth)/ wr/ st (whistle) sc (science)/ or (actor) <u>Tricky words</u> many any friend through two your who whole</p>
<p>PSHE</p> <p>Key Vocabulary:</p> <p>Opinion Money Cost Savings Culture</p>	<p><u>What is an opinion?</u> I know more about other people’s opinions and views</p>	<p><u>Where do I belong?</u> I know about the different groups they belong to (clubs, faith, cultural heritage etc.)</p>	<p><u>Money</u> I know where money comes from</p>	<p><u>Money</u> I know about the cost of everyday items</p>	<p><u>Money</u> I know that money can be kept in different places, and that some places are safer than others, e.g. a money box or a bank</p>
<p>RE</p>  <p>Leaders & Teachers</p> <p>Key Vocabulary:</p> <p>Special Admire Influence Founding Faith</p>	<p><u>Special People</u> I understand who is special to them and to others.</p>	<p><u>People I admire</u> I understand who is special to them and to others.</p> <p>I understand what admire means and why we might admire someone</p>		<p><u>Key people of faith</u> I know about key people who are important because of their influence in the founding and development of different faiths.</p>	<p><u>Key people of faith</u> I know about key people who are important because of their influence in the founding and development of different faiths.</p>

<p>Art and Design</p> <p>APP</p> <p>Kenwood</p> <p><u>Key Vocabulary:</u> Abstract Landscape Portrait Self portrait sculpture</p>	<p>To explore colour and pattern through drawing</p>	<p>Maths and Art Week:</p> <p>To explore the work of Bisa Butler</p> <p>To explore quilt making</p> <p>To create an abstract collage using a variety of fabrics</p> <p>To work collaboratively to create a patchwork quilt</p>	<p>To explore the artwork at Kenwood House</p> <p>To learn about the sculptures of Henry Moore and Barbara Hepworth</p> <p>To create an abstract collage using a variety of fabrics</p> <p>To investigate making shapes out of clay and joining them</p>	<p>To investigate making shapes out of clay and joining them</p> <p>To explore joining pieces of clay to create a form</p> <p>To use fabric collages to create a self portrait</p>	<p>To investigate making shapes out of clay and joining them</p> <p>To explore joining pieces of clay to create a form</p> <p>To use fabric collages to create a self portrait</p>
<p>DT</p> <p>Kapow</p>	<p>No DT this term</p>				
<p>Computing</p> <p>Kapow</p> <p>Digital imagery</p> <p><u>Key Vocabulary:</u> Photographic Digital Devices Editing</p>		<p>I can plan a pictorial story using photographic images in sequence</p>	<p>I can explain how to take clear photos</p> <p>I can take photos using a device</p>	<p>I can edit photos by cropping, filtering and resizing</p>	
<p>PE</p> <p>Lesson 1</p> <p><u>Key vocabulary:</u> Movement Sequence Repetitive Balance</p>	<p>THEME: Weather I can use counts of 8 to move in time and make my dance look interesting</p>	<p>THEME: Weather I can create my own dance using, actions, pathways and counts</p>	<p>THEME: Pirates I can copy, remember and repeat actions that represent the theme</p>	<p>Athletics I can develop by balance</p>	<p>Athletics I can explore hopping, jumping and leaping for distance</p>

<p>PE</p> <p>Lesson 2</p> <p><u>Key Vocabulary</u></p> <p>Actions Directions Varying Choreography</p>	<p>THEME: Weather</p> <p>I can explore pathways in my dance</p>	<p>THEME: Pirates</p> <p>I can explore speeds and actions in our pirate inspired dance</p>	<p>Athletics</p> <p>I can move at different speeds over varying distances</p>	<p>Athletics</p> <p>I can change direction quickly</p>	<p>Athletics</p> <p>I can develop throwing for distance</p>
<p>Music</p> <p>Beat & Rhythm</p> <p><u>Key Vocabulary</u></p> <p>Beat Rhythm Claves Percussion</p>	<p>To learn to sing and do actions to the beat of music</p>	<p>To catch the beat and play it on percussion instruments</p>	<p>To catch the beat and play it on percussion instruments</p>	<p>To learn the difference between beat and rhythm</p>	<p>To consolidate the difference between beat and rhythm</p>