



Ambition – Community - Equality

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Topic: How do we know Birmingham and London are cities? Year Group: 1 Term: Spring 1 and 2	
Ambition: Learn about jobs that are available in cities and how they are different to jobs in rural areas	
Community: Know how the fire service helps our local community	
Equality: Know that everyone has the equal right to a wide range of jobs Know that cities are culturally diverse places	

Links to Prior Learning

Rec - How do we get there?	Rec – Where do I live?		
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Writing Opportunities Through Topic Lessons

Fact files about different landmarks in Birmingham and London	Information books about The Great Fire of London (types of fire equipment, how it started, how the fire spread)	Write about how the fire service helps the local community	
Report about how we know London and Birmingham are cities	Make a poster about fire safety	Label landmarks in London and Birmingham	
Ed. Visit follow up - Write a leaflet about landmarks that a tourist could visit in Birmingham City Centre (IKON gallery, The Library of Birmingham, Symphony Hall)	Sp1 Independent hot task RE Story: retell Jonah and the Whale	Sp2 Independent hot task – Ambition - jobs that are available in cities	

Key Texts



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The Town Mouse and the Country Mouse	Toby and the Great Fire of London M. Nash and J. Cope	Beegu Alexis Deacon	A walk in London Salvatore Rubbino
Paddington Bear Michael Bond	The Queen’s Hat Steve Antony	Katie in London James Mayhew	Cops and Robbers Allan & Janet Ahlberg
Knuffle Bunny Mo Willems	The Great Fire Sue Cowling p.241		

Key Vocabulary

Geography port, office, river, city, town, building, capital city, country, plan view	History old, new, a long time ago, sources, first, then, next, eyewitness, diary, squirt, fire break, fire hook, rebuilt	Art clay, 3d, roll, cut, join, smooth, tools, design, architect, structure, inspired, classic, modern	DT Mechanism, axel, wheel, hand saw, bench hook, doweling, wooden disk, chassis, axis, axle holder
Computing sp1 Group, data, property, similar, describe, table	Computing sp2 Type, space bar, caps lock, backspace, edit, highlight, delete, character, save, open		

Projects

Art project: Drawing a sculpture Design and make a London landmark from clay	DT project: Using wheels and axels design and make a fire engine		
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Concrete Knowledge



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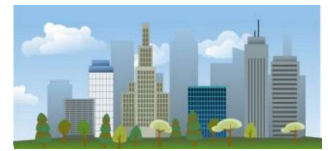


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<p>Geography Know the names of the four countries of the UK, their capital cities and the surrounding seas</p>	<p>Geography ed. Visit follow up Know: shop, house, office, city, town, village, port and river (identify in real life or make models)</p>	<p>Geography ed. Visit follow up Know the difference between a city and a village</p>	<p>Geography Know their address, including postcode and know that they live in England</p>
<p>Geography ed. Visit follow up Know the names of some landmarks in London and Birmingham</p>	<p>History Know who Samuel Pepys is and explain why he is famous</p>	<p>History Know about an event that happened a long time ago, even before the birth of their grandparents (The Great Fire of London)</p>	<p>History Know how technology has changed lives (fire equipment, the ability to phone the fire service)</p>
<p>History Know about famous people from Birmingham in the past (Look at the statue of Boulton, Watt and Murdoch in during ed. visit Centenary Square and study one of these people)</p>	<p>Art Know how to cut, roll and join materials (using clay)</p>	<p>Art Know how to join two pieces of clay together using water</p>	<p>Art <i>Know how to use pencils to create lines of different thickness in drawings</i></p>
<p>DT Know about the movement of simple mechanisms such wheels and axles</p>			



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Geography

I can use an atlas to identify the countries of the UK, their capital cities and the 3 surrounding seas and label these on a map

Geography

I can sort key features into city and village

Geography ed. Visit follow up

I can identify famous landmarks in photographs and aerial images of Birmingham and London (including the River Thames, port of London)

Geography

I can identify house, office, city, town, village, port and river in aerial photographs and on plan view maps

Geography/Science

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

History

I can sequence some events in order (timeline of The Great Fire of London)

History

I can answer questions using sources of information (e.g. How do we know about The Great Fire of London? (paintings and Samuel Pepys's diary, How did they put the fire out? – photos of firefighting equipment)

History

I can put 2 objects in chronological order - firefighting equipment (now and then)

Art

I can draw my design before I make it

Art

I can describe the differences and similarities between two architects (Wren and Madin)

Art

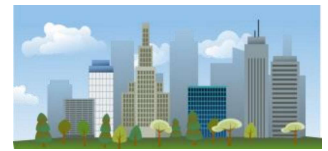
I can join two pieces of clay together securely and smoothly

Art

I can cut, roll and join clay with basic tools

Computing Sp1: Teach computing Data and information – Grouping data

**Computing Sp 2
Word processing using J2e5 write**



- I can describe the properties of objects and group them using labels
- I can match objects to groups
- I can find objects with similar properties
- I can count how many objects share a property
- I can group similar objects in more than one way
- I can describe groups of objects and compare them
- I can decide how to group objects to answer a question

Final project: Geography

Create a word processed document about Birmingham/London

- I have completed 'Beginner' Lessons 1-8 on typing.com.
- I can type on a keyboard.
- I can use the space bar to separate words.
- I can use the 'cap locks' key to make a capital letter.
- I can edit text (use backspace to remove a character).
- I can highlight text that I want to edit.
- I can open and continue with a previously saved piece of work.

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 and components

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 (hand saw and bench hook)

I can assemble, join and combine materials and components (doweling and wooden disks)

I can measure, mark out and cut materials and components (using a template that is the correct size)

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





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Sp 1 Science
Scientists and inventors

Sp 2 Science
Everyday materials

Sp 1 Music
Pulse and rhythm

Sp 2 Music
Timbre and rhythmic patterns
Fairy Tales

Sp 1 R.E.
Being fair and just
Being accountable and living with integrity

Sp 2 R.E.
Being courageous and confident
Being loyal and steadfast

Sp 1 PSHE
Valuing difference

Sp 2 PSHE
Me and my relationships

Sp 1 P.E.
Dance
(Coordination and balance)

Sp 2 P.E.
Invasion games
(coordination, sending and receiving)

Maths in Context

Seasons – relate to the months of the year

Measuring vocabulary in DT – longer, shorter, measure, wider

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

Christopher Wren

John Madin

Look at artists that have their work currently displayed at the IKON Gallery

Health Education, Money Management, Environmental Education

Fire safety

Rights Respecting



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Article 27: Every child has the right to an adequate standard of living

**Wider links
Article 14: You have the right to choose your own religion and beliefs**

**Wider links
Article 39: You have the right to help if you have been hurt**



Enrichment experiences and Community Involvement

Invite the fire service into school to look at fire equipment – link to DT making fire engine toys

Visit to Birmingham City Centre to look at landmarks, human features and to visit the IKON art gallery

Post a letter to their home address





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Supporting Texts