




## Year 1 Curriculum Overview – 2023-24

Mathematics and English will be taught daily following curriculum guidelines and will be linked to the themes below wherever possible.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Theme</b>	<b>'This is Me!'</b> 		<b>'Terrific Toys...'</b> 		<b>'It's a Bug's Life...'</b> 	
<b>Overview</b>	<p>Exploring what 'Me' means. Looking at our bodies, thinking about senses, bones and being healthy. Using the book Who am I? to explore a range of questions. What does our classroom look like, the school, our village(s) and our place in the UK and the World.</p> <p><i>Role Play:- Home corner/opticians</i></p>		<p>Study how toys have changed through the ages. Research toys used by parents/grandparents – within living memory and beyond. Find out what games used to be played and how that differs to games that are played today. Compare 'old' and 'new' toys. Design an 'old-fashioned/traditional' toy.</p> <p><i>Role Play:- Toy Shop/Museum</i></p>		<p>Study a range of creatures, exploring different micro-habitats. Find out how some creatures change as they grow and look at simple life cycles, e.g. butterflies. Compare these creatures with ourselves. Study how seeds and bulbs change into plants and how we take care of them to help them to grow.</p> <p><i>Role Play:- Garden centre</i></p>	
<b>Themed Days/ Special Events</b>	Bonfire Night – Possible visit by Fire Service Church Services – Harvest & Christmas Nativity Performances Anti-Bullying Week		'History off the Page' / Toy Museum Visitor Church Service – Easter / Lent Challenge Easter Activity Morning & Easter Egg Hunt World Book Day/dress-up day Children's Mental Health Week British STEM Week		Sports Day 'Move Up Morning' BUG hunt day / Visit tbc	
<b>Science</b>	<p><b>Working Scientifically:</b> - Perform simple, comparative tests. Identify, group and classify. Ask simple questions and recognize that they can be answered in different ways including the use of scientific language. Use simple equipment to observe closely including changes over time. Use observations and ideas to suggest answers noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information.</p> <p><b>Seasonal Changes:-</b> Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Plants:-</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - ongoing throughout year with seasons diagrams.</p>					
	<p><b>Animals, including humans:-</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Associate human body parts with animals, observing similarities and differences, including what we/they eat</p> <p><b>Seasonal Changes:-</b></p>		<p><b>Materials:-</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials.</p>		<p><b>Plants:-</b> Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Identify, name, describe and compare the structure of a variety of common animals (fish,</p>	

	Measure daily temperature, observing differences, thinking about the clothes we wear in different temperature environments.	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores Observe and describe how seeds and bulbs grown into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow & stay healthy.
<b>Geography</b>	<p><b>Geographical Skills and Fieldwork:-</b> Devise a simple map &amp; use &amp; construct basic symbols in a key. (using stories and routes from home to school/within the local area) Use locational &amp; directional language, eg, near &amp; far, left &amp; right. Use aerial photos and plan perspectives to recognise landmarks &amp; basic human &amp; physical features. Use world maps, atlases and globes to identify the countries of the UK as well as the countries, continents &amp; oceans of the world.</p> <p><b>Locational Knowledge:-</b> Name, locate and identify characteristics of the four countries of the UK and its surrounding seas.</p> <p><b>Human and Physical Geography:-</b> Identify daily &amp; seasonal weather patterns in the UK (ongoing throughout year) Use basic geographical vocabulary to refer to key physical features, e.g., mountain, river, lake, sea, ocean, valley, hill, vegetation, season &amp; weather. Use basic geographical vocabulary to refer to key human features, e.g., city, town, village, factory, farm, house, office, port, harbor etc.</p>	<p><b>Human and Physical Geography:-</b> Identify daily &amp; seasonal weather patterns in the UK (ongoing throughout year) Relate knowledge of countries and continents to history of toys.</p>	<p><b>Human and Physical Geography:-</b> Identify daily &amp; seasonal weather patterns in the UK (ongoing throughout year) Continue using specific vocabulary related to habitats, explore and ask questions about animals in their habitats, specifically mini-beasts.</p>
<b>History</b>		<p><b>Historical Enquiry:-</b> Ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features of events. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Chronological Understanding:-</b></p>	<p><b>Organisation and Communication:-</b> Use a wide vocabulary of everyday historical terms. Speak about how we find out about the past.</p> <p><b>Understanding of Events, People and Changes:-</b> Discuss the lives of significant people in the past who have contributed to national or international achievements and use some to compare aspects</p>

		Show an awareness of the past, using common words and phrases related to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.	of life in different periods, e.g., David Attenborough
<b>Computing</b>	<b>Online Safety:-</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		
	<b>Using Computers:-</b> Recognise common uses of IT beyond school Use technology safely and respectfully Use technology purposefully to create, organize, store, manipulate and retrieve digital content.	<b>Using Computers:-</b> Recognise common uses of IT beyond school. Use technology to create digital content, comparing the benefits of different programs.	<b>Coding:-</b> Use logical reasoning to predict the behaviour of simple programs. Understand the need for precise & unambiguous instructions. (Pizza) Create & debug simple programs. Debug certain programs by using logical reasoning or predict the actions instructed by the code Use technology to create, organize, store, manipulate & retrieve digital content.
<b>Art &amp; Design</b>	<b>Learning:-</b> Try out activities, making sensible choices about next steps. Select techniques to create a chosen product & develop care & control over materials & their use. Give reasons for preferences when looking at Art & Design work. Know that different works are made by different craftspeople from different cultures & times. Learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines, and making links to their own work.		
	<b>Techniques:-</b> Synesthete artists Self Portraits  <b>Artist Studies:-</b> Melissa McCracken Picasso, Klee, Warhol	<b>Techniques:-</b> Colour mixing, shades and temperature. Printing – pop art style  <b>Artist Studies:-</b> Andy Warhol Mondrian, Rothko, Klee, Pollock, Delaunay, Kandinsky	<b>Techniques:-</b> Cutting, layering, making decisions about colour Nature Sculptures  <b>Artist Studies:-</b> Henri Matisse Andy Goldsworthy
<b>Design Technology</b>	<b>Processes:-</b> Design purposeful, functional, appealing products based on design criteria. Generate, develop model & communicate ideas through talking, drawing, templates, mock-ups & ICT where appropriate. Choose appropriate tools, equipment, techniques & materials from a wide range. Safely measure, mark out, cut and shape materials & components using a range of tools. Evaluate & assess products using design criteria.		
	<b>Processes:-</b> Investigate different techniques for stiffening materials & explore methods for enabling structures to remain stable. Begin to understand the design process – for making an island and Christmas cards.	<b>Processes:-</b> Use different techniques for stiffening materials & explore methods for enabling structures to remain stable.	<b>Food &amp; Nutrition:-</b> Use a wider range of cookery techniques to prepare food safely. Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught.

	Start to evaluate	Create 'own toys' (peg dolls, cars, moving parts cards, spinning paper toys – thaumatropes, etc.) Evaluate and consider modifications for future designs.			<b>Processes:-</b> Use mechanisms, e.g., levers, sliders, wheels & axles. Design, make and evaluate	
<b>Music</b>	Listen to a range of live and recorded music. Understand the terms pulse, rhythm, timbre, texture, structure with a piece of music. Improvise a simple rhythm with instruments including the voice. Use voice expressively (chants, rhymes and songs) in developing an understanding of the melody of a song. Sing a song in 2 parts. Use tuned and un-tuned classroom percussion to play, compose and improvise. Play instruments using correct technique. Practice, rehearse and present performances to audiences.					
	Charanga Unit:- 'Hey You', 'Introducing Beat' and 'Adding Rhythm and Pitch' Whole School Singing Practice Harvest & Christmas Church Services Nativity Performances		Charanga Unit:-'Introducing Tempo and Dynamics' 'Combining Pulse, Rhythm and Pitch' Whole School Singing Practice Spring and Easter Church Service		Charanga Unit:-'Having Fun with Improvisation' 'Explore Sound and Create a Story' Whole School Singing Practice Listen & Appraise songs	
<b>PE</b>	<b>Acquiring &amp; Developing Skills:-</b> Dance:- Traditional Tales and linking movements  Games:- Playground Games	<b>Acquiring &amp; Developing Skills:-</b> Dance:- Nativity  Games:- ball control	<b>Acquiring &amp; Developing Skills:-</b> Gymnastics/Dance:- Movement of toys  Games:- throwing and catching	<b>Acquiring &amp; Developing Skills:-</b> Gymnastics:- use of large and small equipment  Games: Racket Skills:- control	<b>Acquiring &amp; Developing Skills:-</b> Games:-Athletics  Athletics:- run, jump, throw, control	<b>Swimming: Theory of swimming safety</b>  Athletics:- (run, jump, throw)
	Evaluate & improve performance, comparing performance to others.					
<b>Personal, Social, Health and Emotional education (PSHEe)</b>	The PSHE curriculum within school is under review – lessons currently develop listening skills and are linked to our school values of being 'RESPECTFUL' – responsible, enthusiastic, safe, proud, engaged, caring, thoughtful, fair, understanding learners.'					
	Beginning and Belonging  Relationships and Sex Education	Family and Friends  Anti-Bullying	Citizenship Diversity and Communities	Healthy and Safer Lifestyles: Drug Education	Healthy and Safer Lifestyles: Personal Safety	Healthy and Safer Lifestyles: Healthy Lifestyles
<b>RE</b>	<b>Christianity</b> God What do Christians believe God is like?	<b>Judaism</b> Mitzvot/tzedakah Why is learning to do good deeds so important to Jewish people?	<b>Christianity</b> Creation Who made the world?	<b>Christianity</b> Easter Why does Easter matter to Christians?	<b>Judaism</b> Creation/Blessings Why do Jewish families say so many prayers and blessings?	<b>Bible Stories</b> Shared with different faiths