



The West Hampstead Curriculum - A Guide for Parents in Year 1 – 2021-22

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 Autumn term. You will receive more information later in the year.

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
Curriculum Team

The West Hampstead



The West Hampstead 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



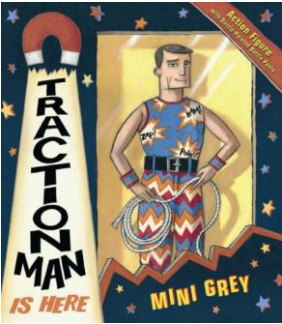
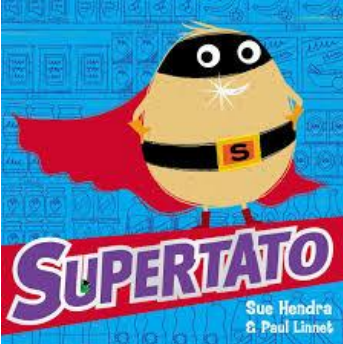
The Year 1 West Hampstead Curriculum Overview – 2021-22

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 1	Earth and Space	We are builders.	Heroes. Our Secret garden.	Carnival of Animals. Travellers.
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 Topic Map – Spring Term 1









West Hampstead Curriculum 2020-21 – Environment					Year 1 – Heroes	
					Essential Knowledge	
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> • The properties and suitability of materials for different products • Which materials are waterproof and why they are suitable for particular products • People who have made a difference to society both near and far from where we live • Where I live and how to navigate to local landmarks • How to follow simple local area maps • The season we are in and how it compares to the autumn • How to shape and attach different materials • What constitutes a healthy diet. • What Jesus did for his friends even when they didn't always make it easy. 	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
<p>Create your very own waterproof super hero cape.</p> <p>(Science)</p>		<ul style="list-style-type: none"> • Learn about different heroes of their choice 			Trip to the fire station in the local area.	<p>Year group presentation of learning for parents on learning across the half term.</p>

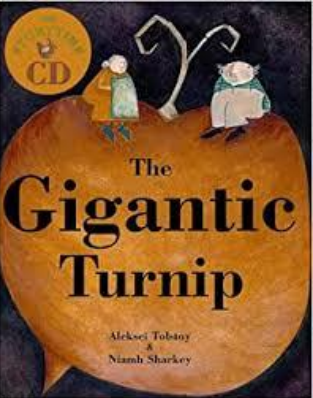
English	Science	History	Geography
 	<p>Seasonal Change</p> <ul style="list-style-type: none"> -I can name the four seasons. -I can observe and record the changes in my environment over the seasons. -I can tell you what weather we have with each season. -I can see and describe how the length of the day changes with the seasons. <p>Materials</p> <p>I know the difference between an object and the material it is made from.</p> <ul style="list-style-type: none"> -I can identify and name different everyday materials such as; wood, plastic, glass, metal, water and rock. -I know that some materials are natural and some are man-made. -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. -I know we chose the materials we use to make things because of their properties. -I can group materials by their properties. -I can investigate how the shapes of solid objects can be changed by twisting, squashing, bending and stretching. <p>-I can find out about scientists who have discovered and made new and useful materials.</p>	<ul style="list-style-type: none"> -I can find answers to simple questions about the past from simple sources of information. -I know about people who have made a difference where I live and far away. -I can talk, draw or write about aspects of the past. -I can ask and answer simple questions about the past. <p>Mary Seacole</p>	<ul style="list-style-type: none"> -I can make simple maps and plans e.g pictorial place in a story. -I can use basic geographical vocabulary (<u>such as near and far, left and right to describe the location of features and routes</u>). -I can suggest ideas for improving my school environment. -I can link my home with other places in the local community. -I can describe seasonal weather changes <p>Local area walk Eco-heroes Fire-station visit</p>

	Computing -I know how to get help if I need it when I am online. -I can predict the behaviour of a simple program. Making a comic	Art and Design I can use artwork to record ideas, observations and experiences.L1 I can experiment with different materials to design and make products.L2 I can give my opinions when I look at art / craft or design work.L3 I can make collages by cutting, gluing and trimming materials.T3 I can print using objects to make a repeating pattern.T4 I can sort, cut and shape fabrics and try ways to join them together.T5	Design Technology -I can talk about what I eat and discuss what healthy foods are. -I can say where some food comes from and give examples of food that is grown. -I can use simple tools to prepare food safely. Cooking -I can create simple designs for a product. -I can select and use simple tools I would like to use to perform practical tasks e.g cutting, shaping, and joining and finishing. -I can build structures, exploring how they can be made stronger, stiffer and more stable. -I can ask simple questions about existing products and those I have made. Making a superhero mask, shield or cape
	Music The Magic of Mozart – classical instruments Orchestra of the Age of Enlightenment	PSHE L.O. I can share what make me special L.O. I can think about how others feel Writing thought bubbles for characters at different points in the story I can talk about the important people in my life. I can talk about times when I have been a good friend.	RE I can remember a story about Jesus showing friendship and talk about it. I can talk about my friends and why I like them. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can talk about times when I have been a good friend. I can describe how difficult Jesus might have found it to show friendship in a story and explain why. I can identify when it is easy or hard for me to show friendship

Year 1 Topic Map – Spring Term 2



West Hampstead Curriculum 2021-22 – Environment					Year 1 – Our Secret Garden	
					Essential Knowledge	
<div> <div>Aspiration</div>  </div> <div> <div>Responsibility</div>  </div> <div> <div>Resilience</div>  </div> <div> <div>Consideration</div>  </div> <div> <div>Community</div>  </div>					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> I know about the roots, stem, trunk, leaves and flowers of a plant. I know the names of some common and wild plants. I know the difference between deciduous and evergreen trees. I know how changes occur across seasons. I know how to draw a simple map with a key. I know how to stay safe online. I know how to use a simple code. I can use different materials to create different effects. I know the Easter Story and why it is important to Christians. I understand that I have a range of emotions. 	
Entry Point		Explore			Trip	Exit Point
<ul style="list-style-type: none"> Planting beans and observing changes 		<ul style="list-style-type: none"> Nature Walk 			<p>Trip to Fortune Green to investigate the local environment.</p>	<ul style="list-style-type: none"> Making soup with seasonal vegetables we have grown

English	Science	History	Geography
<p>Our Secret Garden</p> 	<p>Plants</p> <ul style="list-style-type: none"> -I can identify the roots, stem, trunk, leaves and flowers of a plant. -I can identify and name some common and wild plants. -I know the difference between deciduous and evergreen trees. -I can observe and record the changes in plants in my local environment over the course of the year. -I know that plants need water and light to grow. -I can observe and describe the differences between plants grown in light and dark places. <p>Seasonal Change</p> <ul style="list-style-type: none"> -I can name the four seasons. -I can observe and record the changes in my environment over the seasons. -I can tell you what weather we have with each season. -I can see and describe how the length of the day changes with the seasons. <p>Seasonal planting at Fortune Green?</p> <p>Wildflower plant hunts</p> <p>Observational drawings of trees</p> <p>Making seed bombs</p> <p>https://www.wildlifetrusts.org/actions/how-make-seed-bomb</p> <p>Germinating seeds</p> <p>Investigating what a seed needs to grow</p>	<ul style="list-style-type: none"> -I can describe changes within living memory and aspects of change in national life. -I can describe changes in my lifetime. <p>Greta Thunberg – Our secret Garden.)</p> <p>History of local area – how has it changed over time</p>	<ul style="list-style-type: none"> -I can suggest ideas for improving my school environment. -I can use simple observational skills (science garden, our secret garden) -I can partake in fieldwork discussions “Which outdoor place in the school grounds is the best to be in and which place is the worst?” -I can make simple maps and plans e.g pictorial place in a story. -I can use basic geographical vocabulary <u>(such as near and far, left and right to describe the location of features and routes).</u> <p>Understanding locality – mapping local green spaces</p> <p>Investigate things to improve locality – find out about job of council (littering, garden projects, traffic)</p> <p>Town and countryside collages</p>

	Computing	Art and Design		Design Technology
	<p>-I know how to get help if I need it when I am online.</p> <p>-I can predict the behaviour of a simple program.</p>	<p>I can use artwork to record ideas, observations and experiences.L1</p> <p>I can experiment with different materials to design and make products.L2</p> <p>I can give my opinions when I look at art / craft or design work.L3</p> <p>I can make collages by cutting, gluing and trimming materials.T3</p> <p>I can print using objects to make a repeating pattern.T4</p> <p>I can sort, cut and shape fabrics and try ways to join them together.T5</p> <p>Lots of experimenting with different mediums to observe and draw flowers, plants, vegetables</p> <p>Flower press print pictures</p> <p>Leaf rubbings (link to deciduous and evergreen)</p> <p>Textile flower collages</p> <p>Colour real flowers using coloured water</p>		<p>I can say where some food comes from and give examples of food that is grown.</p> <p>-I can use simple tools to prepare food safely.</p> <p>Food technology</p> <ul style="list-style-type: none"> - Growing something to eat (linked to The Gigantic Turnip) - Making turnip stew/vegetable soup? <p>Designing and making kites like Funni's</p>
	PE	Music	PSHE	RE
	<u>Gymnastics 2</u>	The Magic of Mozart – classical instruments Orchestra of the Age of Enlightenment	Mental health lessons 10-12	<p>The Easter Story</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can start to show understanding that Jesus is special to Christians.</p> <p>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p>I can recognise that Jesus must be special to Christians to be welcomed in this way and start to say why.</p> <p>I can tell you why Jesus is so special to Christians (Son of God) and show some understanding of the significance of Palm Sunday to Christians.</p> <p>I can link Christians' belief in Jesus to the way He should be welcomed and start to explain my thinking.</p>

