

CORRIE PRIMARY AND NURSERY SCHOOL

CREATIVE CURRICULUM 2026-2027



YEAR GROUP: Year 1		TOPIC NAME: OUR PLACE IN SPACE	TERM: Autumn 1 & 2
Championing the culture and climate in our school, we value the arts and democracy. We will use these to drive our topics through:			
Arts:		Democracy:	
ONGOING: - In Kagan Books children will use a range of art forms to illustrate and present their learning journey using drawing, collage and painting. TOPIC/ CURRICULUM LINKED: - In Art and ICT The children will explore the artist: Vincent Van Gogh and his famous painting ‘The Starry Night’ Children will create digital and paper based art inspired by some ‘The Starry Night’. - In English children will write and perform poetry. - In ‘The Arts’ lessons Children will explore, experiment and create with words to develop their own reimagined poem about themselves inspired by the book ‘I Like Myself’.		ONGOING: - Making contributions to the day to day activities of the class and school. - Taking responsibility for their actions, by making rules together and supporting them. - Participating in decision-making processes of the school life, relating it with the democratic processes such as: Jigsaw Circle time, school council, KWL work, government and voting. - Showing understanding of how changes are effected in the school and the society as a whole. - Participating effectively in school and community-based activities. TOPIC LINKED: - Linked with black History Month research the life of Mae-Jemison and Katherine Johnson advocate for black people’s and women’s rights. Discuss the concept of rights/ equal opportunity and democracy.	
Making the most out of the local and regional location to support our topic we will: Walk to the river/ woods to look at the seasons. Explore the seasons using the Outdoor Forest School Area.			
Prior Learning: Reception - Ourselves Topic (Personal, Social and Emotional Development)			

Seasons – (Understanding the World)

Different buildings around the world - (Understanding the World)

Own locality - (Understanding the World)

Experiment with a range of materials (Using basic skills, tools and joining techniques.) – (Expressive Arts and Design)

Mark making – (Expressive Arts and Design)

Experiment with a range of media. – (Expressive Arts and Design)

Experience of a range of modelling and making projects. – (Expressive Arts and Design)

Computing skills – (Understanding the World)

Pupil Expectations

All pupils will:

History:

Place known events and objects in chronological order. Placing events from space exploration on a timeline.

Sequence events and recount changes within living memory. Understand key features of events.

Talk, draw or write about aspects of the past. Ask and answer relevant basic questions about the past. Use common words and phrases relating to the passing of time. Find answers to some simple questions about the past from simple sources of information

Learn about famous people from history including Mae-Jemison and Neil Armstrong.

Geography:

Use simple Maps of the local area. Link their homes with other places in their local community. Ask simple geographical questions e.g.

Where do I live...my street, town, my country, my planet? What does the Earth look like from space / What geographical features can we see?

Using Google Earth and Space Telescope links to look at the Earth from Space and space from Earth.

Art:

To use drawing, painting or sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape. To explore Impressionist artists including: *Mondrian, Matisse, Kandinsky, Seurat, Van Gough, Pollock*. To experiment and produce paintings and collages representing starry nights/ galaxy sky's/ planets/ space etc.

DT:

To investigate vehicle mechanisms that use wheels and axels. Create a mood board of space vehicles. To create simple designs for a product (moon buggy /mars rover).To use a range of materials creatively to design and make products. Use pictures and words to describe what he/she wants to do. Use a range of tools to cut, join and combine materials and components safely. Ask simple questions about existing products and those that he/she has made.