

## Curriculum Overview – Year 1

Topic 1 (Autumn 1)	Topic 2 (Autumn 2)	Topic 3 (Long: Spring 1 and 2)	Topic 4(Long: Spring 1 and 2)	Topic 4 (Summer 1)	Topic 6 (Summer 2)
<i><b>This is Me</b></i>	<i><b>Toys Through the Years</b></i>	<b>Influential People Florence Nightingale</b>	<b>Plymouth Local Study</b>  How has the school changed? How has the local area changed?	<b>Location, Location, Location!</b>	<i><b>Ready, Steady... Grow</b></i>
<b>We are... unique</b>	<b>We are... toy historians</b>	<b>We are... trail blazers</b>	<b>We are... local historians</b>	<b>We are... environmentalists</b>	<b>We are... meteorologists</b>
<b>Parental engagement:</b>	<b>Parental engagement:</b> House of Marbles/Stover Park trip.	<b>Parental engagement:</b>	<b>Parental engagement:</b> Zoo Shool Trip	<b>Parental engagement:</b> Gymnastic 'Show Week'	<b>Parental engagement:</b>
<b>Community links:</b> Community Walk- Local enquiry: to identify Physical and human.	<b>Community links:</b> Invite Mr Renouf in to show toys from the past.	<b>Community links:</b> Adrian Chapman Day.	<b>Community links:</b> Invite past staff member or student to answer questions on the local area. Walk around and look for clues to how the are used to be.	<b>Community links:</b>	<b>Community links:</b>

**Chronological Understanding**

Sequence images of key events and objects in chronological order e.g events related to a family life in the past in correct order.

**Chronological Understanding**

Begin to develop an awareness of the past, using common words and phrases relating to the passing of time.

**Interpretation of History**

Begin to identify different ways that the past is represented.  
(e.g. photos, stories, adults talking about the past, films)

**Historical Terms**

Use terms relating to the passing of time: 'old' and 'new', 'past' and present'.

**Interpretation of History**

Begin to identify different ways that the past is represented.  
(e.g. photos, stories, adults talking about the past, films)

**Knowledge and understanding of events, people and changes in the past**

Recognise some similarities and differences between the past and present

**Historical Enquiry**

Sort artefacts  
'then' and 'now'.  
Use as wide a range of sources as possible.

**Organisation and communication**

Communicate ideas about the past through discussions, pictures drawn by children,

**Chronological Understanding**

Begin to develop an awareness of the past, using common words and phrases relating to the passing of time.

**Knowledge and understanding of events, people and changes in the past.**

Explore why people did things in the past through drama.

**Historical Terms**

Use terms relating to the passing of time: 'old' and 'new', 'past' and present'.

**Knowledge and understanding of events, people and changes in the past**

Recall some facts from stories about the past.

**Historical Enquiry**

Ask and answer questions related to different sources and objects.

**Organisation and communication**

Communicate ideas about the past through discussions, pictures drawn by children, drama/role play, models and writing

		drama/role play, models and writing			
--	--	-------------------------------------	--	--	--

Geography

**Locational & Place Knowledge.**  
**Locate** their home city. Express own views about a place, **people** & environment. What is it like to live in Plymouth? Link their home with other places in the community.  
**Verbalise and write about** similarities and differences between their own locality. (about their homes).  
**Field Work to observe and record information** and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  
**Ask simple geographical questions.**

**Field trip observational walk.**  
 Develop further knowledge about the local area, including surrounding streets & buildings & how the Vale was once a flood plain –  
**Reasoning and interpreting** how our Vale is shaped.

**Geographical Skills & Fieldwork**  
**Use world maps,** atlases and globes to identify Plymouth.  
**Study and recognise features in aerial photos of Plymouth.**  
**Use simple maps of the local area.**  
**Fieldwork 1 – of school grounds.**  
**Fieldwork 2 – an observational walk of surrounding area.**

**Ask questions & discuss** the weather and seasons on going through class weather chart.  
**Express opinions** about the seasons and **relate to** changes.

**Locational and Place Knowledge**

**Describe** the difference between land and water.

**Name, locate and identify** the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the surrounding seas of the UK.

**Human & Physical Geography**

**Use basic geographical vocabulary** to refer to:  
**key physical** features including: beach coast, season: weather.  
**key human** features, including: city, town, village, farm, house and shop.

**Categorising** human & physical features.  
**Understand & compare** the difference between the natural & manmade environment

**Geographical Skills & Fieldwork**  
**Use world maps,** atlases and globes to identify the United Kingdom and its countries. Study and recognise features in aerial photos.

**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.

**Locational and Place Knowledge**

**Observe and record** – Identify seasonal and daily weather patterns in the UK (ongoing) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Why don't Penguins fly?

**Discuss** global warming and how this can lead to extreme weather.

Show care and concern for the environment – local litter pick.

Art	<p><b>CP- Expectation Setting</b></p>	<p><b>Artist-</b> Wassily Kandinsky</p> <p><b>Drawing-</b></p> <p><b>Vocabulary-</b> 2D shapes; 3D shapes; abstract; contemporary; drawing mediums; shade; Form; shape</p>	<p><b>Artist-</b> Vincent Van Gogh</p> <p><b>Painting-</b> During this unit, the children will learn the primary and secondary colours and how to make them. They will then develop their understanding how to make colours lighter and darker through experimenting. Their final piece will be inspired by Vincent Van Gogh's 'Green Wheat Fields'.</p> <p><b>L1:</b> Can I identify the primary and secondary colours?  <b>L2:</b> Can I make colours lighter and darker? [using black and white]  <b>L3:</b> Can I practise mixing different shades of greens?  <b>L4:</b> Can I learn about Van Gogh and his work?  <b>L5:</b> Can I create a final piece inspired by Vincent Van Gogh?</p>	<p><b>Artist-</b> Angela Schwer</p> <p><b>3D Art/ Clay-</b> By the end of this unit, the children will have used the environment as a stimulus for their final piece. They develop their knowledge of pulling, pinching and smoothing clay as well as adding patterns and textures to clay. Their final pieces will be to create woodland animal faces using natural resources around them.</p> <p><b>L1:</b> Can I find different patterns, colours and shapes in the environment?  <b>L2:</b> Can I pull, pinch and smooth clay to make different shapes?  <b>L3:</b> Can I use different techniques to add patterns to clay?  <b>L4:</b> Can I draw woodland creatures? [Idea development]  <b>L5:</b> Can I create a woodland creature out of clay?</p>	<p><b>Artist-</b> Cassandra Tondro</p> <p><b>Printing-</b> In this unit, the children will develop an understanding of what printing is and how it is done through using a range of objects to get prints from [such as lego, leaves, sponge]. The children will explore creating pattern. Looking at the work of Cassandra Tondro, they will create their own leaf monoprint.</p> <p><b>L1:</b> Can I create prints using a variety of objects?  <b>L2:</b> Can I create a range of repeated patterns?  <b>L3:</b> Can I learn about Cassandra Tondro and her work?  <b>L4:</b> Can I create a monoprint of a leaf?</p>	
-----	---------------------------------------	--	---	---	--	--

DT		<b>Mechanisms... Sliders &amp; Leavers</b>	<b>Structures... Freestanding Structures</b>			<b>Food and Nutrition use skills to make a healthy smoothie</b> Use senses to describe the texture of foods.  Understand that all food comes from plants or animals.  Name and sort foods into the five groups (Eatwell Guide).  Understand that everyone should eat at least five portions of fruit and vegetables every day.  Knows to wash hands and clean surfaces before working with food.  Design and make a healthy dish.  Practise cutting, peeling and grating, safely and with support.
----	--	--	--	--	--	---

Science	<p><b>Working Scientifically</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p><b>Seasonal Changes (Physics)</b> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p><b>Working Scientifically</b> Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways.</p> <p><b>Chemistry: Everyday Materials</b> 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> Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Asking simple questions and recognising that they can be answered in different ways.</p> <p><b>Biology: 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.</p>	<p><b>Working Scientifically</b> Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p><b>Biology: Animals including humans</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify and name a variety of common animals, including, fish, reptiles, amphibians, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals including, fish, reptiles, amphibians, birds and mammals and pets.</p>		<p><b>Working Scientifically</b> Observing closely, using simple equipment.</p> <p>Performing simple tests. Asking simple questions and recognising that they can be answered in different ways.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p><b>Animals including humans (Plants)</b> Identify and name a variety if common, wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name deciduous and evergreen trees.</p>
	RSHE	<p><b>Health and Wellbeing</b> Recognise what makes them unique and special; explore their feelings; including managing them when things go wrong.</p> <p>Begin to understand how rules and age restrictions help them</p>	<p><b>Relationships</b> Consider how behaviour affects others; what it means to be kind, polite and respectful and how to treat others, including people they don't know and in familiar settings like the classroom.</p>	<p><b>Relationships</b> Learn about the roles of different people, different types of families and what it means to be part of a family, feel loved and be cared for. Learn how to stay safe, including online and with new people and when it is important to ask for/ give permission.</p>	<p><b>Living in the Wider World</b> Learn what rules are, what it means to care for others' needs, personal responsibilities and looking after the environment.</p> <p>Begin to learn about using the internet and digital devices carefully and how to communicate safely online.</p>	<p><b>Living in the Wider World</b> Consider personal strengths and interests and explore jobs in the community; identify strengths and interests linked to earning money and careers.</p>

Music	<p>*Exploring sounds We are Musicians: Sounds around our home. Children will use their voices to speak/sing and chant. *They will be able to copy and clap a rhythmic pattern. listening, rhythmic patterns. * They will choose sounds to represent different things. The little train in the Capira, Haydn clock symphony. * They will say whether they like or dislike a piece of music.</p>	<p>*Exploring duration: Toy box composition. We are sound producers * They will make different sounds with instruments. * They will be able to identify changes in sounds. Children will be able to make different sounds with their voice. * they will say whether they like or dislike a piece of music. The Nutcracker Tchaikovsky</p>	<p>Exploring pulse &amp; Rhythm: Castle dance music We are performers *They will be able to copy and clap a rhythmic pattern. *They will be able to practice moving to and performing a steady beat. * They will recognise repeated patterns. * They will use instruments to perform and will be aware the need to look at an audience during their performance.</p>	<p>Exploring pitch: The frog prince, melody composition, we are story score writers. *Children will use their voices to speak/sing and chant * They will be able to repeat (short rhythmic and melodic) patterns. * They will repeat and improvise a sequence of sounds. * They will use instruments to perform and will be aware the need to look at an audience during their performance . Children will respond to different moods in music * They will say how a piece of music makes them feel. Fanfare: Zadock the priest.</p>	<p>Exploring sounds and symbols with a focus on timbre &amp; dynamics: Garden composition We are composers * They will be able to show sounds by using pictures. * They will use instruments to perform and will be aware the need to look at an audience during their performance . *They will follow simple instructions about when to play or sing. Copeland: Hoe down, Debussy, garden in the rain</p>	
PE	<p><a href="https://pe.getset4education.co.uk/">https://pe.getset4education.co.uk/</a></p> <p><b>Fundamentals-</b>  <b>L1:</b> Can I explore balance, stability and landing safely?  <b>L2:</b> Can I explore how the body moves when running at different speeds?  <b>L3:</b> Can I explore changing direction and dodging?  <b>L4:</b> Can I explore jumping, hopping and skipping actions?  <b>L5:</b> Can I explore co-ordination and combination jumps?  <b>L6:</b> Can I explore combination jumping and skipping in a n individual rope?</p>	<p><b>Yoga-</b>  <b>L1:</b> Can I explore yoga and mindfulness?  <b>L2:</b> Can I copy and remember poses?  <b>L3:</b> Can I develop flexibility when holding poses?  <b>L4:</b> Can I develop balance when holding poses?  <b>L5:</b> Can I create yoga poses using a hoop?  <b>L6:</b> Can I develop yoga flow with a partner?</p>	<p><b>Dance-</b>  <b>L1:Weather Theme:</b> Can I counts of 8 to move in time?  <b>L2: Weather Theme:</b> Can I explore pathways in my dance?  <b>L3: Weather Theme:</b> Can I create my own dance using action pathways and counts?  <b>L4: Pirate Theme:</b> Can I explore speeds and actions in a pirate dance?  <b>L5: Pirate Theme:</b> Can I copy, remember and repeat actions?</p>	<p><b>Dance-</b>  <b>L6: Pirate Theme:</b> Can I copy, repeat, create and perform different actions?  <b>L7: Lost Toy Theme:</b> Can I explore different speeds and actions?  <b>L8: Lost Toy Theme:</b> Can I use expressions and create actions related to the story??  <b>L9: Lost Toy Theme:</b> Can I use a pathway when traveling?</p>	<p><b>Gymnastics-</b>  <b>L1:</b> Can I explore traveling movements?  <b>L2:</b> Can I develop quality when performing shapes?  <b>L3:</b> Can I develop stability and control when performing balances?  <b>L4:</b> Can I develop technique and control when performing shape jumps?  <b>L5:</b> Can I develop technique in the barrel, straight and forward roll?  <b>L6:</b> Can I link gymnastic actions to create a sequence?</p>	<p><b>Athletics-</b>  <b>L1:</b> Can I move at different speeds over different distances?  <b>L2:</b> Can I develop balance?  <b>L3:</b> Can I develop agility and co-ordination?  <b>L4:</b> Can I explore hopping, leaping and jumping from a distance?  <b>L5:</b> Can I develop throwing from a distance?  <b>L6:</b> Can I develop throwing for accuracy?</p>



Computing

**Computer Science:**  
Understanding what **algorithms** are through **programming physical toys** and simulations of those toys. Understand that computer programs execute by following a precise set of instructions.

Take the concept of algorithms into a different setting to **sort images** into groups **using binary questions**.

Introduce the concept of debugging an algorithm by **debugging basic algorithms on physical toys**.

Predicting behaviour of algorithms using physical toys e.g. **predicting where a programmed toy will end up** after following instructions?

**ICT:**  
Learn how to **login** to devices using usernames and passwords.

**Search for and use images** from the internet, grouping them in **office suite software**.

Select and use a range of **digital paint tools**, understanding how these differ from paint tools in the real world.

Understanding the need to **save work** and how to retrieve saved work once closed.

**Digital Literacy**  
Find and use images on the web, **understanding what to do if they come across something that cause concern**.

**What does it mean to belong to a faith community?**

Learning Outcomes:

Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

**What do Christians believe God is like?**

Learning Outcomes:

Make sense of belief:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

**Who is Jewish and how do they live?**

Spring 1 Learning Outcomes:

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Spring 2 Learning Outcomes:

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

**Who do Christians say made the world?**

Learning Outcomes:

Make sense of belief:

- Retell the story of Creation from Genesis 1:1–2:3 simply
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world

Understand the impact:

- Give at least one example of what Christians do to say 'thank you' to God for Creation

Make connections:

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

**How should we care for the world and for others, and why does it matter?**

Learning Outcomes:

Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understand the impact:

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories

Understand the impact:

- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.