



Curriculum Overview

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Content: To inform</u> REPORTS INSTRUCTIONS	<u>Content: To entertain</u> NARRATIVE Fairy Tales (Good v Evil)	<u>Content: To entertain</u> NARRATIVE Lost and found story POETRY Animal Poems	<u>Content: To inform</u> POETRY (cont.) Animal Poems RECOUNTS	<u>Content: To entertain</u> NARRATIVE Key story/ author	<u>Content: To entertain</u> NARRATIVE Traditional Tales (Goldilocks)
<u>Key Skills in Writing to master by the end of Year One</u> <div style="display: flex; justify-content: space-between;"> - oral rehearsal of sentences before writing -write in simple sentences </div>						
	<u>Skills:</u> -link what they hear/read to own experiences -discuss familiar topic -write lists and captions -explore and use topic vocabulary -read and follow instructions -give clear oral instructions -can sequence instructions	<u>Skills:</u> -retell a familiar story -identify beginning, middle and end -recognise and discuss main characters -can sequence events -use story language to start a story -begin to use adjectives -read aloud their writing clearly	<u>Skills:</u> -participate in discussions about stories and poems -can sequence events -use sequencing connectives to order events -use adjectives to describe -join in with recognisable phrases in poems -recite some poems by heart	<u>Skills:</u> -recite some poems by heart -explore and use new words -perform a poem to engage the listener (actions) -write lists and captions -explore and use topic vocabulary -can sequence events -use sequencing connectives -begin to use past tense -read aloud their writing clearly -re-read to check writing makes sense	<u>Skills:</u> -discuss and give opinions on stories -make predictions about plot -make simple inferences about character -can sequence events -use sequencing connectives to order events -use adjectives to describe -begin to use past tense -re-read to check writing makes senses	<u>Skills:</u> -make simple inferences about character -retell a familiar story -can sequence events -begin to recognise characteristics of traditional tales -use sequencing connectives to order events -use adjectives to describe -read aloud their writing clearly -re-read to check writing makes senses

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Science	<p><u>Content:</u> SEASONAL CHANGES Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Content:</u> EVERYDAY MATERIALS Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><u>Content:</u> ANIMALS INCLUDING HUMANS Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p>	<p><u>Content:</u> ANIMALS INCLUDING HUMANS Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Content:</u> EVERYDAY MATERIALS Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><u>Content:</u> PLANTS Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
Computing	<p><u>Content:</u> COMPUTER SCIENCE Control simple everyday devices to make them produce different outcomes.</p> <p>Make simple choices to control a simple simulation program.</p> <p>To show an awareness of the range of devices and tools they encounter in everyday life.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Use a range of simple tools in a paint package.</p> <p>To use simple document tools to write their name or a short sentence, using the spacebar and backspace keys.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Explore a range of interactive games including simple graphs and databases. Children to discuss what they can see with support.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Work with others and with support to contribute to a digital class resource which indicates text, graphics and sound.</p>	<p><u>Content:</u> DIGITAL LITERACY Contribute ideas to a class email to another class/school.</p> <p>Understand that online is not the same as real life.</p>	<p><u>Content:</u> DIGITAL LITERACY As a class explore information from a variety of sources.</p> <p>Children to show an awareness of different forms of information.</p>

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History	<u>Content:</u> CHANGES WITHIN LIVING MEMORY, reveal aspects of change in national life	<u>Content:</u>	<u>Content:</u>	<u>Content:</u>	<u>Content:</u> SIGNIFICANT EVENTS, People and places in their own locality.	<u>Content:</u> SIGNIFICANT EVENTS, People and places in their own locality.
Geography	<u>Content:</u> WEATHER PATTERNS OF THE UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Similarities and differences between England and Scotland Locate the United Kingdom on a map of the world. Identify seasonal and daily weather patterns in the United Kingdom. Difference in weather between London and Edinburgh. Identify the location of hot and cold areas of the world in relation to the Equator and the	<u>Content:</u> WEATHER PATTERNS OF THE UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Similarities and differences between England and Scotland Locate the United Kingdom on a map of the world. Identify seasonal and daily weather patterns in the United Kingdom. Difference in weather between London and Edinburgh. Identify the location of hot and cold areas of the world in relation to the Equator and the	<u>Content:</u> ENGLAND/SCOTLAND Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Similarities and differences between England and Scotland Locate the United Kingdom on a map of the world. Use basic geographical vocabulary to refer to: Key physical features, including: forest, hill, mountain, soil, valley, vegetation, Key human features including: city, town, village, factory, farm, house, office.	<u>Content:</u> ENGLAND/SCOTLAND Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Similarities and differences between England and Scotland Locate the United Kingdom on a map of the world. Use basic geographical vocabulary to refer to: Key physical features, including: forest, hill, mountain, soil, valley, vegetation, Key human features including: city, town, village, factory, farm, house, office.	<u>Content:</u>	<u>Content:</u>

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	North and South Poles	North and South Poles	Study geographical features found in the local area	Study geographical features found in the local area		
Design and Technology	<u>Content:</u> DESIGN AND MAKE AN UMBRELLA (This content can be taught at any time during the term and linked with art skills)		<u>Content:</u> DESIGN, CREATE AND EVALUATE AN ANIMAL ENCLOSURE - LNK WITH FOOD AND WHERE IT COMES FROM (CARNIVORES AND HERBIVORES) (This content can be taught at any time during the term and linked with art skills)		<u>Content:</u> DESIGN, CREATE AND EVALUATE SPACE VEHICLES/HOUSES (This content can be taught at any time during the term and linked with art skills)	
Art	<u>Content:</u> SUPERHERO CAPE MAKING AND FABRIC PAINTING (This content can be taught at any time during the term and linked with DT skills) <u>Suggested artists:</u> Kandinsky - Colour Study and Concentric Circles (<i>Oil Pastel, Poster Paint and Chalk</i>)		<u>Content:</u> CLAY SCULPTURES OF ANIMALS/ DINOSAURS PAINT THE SCULPTURES SKETCHES/PAINTING ANIMALS/FEATURES OF ANIMALS LINK WITH JUNK MODELLING (3D ART) (This content can be taught at any time during the term and linked with DT skills) <u>Suggested artists:</u> Henry Moore - Sculptor		<u>Content:</u> PRINT WITH NATURAL OBJECTS RUBBINGS 3D ART USING NATURAL MATERIALS WEAVING USING NATURAL ITEMS LINK WITH DIGITAL/PHOTOS (This content can be taught at any time during the term and linked with DT skills)	
Religious Education	<u>Content:</u> 1.5b FAMILIES (the Christian church as a family.)	<u>Content:</u> i.6b CARING HOW FAITH COMMUNITIES SUPPORT EACH OTHER - the Good Samaritan	<u>Content:</u> 1.2a WORSHIP JUDAISM?/ISLAM	<u>Content:</u> 1.1a STORIES WITH MEANINGS/ANSWERS (Money doesn't make you happy/Jesus and the tax collector/The enchanted lake)	<u>Content:</u> 1.2b CELEBRATIONS (Christian wedding)	<u>Content:</u> 1.4c BELONGING MITZVAH
PSHCE	<u>Content:</u> NEW BEGINNINGS Children can design a set of class rules to agree to follow.	<u>Content:</u> GETTING ON AND FALLING OUT Children to take part in discussions with	<u>Content:</u> GOING FOR GOALS Children can take part in discussions with one other	<u>Content:</u> GOOD TO BE ME Children to think about themselves learn from their experiences and	<u>Content:</u> RELATIONSHIPS Children can take part in discussions with one other person and	<u>Content:</u> CHANGES Children can identify and respect the differences between

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	<p>Children to talk about what makes them happy at school.</p> <p>Children to take part in discussions with the whole class.</p> <p>Children can discuss feelings.</p>	<p>one other person and the whole class.</p> <p>Children to understand why it is important to be a good listener</p> <p>Children can demonstrate good listening skills.</p> <p>Children can recognise, name and deal with their feelings in a positive way.</p> <p>Children to understand happy and sad/angry and talk about what makes them feel these ways</p>	<p>person and the whole class.</p> <p>Children to think about something that they have learnt and how (senses.)</p> <p>Children can recognise and name their feelings in a positive way.</p> <p>Children to discuss and write about- what I am successful at.</p> <p>Children can discuss problems and how to solve them.</p> <p>Children can listen to other people, and play and work cooperatively.</p> <p>Children understand how to be a more successful learner.</p> <p>Creating a class goal and how it can be reached.</p> <p>Children know how</p>	<p>recognise what they are good at.</p> <p>Children can discuss what they are proud of.</p> <p>Children can think and talk about what they are good at/need to improve on.</p> <p>Children to discuss and understand why people worry.</p> <p>Children to discuss what we worry about and why.</p> <p>Children can share their opinions on things that matter to them and explain their views.</p> <p>Children to consider how worries be turned into a positive.</p> <p>Children to share negatives with each other and how to deal with them.</p> <p>Children can create a</p>	<p>the whole class.</p> <p>Children know who is important in their lives.</p> <p>Children can draw and label a person of importance.</p> <p>Children recognise how their behaviour affects other people.</p> <p>Children can discuss when they have felt hurt/upset-adding post it notes to a poster.</p> <p>Children can think about who we help and how.</p> <p>Children learn that family and friends should care for each other.</p> <p>Children learn who to go to when worried/upset.</p> <p>Children can discuss how to help a new person in school.</p>	<p>people.</p> <p>Children discuss how they have changed- photos of different stages of childhood.</p> <p>Children can listen to other people, and play and work cooperatively.</p> <p>Children think of a question to ask a nursery child.</p> <p>Children create a passport with features- what will it be like in 50 years.</p> <p>Children to take part in a group discussion- how we have changed.</p>

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			<p>to set simple goals.</p> <p>Children begin to think about how to set individual goals- thinking about how they can be reached.</p>	positive poster.		
Music	<p><u>Content:</u> SOUNDS INTERESTING - EXPLORING SOUNDS: Recognise & explore different sound sources; explore the expressive use of sounds; using sound to describe events, feelings & moods.</p>	<p><u>Content:</u> THE LONG & SHORT OF IT - EXPLORING DURATION: Using voices, instruments & movement to explore long & short sounds; making sequences combining long & short sounds.</p>	<p><u>Content:</u> FEEL THE PULSE- EXPLORING PULSE & RHYTHM: Identifying what the beat is; differentiating between beat & rhythm; using beat & rhythm to make an accompaniment.</p>	<p><u>Content:</u> TAKING OFF - EXPLORING PITCH: Identifying what pitch is; making sounds higher/lower; how to use higher/lower sounds.</p>	<p><u>Content:</u> WHAT'S THE SCORE - EXPLORING INSTRUMENTS & SYMBOLS: What sounds can be made by musical instruments; how sounds can be used.</p>	<p><u>Content:</u> RAIN,RAIN GO AWAY - EXPLORING TIMBRE, TEMPO, & DYNAMICS: How music can describe different kinds of movement; how sounds can be used to describe scenes from a garden in rain or sun; creating a class composition combining layers of sound.</p>