



Darlinghurst School Connected Curriculum Overview



Term Summer 2		Year One	
<b>Starting Point</b>		<b>End Product</b>	
An imaginary bus tour through London using our own school bus.		To invent a new London landmark for the London Mayor.	
Homework & independent learning	<ul style="list-style-type: none"> <li>• Spellings</li> <li>• Reading</li> <li>• Researching the City of London</li> <li>• Discussion with friends and family about days out and tourist attractions</li> </ul>		
Maths	<ul style="list-style-type: none"> <li>• Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in twos fives and tens.</li> <li>• Count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals and in words</li> <li>• Given a number, identify one more and one less</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• Identify, represent and estimate numbers to 100 using different representations</li> </ul>		
Writing	<ul style="list-style-type: none"> <li>• Using descriptive language for fruits and vegetables</li> <li>• Employing poetic features of language: alliteration, similes, rhythm, repetition, rhyme</li> </ul>		
Reading	<ul style="list-style-type: none"> <li>• Sharing the story of Oliver's Vegetables</li> <li>• Exploring poetry</li> <li>• Identifying poetic features</li> </ul>		
Speaking and Listening	<ul style="list-style-type: none"> <li>• Performing poetry</li> <li>• Exploring texts through drama and roleplay</li> <li>• Asking questions of the Site Manager</li> </ul>		
Science	<ul style="list-style-type: none"> <li>• To learn about animals that live in or near rivers</li> <li>• To categorise creatures, i.e. fish, amphibians, birds and mammals</li> <li>• To think about local rivers, drawing on personal experiences</li> <li>• To find out about the work of Dr Barnardo, Mary Seacole or Florence Nightingale (PSHE link)</li> </ul>		

Humanities	<ul style="list-style-type: none"> <li>• Story of The Great Exhibition 1851 London and the Crystal Palace, Prince Albert &amp; Queen Victoria.</li> <li>• How could people from here go to The Great Exhibition?</li> <li>• Could children like us have had a school trip to The Great Exhibition?</li> <li>• Thomas Cook, Richard Branson</li> <li>• The Utterly Otterleys and our local river</li> <li>• River Thames and London, Where is London? How could we travel to London? What are the differences between where we live and the centre of London?</li> <li>• What makes a great day out? Features for planning</li> <li>• Where could we go for a great day out? Location of places</li> <li>• How can we make our own great day out?</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Creating a card digitally</li> <li>• Techniques for combining images and text</li> <li>• Creating images</li> </ul>
MFL	<p>Spanish</p> <ul style="list-style-type: none"> <li>• Name of places e.g. beach, church, park</li> <li>• Where is/I am going to</li> <li>• Directions</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Reflection: Who am I? Where do I fit in? What is my place in the world? Explore identity</li> <li>• To ask questions and learn that some questions cause people to wonder</li> <li>• To learn that religions may have different answers about the meaning and purpose of life</li> </ul>
PHSE & British Values	<ul style="list-style-type: none"> <li>• Looking after the environment, relating specifically to rivers</li> <li>• Personal safety</li> <li>• People who help others</li> </ul>
Core skill	<ul style="list-style-type: none"> <li>• Learning Together</li> <li>• Learning as part of a group</li> <li>• Being a good member of a social group</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>• Designing a poster advertisement or badges for a great day out</li> <li>• Design and make something useful for the home to be used in the exhibition</li> </ul>
Art & Sketchbooks	<ul style="list-style-type: none"> <li>• Famous river paintings, Artist - George Seurat</li> <li>• Pattern exploration, Artist - William Morris</li> <li>• Silhouettes and portraits</li> </ul>
Music	<p><b><u>Musical Focus: Beat</u></b></p> <ul style="list-style-type: none"> <li>• Developing a sense of steady beat</li> <li>• Responding to music using body</li> <li>• Playing rhythm patterns</li> </ul>
PE	<p><b><u>Year 1: Creating Games</u></b></p> <ul style="list-style-type: none"> <li>• Choosing the correct equipment</li> <li>• What makes a game fun?</li> <li>• How can we make the game harder/easier?</li> <li>• Making the playing area safe to use</li> </ul>

Outdoor learning	<ul style="list-style-type: none"><li>• Local areas of water.</li><li>• History of Prittle Brook, including a visit (local walk)</li></ul>
Trips and Visits	<ul style="list-style-type: none"><li>• Old Leigh<ul style="list-style-type: none"><li>- Significance of the Thames estuary</li><li>- History and geographical features</li></ul></li></ul>