



# The West Hampstead Curriculum - A Guide for Parents in Year 1 – Summer 2022

Over the past few months, we have been working on developing and improving our 'West Hampstead Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Summer term.

## **Intent - The West Hampstead Curriculum is designed to:**

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

## **West Hampstead Values:**

Last year, we worked with children, staff, parents and governors to develop our five core West Hampstead values , Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

## **Whole School Themes:**

As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

## **The National Curriculum:**

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

## **Topic Enrichment**

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research, exciting trips and an exit point that will often involve sharing work with our community.

If you have any questions about the curriculum, please contact: [admin@WestHampstead.camden.sch.uk](mailto:admin@WestHampstead.camden.sch.uk)

Curriculum Team

The West Hampstead



## The Values 2021-22

### Aspiration



- Creativity
- Curiosity
- Communication

### Responsibility



- Citizenship
- Staying Healthy
- Organisation

### Resilience



- Confidence
- Independence
- Adaptable

### Consideration



- Kindness
- Empathy
- Respect

### Community



- Belonging
- Collaboration
- Relationships



## The West Hampstead Curriculum Overview – Whole School Themes 2021-22

Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our Secret garden.	Carnival of Animals. Travellers.
Year 2	Growing up in Kenya	Toys and Lego	The Great Fire of London.	By the Sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation



# The Year 1 West Hampstead Curriculum Overview – 2021-22

	<b>Autumn 1</b> <b>JOURNEYS</b>	<b>Autumn 2</b> <b>MAKING A DIFFERENCE</b>	<b>Spring</b> <b>ENVIRONMENT</b>	<b>Summer</b> <b>Diversity</b>
<b>Year 1</b>	<b>Earth and Space</b>	<b>We are builders.</b>	<b>Heroes</b> <b>Our Secret garden.</b>	<b>Carnival of Animals.</b> <b>Travellers.</b>
Subjects	History, Geography, DT, Art	History, Geography, DT, Art,	Geography, DT, Art, Phonics	History, Geography, DT, Art,
Science	Humans and the five senses Seasonal change	Materials Seasonal change	Healthy eating and cooking Seasonal change	Animals including humans Living things Seasonal change
Writing	Beegu Man on the Moon	The Three Little Pigs Instructions for making playdough	Supertato Fantastic First Poems Secret Sky Garden The Gigantic Turnip	The Lonely Beast, Jack and the Beanstalk Bean growth diary One Day on our Blue Planet
Maths	Numbers to 10 Addition and subtraction within 10 Shape and patterns	Numbers to 20 Addition and subtraction within 20	Time Exploring calculation strategies within 20 Numbers to 50 Addition and subtraction within 20 Fractions Measures: length and mass	Numbers 50 to 100 and beyond Addition and subtraction (applying strategies) Money Multiplication and division Measures: capacity and volume



## Year 1 - Curriculum Objectives - Carnival of the Animals - Summer Term

### Reading

- Apply phonic knowledge and skills as the route to decode words
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading

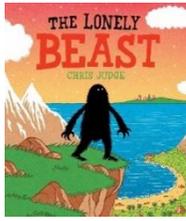
#### Phonics

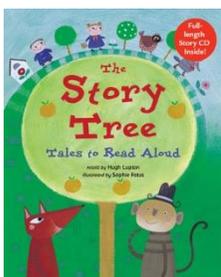
Recap phase 3 digraphs and phase 4 blends

- qu, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- cvcc, ccvc, ccvc and cccvc words
- New graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, oe, au, ew, a-e, e-e, i-e, o-e, u-e

### Maths

<b>Numbers 50 to 100 and beyond</b>	<ul style="list-style-type: none"><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</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) (Y2)</li></ul>
<b>Addition and subtraction (Applying strategies and structures)</b>	<ul style="list-style-type: none"><li>• represent and use number bonds and related subtraction facts within 20</li><li>• add and subtract one-digit and two-digit numbers, including zero</li><li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2)</li><li>• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li><li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li><li>• estimate to check answers</li></ul>
<b>Money</b>	<ul style="list-style-type: none"><li>• recognise and know the value of different denominations of coins and notes</li><li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li></ul>
<b>Multiplication and division</b>	<ul style="list-style-type: none"><li>• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li><li>• recognise, find and name a half as one of two equal parts of a quantity</li><li>• recognise, find and name a quarter as one of four equal parts of a quantity</li></ul>

<b>16. Measures (2): Capacity and volume</b>	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>		
<b>Writing</b>		<b>Key Writing Pieces</b>	<b>Teaching Points</b>
	<p>Map the story with added description</p> <p>Posters/advertising material about the Beast's island</p> <p><b>To Entertain</b></p>	<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).</p> <p>Recognise and write grammatically correct simple phrases and sentences, showing some control of word order</p>	
 <p><i>Talk for Writing</i></p>	<p>Retell from a different perspective – <i>The Ogre and the Beanstalk</i></p> <p><b>To Entertain</b></p>	<p>Sequencing sentences to form short narratives.</p> <p>To begin to use simple regular, past and imperative tense.</p> <p>Using a capital letter for people, places, the days of the week and the personal pronoun <i>I</i>.</p>	
	<p>Bean growth diary (ongoing alongside Jack and the Beanstalk, linked to science topic)</p> <p><b>To Inform</b></p>	<p>How words can combine to make sentences</p> <p>To begin to use a simple range of prepositions (to indicate position) adding precision to writing. (through, over, under, in, on, next to, above, below).</p>	
	<p>Animal Fact File</p> <p><b>To Inform</b></p>	<p>Join words and clauses using 'and'.</p> <p>To use and identify simple and appropriate nouns.</p> <p>Begin to use / name / identify adjectives.</p> <p>Begin to use descriptive language.</p>	



*Talk for Writing*

Write own version of story with original characters/setting  
**To Entertain**

Joining words and clauses using *and*.

Recognise and write grammatically correct simple phrases and sentences, showing some control of word order

Sequences sentences to form short narratives.



West Hampstead Primary Curriculum – Diversity					Year 1 – Carnival of the Animals			
					<h2>Essential Knowledge</h2>			
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> <li>I know the names, main body parts and diets of common animals.</li> <li>I know that animals can be grouped into fish, amphibian, reptile, bird, and mammals.</li> <li>I know where different animals come from and what they need to survive.</li> <li>I know how to create a simple code to perform a task.</li> <li>I know how to find where I live on a map and a globe.</li> <li>I know why Shabbat is important to Jewish people.</li> </ul>			
<b>Aspiration</b> 	<b>Responsibility</b> 	<b>Resilience</b> 	<b>Consideration</b> 	<b>Community</b> 				
Entry Point		Explore			Trip		Exit Point	
Drama activity using Carnival of Animals music – in the hall		<ul style="list-style-type: none"> <li>Virtual safari</li> <li>Animals AR</li> <li>Virtual tour of Natural History Museum</li> </ul>			Trip to Natural History Museum Trip to London Zoo		Parade of animals – making costumes and masks in the hall Whole YG event.	

<b>Summer 1<sup>st</sup> half</b>		
<b>Science</b>	<b>History</b>	<b>Geography</b>
<p>Animals including Humans</p> <ul style="list-style-type: none"> <li>-I can identify and name some animals.</li> <li>-I can describe and compare the main body parts of different animals.</li> <li>-I know about common animal's diets and can identify if they are herbivore, carnivore or omnivore.</li> <li>-I can group animals by their body parts and what they eat.</li> <li>-I can explain how I sorted the groups.</li> <li>-I am starting to recognise and use the words fish, amphibian, reptile, bird, and mammal when grouping animals.</li> </ul> <p>Seasonal Change</p> <ul style="list-style-type: none"> <li>-I can name the four seasons.</li> <li>-I can observe and record the changes in my environment over the seasons.</li> <li>-I can tell you what weather we have with each season.</li> <li>-I can see and describe how the length of the day changes with the seasons.</li> </ul>	n/a	<ul style="list-style-type: none"> <li>-I can ask simple geographical questions e.g what is like to live in this place?</li> <li>-I can show where I live on a map (classroom map, globe).</li> <li>-I can describe seasonal weather changes</li> </ul>
<b>Computing</b>	<b>Art and Design</b>	<b>Design Technology</b>
<ul style="list-style-type: none"> <li>-I can create a simple program to perform a task.</li> <li>-I can use a technology to create.</li> <li>-I know how to get help if I need it when I am online</li> <li>- E-safety</li> </ul>	<ul style="list-style-type: none"> <li>I can use artwork to record ideas, observations and experiences.L1</li> <li>I can experiment with different materials to design and make products.L2</li> <li>I can give my opinions when I look at art / craft or design work.L3</li> <li>I can try out using different tools including using pencils, crayons, chalk or charcoal. T1</li> <li>I can make structures by joining simple objects together. T2</li> <li>I can make collages by cutting, gluing and trimming materials. T3</li> <li>I can sort, cut and shape fabrics and try ways to join them together.T5</li> </ul> <p><a href="S:\TeachingStaff\West Hampstead Curriculum\WEST HAMPSTEAD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps">S:\TeachingStaff\West Hampstead Curriculum\WEST HAMPSTEAD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</a></p>	n/a

PE	Music	PSHE	RE
<p><b>Balls skills and Dodging games</b></p> <ul style="list-style-type: none"> <li>• Throwing, catching, sending, receiving and stopping.</li> <li>• Ball skills, sending and receiving individually</li> <li>• Ball skills, sending and receiving in pairs (dodgeball). The skills are repeated from last week but children are now in pairs.</li> <li>• Bending and receiving a ball.</li> <li>• Applying ball skills in games</li> <li>•</li> </ul>	<p><b>Carnival of the Animals</b> (Classical Youtube) <a href="https://www.youtube.com/watch?v=k2RPKMJmSp0">https://www.youtube.com/watch?v=k2RPKMJmSp0</a></p> <p><b>Listen:</b> I can listen and identify different animals I can identify different instruments</p> <p><b>Musical activities:</b> I can find the pulse, march in time with the pulse, choose an animal and find pulse I can play high and low notes to create an affect I can improvise using high and low notes to replicate animal sound</p> <p><b>Perform &amp; Share:</b> I can look back at the recorded performance and say how I felt during the performance</p> <p><b>In the groove</b> Charanga (different styles inc funk, blues)</p> <p><b>Listen:</b> I can find the pulse I can identify musical styles I can dance and move to the pulse</p> <p><b>Musical Activities:</b> I can find the pulse, march in time with the pulse, choose an animal and find pulse I can clap rhythms, copy back the rhythms, clap the rhythm of my name over the track. I can clap and sing in time to the music I can sing in time together with class I can play accurately and in time as part of the performance playing C I can improvise using C. I can compose a simple melody using simple rhythms using C + D extended to E</p> <p><b>Perform &amp; Share:</b> I can look back at the recorded performance and say how I felt during the performance</p>	<p><b>RELATIONSHIPS EDUCATION</b></p> <p><b>1. CARING FRIENDSHIPS</b> To identify the qualities of a good friend</p> <p><b>2 CARING FRIENDSHIPS</b> To explain the importance of compliments</p> <p><b>3 RESPECTFUL RELATIONSHIPS</b> To recognise positive qualities in themselves.</p> <p><b>4 RESPECTFUL RELATIONSHIPS</b> To recognise achievements</p> <p><b>5 CARING FRIENDSHIPS</b> To identify the qualities of a good friend.</p> <p><b>6 CARING FRIENDSHIPS</b> To identify what to say to a new friend.</p>	<p>Judaism- Shabbat</p> <p>I can use the right names for things that are special to Jewish people during Shabbat.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how certain beliefs affect decision-making.</p> <p>I can start to explain why Shabbat is important to Jewish children.</p> <p>I can explain how being a member of a religion influences people's behaviour.</p>

Summer 2 <sup>nd</sup> half		
Science	History	Geography
<p>Review Materials.</p> <ul style="list-style-type: none"> <li>-I know the difference between an object and the material it is made from.</li> <li>-I can identify and name different everyday materials such as; wood, plastic, glass, metal, water and rock.</li> <li>-I know that some materials are natural and some are man-made.</li> <li>-I can explore and test different materials and can name the different properties; hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, transparent, translucent and opaque.</li> </ul> <p>-I know we chose the materials we use to make things because of their properties.</p> <ul style="list-style-type: none"> <li>-I can group materials by their properties.</li> <li>-I can investigate how the shapes of solid objects can be changed by twisting, squashing, bending and stretching.</li> <li>-I can find out about scientists who have discovered and made new and useful materials.</li> </ul>	<ul style="list-style-type: none"> <li>-I know about people who have made a difference where I live and far away.</li> <li>-I can ask and answer simple questions about the past.</li> <li>-I can place people, events and objects in chronological order.</li> <li>-I understand that my ideas about an event may be different from someone else.</li> <li>-I can sequence events and recount changes within my life.</li> <li>-I can use common words and phrases relating to the passing of time. (Here, now, then, yesterday, last week, last year, a long time ago.)</li> <li>-I can talk, draw or write about aspects of the past.</li> <li>-I can describe simple similarities and differences between artefacts and sort them into 'then and 'now' Christopher Columbus</li> </ul>	<ul style="list-style-type: none"> <li>-I can understand how some places are linked to other places (e.g road, trains in travellers).</li> <li>-I can show where I live on a map (classroom map, globe).</li> </ul>
Computing	Art and Design	Design Technology
<ul style="list-style-type: none"> <li>I can recognise how others use technology at home and at school.</li> <li>I can use technology to create.</li> <li>I know how to get help if I need it when I am online.</li> <li>I can predict the behaviour of a simple program.</li> <li>I can create a simple program to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>I can use artwork to record ideas, observations and experiences.L1</li> <li>I can experiment with different materials to design and make products.L2</li> <li>I can give my opinions when I look at art / craft or design work.L3</li> <li>I can try out using different tools including using pencils, crayons, chalk or charcoal. T1</li> <li>I can make structures by joining simple objects together. T2</li> <li>I can make collages by cutting, gluing and trimming materials. T3</li> <li>I can sort, cut and shape fabrics and try ways to join them together.T5</li> <li>S</li> </ul>	<ul style="list-style-type: none"> <li>-I can create simple designs for a product.</li> <li>-I can use pictures and words to describe what I want to do.</li> <li>-I can select and use simple tools I would like to use to perform practical tasks e.g cutting, shaping, and joining and finishing.</li> <li>-I can build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>-I can use wheels and axles in a product.</li> <li>-I can ask simple questions about existing products and those I have made.</li> </ul> <p>Moving car- link to Henry Ford</p>

PE	Music	PSHE	RE
<p><b><u>Run, jump throw</u></b></p> <ul style="list-style-type: none"> <li>• Moving quickly</li> <li>• Running</li> <li>• Jumping</li> <li>• Throwing</li> <li>• Running quickly as a team</li> </ul> <p>Sports Day</p>	<p><b><u>Round and round</u></b></p> <p>Charanga (Latin American)</p> <p><b>Listen:</b></p> <p>I can find the pulse I can recognise two or more instruments</p> <p><b>Musical Activities:</b></p> <p>I can find the pulse, march in time, follow actions, I can clap rhythms, copy back the rhythms, clap the rhythm of my name over the track. I can clap and sing in time to the music I can sing together with actions I can play accurately and in time as using D, F, C + D I can improvise using D + E .</p> <p><b>Perform &amp; Share:</b> I can look back at the recorded performance and say how I felt during the performance</p>	<p><b><u>BEING SAFE</u></b></p> <p>To understand ‘bad’ secrets</p> <p><b><u>SCIENCE</u></b></p> <p><b>GROWTH &amp; DEVELOPMENT</b></p> <p>To know they are growing and changing</p> <p><b>GROWTH &amp; DEVELOPMENT</b></p> <p>To know that everyone grows and changes and babies become children and then adults</p> <p><b><u>RELATIONSHIPS EDUCATION</u></b></p> <p><b>RESPECTFUL RELATIONSHIPS</b></p> <p>To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl</p> <p><b>FAMILIES &amp; PEOPLE WHO CARE FOR ME</b></p> <p>To know there are different types of family and that all families have a special role in children’s lives</p> <p><b>CARING FRIENDSHIPS</b></p> <p>To recap what a good friend is.</p>	<p><b><u>Judaism- Chanukah</u></b></p> <p>I can recognise some of the symbols used at Chanukah. I can talk about how a Jewish child might feel about taking part in a Chanukah activity.</p> <p>I can say what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.</p> <p>I can start to describe some of the ways in which Jewish children feel close to God during Chanukah. I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.</p>