Year 1 Curriculum Overview

The blocks can be taught in any order throughout the year. Consideration should be given to seasonal teaching and learning and school, local, national, and world wide events.

Autumn Term	Spring Term	Summer Term
PIRATES	**Magical Kingdoms**	**ALL CREATURES GREAT AND SMALL**

Science

Animals including Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Seasonal Change** • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. **Everyday Materials** • 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 Compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Plants** • Identify a few wild and garden plants • Identify deciduous and evergreen trees • Identify and describe the basic structure of some common flowering plants and trees **Seasonal Change** • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.	**Animals including Humans** • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Seasonal Change** • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.

Geography

Place knowledge • understand geographical similarities and differences through studying the human and physical geography of two small contrasting areas of the UK **Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, sea, ocean, season and weather • key human features, including: city, town, village, , port, harbour **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom **Locational Knowledge** • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	**Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

History

To build an overview of world history • Describe historical events. • Recognise that there are reasons why people in the past acted as they did. **To communicate historically** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	**To investigate and interpret the past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **To build an overview of world history**	**To build an overview of world history** • Describe historical events. • Recognise that there are reasons why people in the past acted as they did. **To communicate historically** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

To understand chronology • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **To communicate historically** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace **To understand chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	**To understand chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.

Computing

Using technology Recognising and using technology, Using technology appropriately Text Drawing Graphics Digital technology Using sound. **Algorithms and programs** Floor robots Computing software and programs Simulation **Data retrieving and organizing** Data collection **E-safety** School rules Recognising uses of computers and the internet Using the internet safely Email **Research**	**Using technology** Recognising and using technology, Using technology appropriately Text Drawing Graphics Digital technology Using sound. **Algorithms and programs** Floor robots Computing software and programs Simulation **E-safety** School rules Recognising uses of computers and the internet Using the internet safely Email **Research**	**Using technology** Recognising and using technology, Using technology appropriately Text Drawing Graphics Digital technology Using sound. **Data retrieving and organizing** Pictograms and graphs **E-safety** School rules Recognising uses of computers and the internet Using the internet safely Email **Research**

Design and Technology

Design • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics **Evaluate** • explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge**	**Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including ingredients, according to their characteristics **Evaluate** • explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge**	**Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics **Evaluate** • explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge**

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	• build structures, exploring how they can be made stronger, stiffer and more stable	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Art and Design

• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (including digital media) • drawing – pencil lines/colouring/pattern/texture – dots/shade/tone • sculpture – shape/line/texture/roll/cut/carve/mould/materials • to develop and share their ideas, experiences and imagination. • to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Use some of the ideas of artists studied to create pieces	• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (including digital media) • to use a range of materials/techniques creatively to design and make products – • textiles – joining/weaving/plaiting/dyeing • 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, form and space (including digital media) • painting – different brushes/mixing colours/shades/tones/tints • print – using rolls/objects/press/rub/stamp/re-create patterns • to develop and share their ideas, experiences and imagination. • to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Music

• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Singing songs. • Speaking chants/ rhymes.	• Play tuned instruments musically (glockenspiel). • Play un-tuned instruments musically (drum etc.). • Experiment with and create, select and combine, sounds using the inter-related dimensions of music – Duration, Dynamics, Pitch, Pulse, Rhythm, Tempo, Texture, Timbre.	• Listen with concentration and understanding to a range of high-quality live and recorded music.

RE

1.2 Who do Christians say made the world? [Creation} 1.5 Why does Christmas matter to Christians? [Incarnation]	1.1 What do Christians believe God is like? [God] 1.5 Why ode Easter matter to Christians? [Salvation]	1.6 Who is a Muslim and how do they kive? [God] 1.8 What makes some places sacred to believers? [Christianity and Islam]

PSHE

<u>Healthy Lifestyles</u> Health, wellbeing, healthy eating, physical activity, sleep, dental health, likes, dislikes, choices, feelings, managing feeling, hygiene, cleanliness, germs <u>Growing and Changing</u> achievements, strengths, goals, target-setting, change, loss growing, changing, young to old, independence, correct terminology, body parts, external genitali <u>Valuing Difference</u> sharing, discussion, views, opinions, people, similarities, differences <u>Rights and Responsibilities</u> classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, commonalities, community, special people, help, emergency <u>Feelings and Emotions</u> communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying <u>Healthy Relationships</u> secrets, surprises, safety, cooperating, resolving arguments, special people,	<u>Feelings and Emotions</u> communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying <u>Healthy Relationships</u> secrets, surprises, safety, cooperating, resolving arguments, special people, caring, physical contact, touch, acceptable, unacceptable <u>Taking care of the Environment</u> environment	<u>Keeping Safe</u> medicines, household products, safety, risk, safety, road, water rail, fire, online, rules, asking for help, privacy, respecting privacy <u>Feelings and Emotions</u> communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying <u>Healthy Relationships</u> secrets, surprises, safety, cooperating, resolving arguments, special people, caring, physical contact, touch, acceptable, unacceptable <u>Money</u> money, spending, saving, safety <u>Taking care of the Environment</u> environment

caring, physical contact, touch, acceptable, unacceptable		
PE		
Gymnastics	**Games**	Athletics Dance