

Curriculum Overview – Year 1

Topic 1 (Autumn 1)	Topic 2 (Autumn 2)	Topic 3 (Long: Spring 1 and 2)	Topic 4 (Summer 1)	Topic 5 (Summer 2)
<p><i>This is Me</i></p> 	<p><i>Toys Through the Years</i></p> 	<p>Influential People</p> <p>(Changing Non Fiction Text)</p>	<p>Location, Location, Location!</p> 	<p><i>Ready, Steady... Grow</i></p> 
We are... family	We are... inventors (Santa's helpers!)	We are... trail blazers	We are... explorers	We are... botanists
<p>Parental engagement: Parent 'sharing' assembly. Blog post/Facebook post. Parent assembly (This is me cat walk dressed in their colour monster colour) chn to show parents around classrooms showcasing their work.</p>	<p>Parental engagement: Interview their parents Care home residents about the toys they played with. And play with them Parents to visit with their toys?</p>	<p>Parental engagement: Invite parents to a medieval banquet and share home and school learning. Visit to the box</p>	<p>Parental engagement: School trip to the local beach with parent helpers.</p>	<p>Parental engagement: Invite parents to plant in our Year 1 garden/ Science area. Parent assembly Blog post/Facebook post retelling the events and knowledge of Mayflower Day.</p>
<p>Community links: Community colour hunt walk & Litter pick Walk-Local enquiry: to identify Physical and human.</p>	<p>Community links: Visit local care home. Visit to the House of Marbles Toy Museum. Toys workshop at the Box Design and test their own toys.</p>	<p>Community links: Adrian Chapman Day Take part in a litter pick Visits from different professionals (Careers)</p>	<p>Community links: Litter pick at the beach Collecting for collage</p>	<p>Community links: Visit to the Box. Mayflower Schools workshop Visit to local farm? International Bee Week – Trip to Quince Honey Farm</p>

History	<p>ELG's Within CP outcomes for first 2 wks- Establishing routines.</p>	<p>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.</p> <p>Chronological Understanding Begin to develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Interpretation of History Begin to identify different ways that the past is represented. (e.g. photos, stories, adults talking about the past, films</p> <p>Historical Terms Use terms relating to the passing of time: 'old' and 'new', 'past' and present'.</p> <p>Interpretation of History Begin to identify different ways that the past is represented.</p>	<p>Chronological Understanding Begin to develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Knowledge and understanding of events, people and changes in the past. Explore why people did things in the past through drama.</p> <p>Historical Terms Use terms relating to the passing of time: 'old' and 'new', 'past' and present'.</p> <p>Knowledge and understanding of events, people and changes in the past Recall some facts from stories about the past.</p> <p>Historical Enquiry Ask and answer questions related to different sources and objects.</p> <p>Organisation and communication</p>		<p>Chronological Understanding Sequence images of key events and objects in chronological order e.g key events in the Mayflower timeline.</p> <p>Historical Terms Use terms relating to the passing of time: 'old' and 'new', 'past' and present'.</p> <p>Sort artefacts ' ' then'' and ''now'.</p> <p>Organisation and communication Communicate ideas about the past through discussions, pictures drawn by children, drama/role play, models and writing.</p> <p>significant historical events, people and places in their own locality.</p>
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		<p>(e.g. photos, stories, adults talking about the past, films)</p> <p>Knowledge and understanding of events, people and changes in the past Recognise some similarities and differences between the past and present</p> <p>Historical Terms Use terms relating to the passing of time: 'old' and 'new', 'past' and 'present'.</p> <p>Interpretation of History Begin to identify different ways that the past is represented. (e.g. photos, stories, adults talking about the past, films)</p> <p>Historical Enquiry Sort artefacts "then" and "now".</p> <p>Organisation and communication Communicate ideas about the past through discussions, pictures</p>	<p>Communicate ideas about the past through discussions, pictures drawn by children, drama/role play, models and writing</p>		
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		<p>drawn by children, drama/role play, models and writing</p> <p>Enquiry Use as wide a range of sources as possible.</p>			
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Geography	<p>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.</p> <p>Field trip observational walk. Develop further knowledge about the local area, including surrounding streets & buildings & how the Vale</p>			<p>Locational and Place Knowledge</p> <p>Describe the difference between land and water.</p> <p>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.</p> <p>Human & Physical Geography</p> <p>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</p>	
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<p>was once a flood plain –</p> <p>Reasoning and interpreting how our Vale is shaped.</p> <p>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.</p> <p>Show care and concern for the environment - litter pick of local area????</p> <p>Ask questions & discuss the weather and seasons on going through class weather chart. Express opinions about the seasons and relate to changes.</p>			<p>Verbalise and write about similarities and differences between their own locality and a different locality around the world????? Will this be achievable???</p> <p>Geographical Skills & Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries. Study and recognise features in aerial photos.</p> <p>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.</p> <p>Human and Physical Geography To be covered in science</p> <p>Observe and record – Identify seasonal and daily weather patterns in the UK and the location of</p>	
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				<p>hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Discuss global warming and how this can lead to extreme weather.</p> <p>Show care and concern for the environment.</p>	
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Art	<p>Explore and develop ideas</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work about the starting points and develop their ideas.</p> <p>Explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Evaluating and developing work (ongoing)</p> <p>Review what they and others have done and say what they think and feel about it. Eg annotate sketchbooks</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Drawing</p> <p>Use a variety of tools. pencils, crayons, pastels,</p>			<p>Evaluating and developing work (ongoing)</p> <p>Review what they and others have done and say what they think and feel about it. Eg annotate sketchbooks</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Collage:</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. (Romare Beardon)</p> <p>Painting</p> <p>Mix and match colours to artefacts and objects. Work on different scales. Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Create different textures – eg sawdust.</p>	<p>Printing -</p> <p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p> <p>Textiles/ Collage</p> <p>Weaving and finger knitting. Threading, cutting and gluing different materials.</p> <p>3D Form</p> <p>Explore shape and form. Explore sculpture with a range of malleable media, especially clay.</p>
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	<p>felt tips, chalk and other dry media. Begin to explore the use of line, shape and colour Use a sketchbook to gather and collect artwork.</p> <p><i>use sketch book to gather ideas and artwork</i></p> <p>Begin to explore the use of line, shape and colour (Brian Pollard focus)</p> <p>Painting- Mix secondary colours and shades using different types of paint.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p>				
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DT		<p><u>Design</u> a product for myself, plan & form own design & explain. Explain purpose & how it will work. Research similar existing products.</p> <p><u>Make</u> – consider what I need selecting tools & equipment to cut, shape, join & finish. Measure mark out , cut, shape with support. Choose materials & explain choices. Use finishing techniques to make aesthetically pleasing. Work in a safe and hygienic manner.</p> <p><u>Evaluate</u> - Talk about my product linking it to what I was asked to do. Talk about existing products considering materials and how they work, audience & where they are used. Are they effective or not? Could it be improve?</p> <p><u>Technical Knowledge</u> – measure & join materials,, describe diff materials, how to make</p>	<p><u>Design</u> a product for myself, plan & form own design & explain. Explain purpose & how it will work. Research similar existing products.</p> <p><u>Make</u> – consider what I need selecting tools & equipment to cut, shape, join & finish. Measure mark out , cut, shape with support. Choose materials & explain choices. Use finishing techniques to make aesthetically pleasing. Work in a safe and hygienic manner.</p> <p><u>Evaluate</u> - Talk about my product linking it to what I was asked to do. Talk about existing products considering materials and how they work, audience & where they are used. Are they effective or not? Could it be improve?</p> <p><u>Technical Knowledge</u> – measure & join materials,, describe diff materials, how to make material/product stronger, stiffer,</p>		<p><u>Food and Nutrition</u> <u>Design a make a healthy lunchboxes</u> Use senses to describe the texture of foods.</p> <p>Understand that all food comes from plants or animals.</p> <p>Name and sort foods into the five groups (Eatwell Guide).</p> <p>Understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Knows to wash hands and clean surfaces before working with food.</p> <p>Design and make a healthy dish.</p> <p>.</p> <p>Practise cutting, peeling and grating, safely and with support.</p>
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		material/product stronger, stiffer,			
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Science	<p><u>Working Scientifically</u> 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><u>Biology: Including humans</u> 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>Describe and compare the structure of a variety of common animals including, fish, reptiles, amphibians, birds and mammals and pets.</p>	<p><u>Working Scientifically</u> 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><u>Biology: Animals including humans</u> 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><u>Working Scientifically</u> Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways.</p> <p><u>Chemistry: Everyday Materials</u></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><u>Working Scientifically</u> 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><u>Seasonal Changes (Physics)</u> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p><u>Working Scientifically</u> 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><u>Animals including humans (Plants)</u></p> <p>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>
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RSHE	<p><u>Relationships</u></p> <p>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><u>Relationships</u></p> <p>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><u>Health and Wellbeing</u></p> <p>Recognise what makes them unique and special; explore their feelings; including managing them when things go wrong.</p> <p>NB: Relationships: Recognise privacy, including parts of their own bodies</p>	<p><u>Health and Wellbeing</u></p> <p>Understand what it means to keep healthy; learn about food and exercise, hygiene routines, including stopping germs from spreading and sun safety.</p> <p>Begin to understand how rules and age restrictions help them, including how they can keep safe online; learn about how people can help them if they are unhappy, scared, or worried.</p>	<p><u>Living in the Wider World</u></p> <p>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>Consider personal strengths and interests and explore jobs in the community; identify strengths and interests linked to earning money and careers.</p>
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Music	<p><u>*Exploring sounds</u> 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><u>*Exploring duration: Toy box composition.</u> We are sound producers</p> <p>* They will make different sounds with instruments.</p> <p>* They will be able to identify changes in sounds. Children will be able to make different sounds with their voice.</p> <p>* they will say whether they like or dislike a piece of music. The Nutcracker Tchaikovsky</p>	<p><u>Exploring pulse & Rhythm: Castle dance music</u> We are performers</p> <p>*They will be able to copy and clap a rhythmic pattern.</p> <p>*They will be able to practice moving to and performing a steady beat.</p> <p>* They will recognise repeated patterns.</p> <p>* They will use instruments to perform and will be aware the need to look at an audience during their performance.</p>	<p><u>Exploring pitch: The frog prince, melody composition, we are story score writers.</u></p> <p>*Children will use their voices to speak/sing and chant</p> <p>* They will be able to repeat (short rhythmic and melodic) patterns.</p> <p>* They will repeat and improvise a sequence of sounds.</p> <p>* They will use instruments to perform and will be aware the need to look at an audience during their performance .</p> <p>Children will respond to different moods in music</p> <p>* They will say how a piece of music makes them feel. Fanfare: Zadock the priest.</p>	<p><u>Exploring sounds and symbols with a focus on timbre & dynamics: Garden composition</u> We are composers</p> <p>* 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 .</p> <p>*They will follow simple instructions about when to play or sing. Copeland: Hoe down, Debussy, garden in the rain</p>
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Computing		<p><u>Computer Science:</u> 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.</p> <p>Take the concept of algorithms into a different setting to sort images into groups using binary questions.</p> <p>Introduce the concept of debugging an algorithm by debugging basic algorithms on physical toys.</p> <p>Predicting behaviour of algorithms using physical toys e.g. predicting where a programmed toy will end up after following instructions?</p>			<p><u>ICT:</u> Learn how to login to devices using usernames and passwords.</p> <p>Search for and use images from the internet, grouping them in office suite software.</p> <p>Select and use a range of digital paint tools, understanding how these differ from paint tools in the real world.</p> <p>Understanding the need to save work and how to retrieve saved work once closed.</p> <p><u>Digital Literacy</u> Find and use images on the web, understanding what to do if they come across something that cause concern.</p>
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RE	<p>What does it mean to belong to a faith community?</p>	<p>What do Christians believe God is like?</p>	<p>Who is Jewish and how do they live? Make sense of Jewish living and retell some simple stories used in Jewish celebrations and independently complete connected lesson activities. Make links of how Jewish people celebrate special times, ask questions to deepen their understanding and make links to Jewish ideas of God within the stories. Ask questions and show understanding of special Jewish celebrations, prayers and stories.</p>	<p>Who do Christians say made the world? Can make sense of what the story tells Christians about God and will ask questions and share ideas. Can begin express what Christians do to say thank you to God for Creation. Ask questions and attempt to offer some ideas between Jewish/ Christian story and the world they live in.</p>	<p>How should we care for the world and for others, and why does it matter?</p>
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