

# Year 1 Curriculum Overview



|  | <u>English</u>  | <u>Mathematics</u>  | <u>RE</u>   | <u>PE</u>   | <u>PSHE</u>   |
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| <b>Term 1</b><br><br><b>Me, Myself and I</b> | <p><b>Class Text: <i>Beegu</i> by Alexis Deacon</b></p> <p><b>Writing -</b></p> <p><b>Fiction: To write in sentences about Beegu at school</b></p> <p><b>Non-fiction: To write a recount of personal experiences</b></p> <ul style="list-style-type: none"> <li>- <i>Saying out loud what they are going to write about</i></li> <li>- <i>Composing a sentence orally before writing it</i></li> <li>- <i>Discuss what they have written with the teacher or other pupils</i></li> <li>- <i>Read their writing aloud, clearly enough to be heard by their peers and the teacher</i></li> </ul> <p><b>Handwriting –</b></p> <p>Recap posture and pencil grip and position of their paper.</p> <p>Introduce the ladder family: l i t j u y Emphasise formation and shape. Introduce rubber ball family: r n m p h b k Emphasise formation and shape.</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> retrieve answers to simple literal who, what, where, when, which, who and how questions.</p> <p><b>Interpret focus-</b> make simple inferences when a book is read to them</p> <p><b>Choice focus-</b> recognise and join in with predictable phrases, participate in discussion about the text, taking turns and listening to others</p> <p><b>Grammar and Punctuation -</b></p> <ul style="list-style-type: none"> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Understand how words can combine to make sentences</li> <li>• Leaving spaces in between words</li> <li>• Begin to punctuate sentences using a capital letter and a full stop</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• Name the letters of the alphabet in order</li> <li>• Names the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> </ul> | <p><b>Number</b></p> <p>Count, read, write and order numbers to 20 &amp; beyond.</p> <p>One more/one less.</p> <p>Counting on from any given number to 20 and beyond.</p> <p>Patterns in number system 2's, 5's &amp; 10's.</p> <p><b>Shape, space &amp; measure</b></p> <p>Measure – compare &amp; describe length &amp; height</p> <p>Capacity &amp; volume – full , empty, half full, quarter</p> <p>Non-standard units of measure</p> | <p><b>Christianity –</b></p> <p><b>Who is a Christian and what do they believe?</b></p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.</p> | <p><b>Gymnastics</b></p> <p>To create a simple balance in gymnastics. To be able to perform simple gymnastic skills on the floor.</p> <p>To be able to copy actions from somebody else. To be able to perform simple repeated balances in gymnastics. To be able to talk about the movements I have made in gymnastics. To be able to describe how my body feels during activities. To say why being active is good for me.</p> | <p><b>What is the same and different about us?</b></p> <p>To consider what they like/dislike and are good at</p> <p>To know what makes them special and how everyone has different strengths</p> <p>To explore how their personal features or qualities are unique to them</p> <p>To how they are similar or different to others, and what they have in common</p> <p>To use the correct names for the main parts of the body and that parts of bodies covered with underwear are private</p> |

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|--|---|--|--|--|---|
| <b>Term 2</b><br><br><b>The Seasonal Journey</b> | <p><b>Class Text:</b> <i>Where the Wild Things Are</i> by Maurice Sendak</p> <p><b>Writing -</b><br/> <b>Fiction:</b> To retell fantasy stories and describe fantasy settings<br/> <b>Non-fiction:</b> To write an explanation<br/> <b>Poetry:</b> To write a firework poem</p> <ul style="list-style-type: none"> <li>- <i>Saying out loud what they are going to write about</i></li> <li>- <i>Composing a sentence orally before writing it</i></li> <li>- <i>Discuss what they have written with the teacher or other pupils</i></li> <li>- <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</i></li> </ul> <p><b>Handwriting –</b><br/>           Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place<br/>           Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</p> <p><b>Reading –</b><br/> <b>Retrieval Focus-</b> Explain key facts about what is read to them from a variety of non-fiction. Focus on how questions to become familiar with ‘explanation’.<br/> <b>Interpret focus-</b> In support of inference skills, pupils discuss word meanings, linking new meanings to those already known.<br/> <b>Choice focus-</b> Draw links between the text and some of their own experiences; Focus on how the language and structure helps the reader understand.</p> <p><b>Grammar and Punctuation –</b><br/>           Begin to punctuate sentences using a capital letter and a full stop, question mark</p> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Begin to spell some common exception words</li> <li>• The sounds /f/ /l/ /s/ /z/ spelt ff, ll, ss, zz, ck if straight after a vowel.</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul> | <p><b>Number: Addition &amp; Subtraction</b><br/>           Counting to and back from 100 &amp; from any number.<br/>           Addition and subtraction by counting on and back.<br/>           Recording number sentences using symbols +/-/=</p> <p>One step number problems + and – using objects and pictures</p> <p><b>Shape, Space &amp; Measure</b><br/>           Positional language<br/>           Sequencing events (daily routine)<br/>           Times of the day<br/>           Days of the week<br/>           Months of the year<br/>           Seasons</p> | <p><b>Christianity</b><br/> <b>Who is a Christian and what do they believe?</b></p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God.<br/>           This unit looks at stories about Jesus and stories that Jesus told.</p> | <p><b>Gymnastics</b><br/>           To create a simple balance in gymnastics. To be able to perform simple gymnastic skills on the floor.<br/>           To be able to copy actions from somebody else. To be able to perform simple repeated balances in gymnastics. To be able to talk about the movements I have made in gymnastics. To be able to describe how my body feels during activities.<br/>           To say why being active is good for me.</p> | <p><b>Who is special to us?</b> To know that family is one of the groups they belong to, as well as, for example, school, friends, clubs.<br/>           To know about the different people in their family / those that love and care for them. To know how families are all different but share common features – what is the same and different about them? To understand about different features of family life, including what families do / enjoy together.</p> <p>To know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p> |

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|   | English   | Mathematics  | RE  | PE   | PSHE  |
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| <b>Term 3</b><br><br><b>Home Sweet Home</b> | <p><b>Class Text:</b> <i>Three Little Pigs by Heather Emery The True story of the Three Little Pigs by Jon Scieszka</i></p> <p><b>Writing -</b></p> <p><b>Fiction:</b> To write own version of a traditional tale</p> <p><b>Non-fiction:</b> To write a persuasive letter</p> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>- Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul> <p><b>Handwriting –</b></p> <p>Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly form capital letters form digits 0-9</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> talk about the title and how it relates to the events in the text</p> <p><b>Interpret focus-</b> predict what might happen next in a sequenced story, based on what has been read so far</p> <p><b>Choice focus-</b> recognise and join in with predictable phrases</p> <p><b>Grammar and Punctuation –</b></p> <p>Leaving spaces in between words</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• Using k for /k/ before e, l, y</li> <li>• The /n/ sound spelt n before k (think/ bank)</li> <li>• Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>- Speak audibly and fluently with an increasing command of Standard English</li> <li>- Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> | <p><b>Number: Multiplication &amp; Division</b></p> <p>Counting in 2's &amp; 10's</p> <p>Recall doubles to 10/20</p> <p>Introduce grouping /sharing objects equally</p> <p>Solve one-step problems involving multiplication and division using concrete objects and pictorial representations</p> <p>Introduce and recognise arrays</p> <p><b>Shape, space &amp; Measure</b></p> <p>Name 2D &amp; 3D shapes</p> <p>Identify differences between shapes</p> <p>Group objects /shapes according to their properties.</p> | <p><b>Who is a Muslim and what do they believe?</b></p> <p>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p> | <p><b>Dance</b></p> <p>To be able to copy a rhythm and movement in dance.</p> <p>To be able to create imaginative movements. To be able to perform dance skills with control. To be able to make different shapes with control in dance. To be able to perform a dance using simple repeated movement patterns.</p> <p>To be able to perform phases of movement in dance using a range of actions and body parts.</p> <p>To be able to talk about the dance movements I have made.</p> <p>To be able to describe how my body feels during activities.</p> <p>To say why being active is good for me.</p> | <p><b>What helps us stay healthy?</b></p> <p>To understand what being healthy means and who helps help them to stay healthy.</p> <p>To know how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>To know why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>To understand what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p> |

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| <b>Term 4</b><br><br><b>Amazing Animals</b> | <p><b>Class Text: <i>The Snail and The Whale</i> by Julia Donaldson</b></p> <p><b>Writing -</b></p> <p><b>Fiction: To write an alternative chapter of a story</b></p> <p><b>Non-fiction: To write a non-chronological report</b></p> <ul style="list-style-type: none"> <li>- Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>- Write from memory simple sentences dictated by the teacher</li> </ul> <p><b>Handwriting –</b></p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> find information in non-fiction texts, explain key facts about what is read to them from a variety of stories e.g. key characters, places and events</p> <p><b>Interpret focus-</b> they draw on what they already know or on background information and vocabulary provided by the teacher, make simple inferences when a book is read to them e.g. considering their particular characteristics</p> <p><b>Choice focus-</b> discuss the significance of the title; why the title ‘Upside Down’ might be suitable for an information text about bats, recognise and join in with predictable phrases</p> <p><b>Grammar and Punctuation –</b></p> <p>Use joining words and joining clauses to vary sentences.</p> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• The /v/ sound at end of words</li> <li>• Compound words</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> </ul> | <p><b>Number: Fractions</b></p> <p>Count, read, write and compare numbers to 100</p> <p>Counting in 2’s, 10’s and 5’s</p> <p>Recall doubles/halves of numbers to 10/20</p> <p>Find half &amp; a quarter of objects –</p> <p>concrete objects and pictorial representations</p> <p>Problems involving half and quarter</p> <p><b>Shape, Space &amp; Measure</b></p> <p>Time – read, recognise &amp; draw o’clock</p> <p>&amp; half past, how many things can we achieve in a minute?</p> <p>Direction &amp; movement – whole, half, quarter and three-quarter turn</p> | <p><b><u>What can we learn from sacred books?</u></b></p> <p>This investigation enables pupils to find out about sacred books from more than one religion. Pupils begin by recapping their work on special books and thinking about what makes a book ‘holy’. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers.</p> | <p><b>Dance</b></p> <p>To be able to copy a rhythm and movement in dance.</p> <p>To be able to create imaginative movements. To be able to perform dance skills with control. To be able to make different shapes with control in dance. To be able to perform a dance using simple repeated movement patterns. To be able to perform phases of movement in dance using a range of actions and body parts. To be able to talk about the dance movements I have made. To be able to describe how my body feels during activities. To say why being active is good for me.</p> | <p><b>What can we do with money?</b></p> <p>To understand what money is - that money comes in different forms</p> <p>To know how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>To consider how people make choices about what to do with money, including spending and saving.</p> <p>To know the difference between needs and wants - that people may not always be able to have the things they want</p> <p>To understand how to keep money safe and the different ways of doing this</p> |

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| <b>Term 5</b><br><br><b>Precious Plants</b> | <p><b>Class Text: <i>Jack and the Beanstalk</i> by Mark Chambers</b></p> <p><b>Writing –</b></p> <p><b>Fiction: To write a full story</b></p> <p><b>Non-fiction: To write formal letters and persuasive letters</b></p> <ul style="list-style-type: none"> <li>Write their changed story using patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</li> <li>Recap purpose of letters – to recount events, to inform or to persuade. Revisit layout of letters and where capital letters need to be used.</li> </ul> <p><b>Handwriting –</b></p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> Use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p><b>Interpret focus-</b> Make simple inferences when a book is read to them e.g. why Jack is called ‘lazy’. Discuss word meanings, linking new meanings to those already known.</p> <p><b>Choice focus-</b> participate in discussion about the text, taking turns and listening to others; Focus on how the author makes the reader feel about the characters</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>Understand how the prefix un- changes the meaning of verbs and adjectives e.g negation, for example unkind or undoing: untie the boat</li> <li>Leaving spaces inbetween words</li> <li>Begin to punctuate sentences using a capital letter and a full stop</li> <li>Using a capital letter for the personal pronoun ‘I’</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>Add prefixes and suffixes using the prefix –un</li> <li>Words ending in –y /i/ or /l/ * New consonant spelling ph and wh</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>Speak audibly and fluently with an increasing command of Standard English</li> </ul> | <p><b>Number: Addition &amp; Subtraction</b></p> <p>Counting to and from 100 &amp; from any given number.</p> <p>Number bonds to 10/20</p> <p>1 more/1 less than given number to 100</p> <p>Addition &amp; subtraction – counting on and back &amp; using one and two digit numbers (to 20) &amp; using money</p> <p>One step problems</p> <p><b>Shape, space &amp; measure</b></p> <p>Length &amp; height – compare, describe &amp; estimate, non-standard units, record in own way</p> <p>Mass &amp; weight – comparing, weighing different objects, record in own way</p> <p>Linear measuring tools</p> | <p><b>What make places sacred?</b></p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims.</p> | <p><b>Skills</b></p> <p>To be able to throw a ball underarm. To be able to roll a ball. To be able to hit a ball with a bat. To be able to throw a beanbag.</p> <p>To be able to catch a beanbag.</p> <p>To be able to catch a medium size ball.</p> <p>To be able to follow a ball and collect it.</p> <p>To be able to describe how my body feels during activities.</p> <p>To say why being active is good for me.</p> | <p><b>Who helps to keep us safe?</b></p> <p>To understand that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>To know who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</p> <p>How to respond safely to adults they don’t know</p> <p>To know what to do if they feel unsafe or worried for themselves or others.</p> <p>To know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p> |

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| <p><b>Term 6</b></p> <p><b>Be Beside the Seaside</b></p> | <p><b>Class Text: <i>The Lighthouse Keeper's Lunch</i> by Ronda and David Armitage</b></p> <p><b>Writing –</b></p> <p><b>Fiction- To write an alternative story</b></p> <p><b>Non-fiction: To write instructions Poetry:</b></p> <p><b>To write seaside poems</b></p> <ul style="list-style-type: none"> <li>- <i>Re-tell the main events in sequence, focusing on who is in the event, where events take place and what happens in each event. Chn to use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc supported by story boxes, pictures etc.</i></li> <li>- <i>Chn to write at least two consecutive instructions independently. Writing to include - title and introduction, use bullet points, use joining words - adverbials – <b>first, next, then, also, finally.</b></i></li> <li>- <i>Children write own poems by inventing impossible ideas and include details that have observed first hand using their senses</i> <b>Handwriting –</b></li> </ul> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> Answers to simple literal who, what, where, when, which, who and how questions.</p> <p><b>Interpret focus-</b> Predict what might happen next in a sequenced story, based on what has been read so far. Discuss word meanings, linking new meanings to those already known</p> <p><b>Choice focus-</b> Begin to express reasons for preferences. Focus on discussing layout choices and best recipes/ instructions. Listen to new words in texts read aloud to them, which broaden their vocabulary; talk about words they know or like.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>• Joining words and joining clauses in a range of sentences</li> <li>• Use regular plural noun suffixes – s or es, including the effect of these on the meaning of the noun</li> <li>• Use suffixes that can be added to verbs where no change is needed in the spelling of the root words e.g helping, helped, helper</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• Add prefixes and suffixes using –ing – ed –er –est)</li> <li>• Past tense of some verbs sounds like /t/d/tch)</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> </ul> | <p><b>Number: Calculation</b></p> <p>Counting in 2's, 5's &amp; 10's</p> <p>Doubling/Halving numbers to 10/20</p> <p>Recall number bonds to 10/20</p> <p>One-step problems involving addition, subtraction, multiplication and division</p> <p>Using concrete objects or pictorial representations</p> <p>'Missing number' problems</p> <p><b>Shape, space &amp; Measure</b></p> <p>Name 2D &amp; 3D shapes</p> <p>Compare differences</p> <p>Different orientation &amp; sizes</p> <p>Shape patterns</p> <p>Positional language using pictorial representation</p> <p>Directional language - direct Beebot</p> <p>Half turn, quarter turn</p> | <p><b>How should we care for others and the world?</b></p> <p>Pupils will learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Bernado, Mother Teresa or a local believer, different celebrations pupils will learn about how beliefs can turn into actions for many religious and non-religious people.</p> | <p><b>Games</b></p> <p>To understand what a tactic is.</p> <p>To be able to use a tactic to defend. To be able to use a tactic to defend in a game situation. To be able to use tactics to attack. To be able to use tactics to attack in a game situation. To be able to select the appropriate skills to use in different games. To be able to describe how my body feels during activities. To say why being active is good for me.</p> | <p><b>How can we look after each other and the world?</b></p> <p>To know how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively</p> <p>The responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for</p> <p>To know what can harm the local and global environment; how they and others can help care for it</p> <p>To know how people, grow and change and how people's needs change as they grow from young to old</p> <p>To know how to manage change when moving to a new class/year group</p> |
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# Year 1 Curriculum Overview



| Topic  | Science   | Computing   | History | Geography  | Art   | Design & Technology | Music   | Wider Learning Opportunities  | Visits & Visitors   |
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| <b>Term 1</b><br><br><b>Me, myself and I</b> | <b>Animals Including Humans –</b><br>Describe and compare the structure of a variety of common animals.<br><br>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense<br><br><b>Working Scientifically</b> | <b>Digital Literacy -</b><br><br>Online Safety<br><br>What to do if I feel unsafe online<br><br>Simple searching online |         | <b>Fieldwork and Geographical Skills</b><br><br><b>What can we find out about where we live?</b><br><br>Children think about where they live in the world/country and learn to use basic Geographical vocabulary (physical and human features of the local area)<br><br>Use Aerial Photos; devise a simple map; and use and construct basic symbols in a key. (Sense of Place) | <b>Self-portraits –</b><br><br><b>Artist Study – Pablo Picasso</b><br><br>Children study the portrait work of Pablo Picasso and develop a knowledge of the artist.<br><br>Children use Picasso as an inspiration to develop their skills in experimenting with line, colour and using a sketch book to practise and plan their artwork. |                     | Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.<br><br><b>MUSIC EXAMPLES</b><br>Blues – Ma Rainey – Runaway Blues<br>Holst – Mars from The Planets<br>Anna Meredith – Connect it | <b>Community</b> - The Harvest Festival<br><br><b>Black History Month</b> | Yoga and Mindfulness Workshop – Exploring the theme of 'Identity' linked to topic and PSHE. |

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|  | <u>Science</u>  | <u>Computing</u>   | <u>History</u>  | <u>Geography</u>  | <u>Art</u>   | <u>Design &amp; Technology</u> | <u>Music</u>  | <u>Wider Learning Opportunities</u> | <u>Visits &amp; Visitors</u> |
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| <b>Term 2</b><br><br><b>The Seasonal Journey</b> | <b>Seasonal Changes</b><br>Observe changes across the 4 seasons<br>Observe and describe weather associated with the seasons and how day length varies.<br><b>*This is continuous learning which will be revisited throughout the year, giving the children opportunities to discuss and describe the changes they say using the correct vocabulary.</b> | <b>Digital Literacy -</b><br><br>Online Safety<br><br>Netiquette<br><br>Technology at home | Study of <b>'The Gunpowder Plot'</b> ,<br><br>Children explore the theme of democracy and how this links to cultural celebrations and festivities today.<br><br>Children learn about events beyond living memory that are significant nationally or globally. | <b>Human and Physical Geography</b><br><br><b>What is the weather like in the UK?</b><br><br><i>Identify seasonal and daily weather patterns in the United Kingdom.</i> | <b>Seasonal art – using nature's resources to create pictures and sculptures.</b><br><br><b>Artist Study – David Hockney and Andy Goldsworthy</b><br>Children study the varied works of David Hockney and Andy Goldsworthy and develop a knowledge of the artist, the styles and techniques they used. Children use the artists as inspiration to develop skills to create their own pieces. |                                | Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch. responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range, miso (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). Perform word pattern chants Create, retain and perform their own rhythm patterns.<br><b>MUSIC EXAMPLES</b><br>Boom chicka boom<br>Dr Knickerbocker | Nativity                            | Seasonal Senses Trail        |



# Year 1 Curriculum Overview



| Theme                                       | Science   | Computing  | History  | Geography   | Art | Design & Technology  | Music   | Extended Learning | Visits & Visitors                             |
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| <b>Term 3</b><br><br><b>Home sweet home</b> | <p>Everyday materials -</p> <p>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>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><b>Working Scientifically</b></p> | <p><b>Information Technology-</b></p> <p>Online safety</p> <p>Typing skills</p> <p>Publishing online</p> | <p><b>Houses through the ages</b></p> <p><b>How has housing changed?</b></p> <p>Children study how houses have changed through time and why. <i>Exploring changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</i></p> | <p><b>Locational Knowledge –</b></p> <p><b>What countries make up the United Kingdom?</b></p> <p><b>What is a capital city?</b></p> <p><b>What are the capital cities of the United Kingdom?</b></p> <p>Name and locate characteristics of the four countries and the capital cities of the UK.</p> <p><b>Knowledge checkin – What did you learn about where we live in term 1?</b></p> |     | <p><b>Design and make a house for the three little pigs.</b></p> <p>Generate, develop, model and communicate their ideas through talking, drawing, mock-ups. Select from and use a wide range of materials and components, including construction materials. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable</p> | <p>Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Improvise simple vocal chants, using question and answer phrases. Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p><b>MUSIC EXAMPLES</b></p> <p>Have you found your whispering voice? Hello, How are you Kye Kye Kule</p> |                   | <p>Dover Museum – Homes through the ages.</p> |

# Year 1 Curriculum Overview



|   | <u>Science</u>   | <u>Computing</u>   | <u>History</u>  | <u>Geography</u>  | <u>Art</u>  | <u>Design &amp; Technology</u> | <u>Music</u>   | <u>Extended Learning</u> | <u>Visits &amp; Visitors</u>      |
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| <b>Term 4</b><br><br><b>Amazing Animals</b> | <p>Animals Including Humans –</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> | <p><b>Information Technology-</b></p> <p>Online safety</p> <p>Digital art</p> <p>Recording talking avatars</p> | <p>Children study the life of <b>David Attenborough</b> as a significant individual who has contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p><b>Have humans always been kind to animals? How has this changed?</b></p> | <p>Children to look at maps and think about animals around the world, where they come from and why?</p> <p>Equator North and South Pole<br/>Locations of hot and cold climates.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Using simple maps and keys.</p> | <p>Children to use printing techniques to create texture and pattern.</p> <p><b>Children use a range of materials creatively to design and make products.</b></p> |                                | <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p><b>MUSIC EXAMPLES</b><br/>Mozart – Rondo alla Turca</p> | <p>Zoo lab.</p>          | <p>Zoo lab.</p> <p>Zoo visit.</p> |

# Year 1 Curriculum Overview



| Theme                                       | Science   | Computing  | History | Geography | Art   | Design & Technology  | Music   | Extended Learning                     | Visits & Visitors  |
|---|---|--|---------|-----------|---|--|---|---------------------------------------|--|
| <b>Term 5</b><br><br><b>Precious plants</b> | <p><b>Plants –</b><br/>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> <p><b>Working Scientifically</b></p> | <p><b>Computer Science –</b> Online safety</p> <p>Programing BeeBots</p> |         |           | <p>Exploring the art of <b>Vincent Van Gogh</b> and creating own sunflower. Observational drawings of plants.</p> | <p><b>Plan, make and evaluate a simple salad.</b></p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes.</i></p> | <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments or sound makers Listen to sounds comparing high and low sounds. Explore percussion sounds to enhance storytelling, e.g. Ascending xylophone notes to suggest Jack climbing the beanstalk, or quiet sounds created on a rainstick/shakers to depict a shower, or regular strong beats played on a drum to replicate menacing footsteps.</p> <p><b>MUSIC EXAMPLES</b><br/>Sounds of the Rainforest<br/>Whale Music</p> | <p>Alien plants.</p> <p>Planting.</p> | <p>Talk about common plants from local gardener.</p> <p>Garden centre</p> <p>Visit garden at Walmer Castle</p> |

# Year 1 Curriculum Overview



|   | <u>Science</u>   | <u>Computing</u>  | <u>History</u>  | <u>Geography</u> | <u>Art</u> | <u>Design &amp; Technology</u>   | <u>Music</u>  | <u>Extended Learning</u> | <u>Visits &amp; Visitors</u>  |
|---|--|---|---|------------------|------------|--|---|--------------------------|---|
| <b>Term 6</b><br><br><b>Seaside Explorers</b> | <b>Working Scientifically –</b><br><br>Sand castle investigation | <b>Computer Science -</b><br><br>Online safety<br><br>What is an algorithm?<br><br>Programming on 2go | Children consider Victorian past times and how that is different from leisure activities today. Considering events beyond living memory that are significant nationally or globally. <b>Comparing the changes in locality of beaches now and then.</b><br><b>Grace Darling</b> –Children study the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods<br><b>Lionel Lukin</b> - Significant historical events, people and places in their own locality – Lionel Lukin invented the lifeboat and whilst he was from Essex, he spent much of his time in Kent and lived in Hythe. |                  |            | <b>Design own lighthouse (TASC) Make Punch and Judy show/puppets Make Grace Darling moving picture.</b><br><br>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | Respond to the pulse in recorded/live music through movement and dance. Sing familiar songs in both low and high voices and talk about the difference in sound.<br><br><b>MUSIC EXAMPLES</b><br>Stepping (e.g. Mattachins from Capriol Suite by Warlock) Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky) | Punch and Judy show      | Trip to Broadstairs Beach.<br><br>Visit from Local Artist sand art (Angus Cameron)<br><br>Visit from RNLI |