



Curriculum Overview

Year 1 Autumn Term

Mrs C Patterson



Writing

Life Skills, Aspiration, Resilience

Writing will be based around themes of books read in class, including both fiction and non-fiction genres:

Fiction and Poetry

- Stories with familiar settings
- Fairy tales
- Stories and rhymes with predictable and repetitive patterns

Non-Fiction

- Instructions
- Signs, labels, and captions
- Lists



Science

Curiosity, Risk, Perseverance

Seasonal Changes

Observe & describe changes across the four seasons. Observe, describe, measure & record weather across the four seasons. Observe the sun moving across the sky. Describe changes in day-length across the seasons (see Light & Shadows).

Plants

Identify & describe the basic structure of flowering plants. Identify, name & observe a variety of common plants (garden/wild/veg plants, trees) growing in their habitat. Identify deciduous & evergreen



History

Curiosity, Self-Awareness

Toys: Changes within living memory. Using a varied vocabulary to describe what their toys are like, and considering how we can learn about toys in the past. Discovering and describing toys our parents and grandparents played with. Learning what a decade is and exploring popular toys in each decade from the 1950s to the 1990s. Learning to identify toys that are old and toys that are new, using a range of vocabulary. Exploring how toys have changed over time, such as dolls, trains and teddies. Organising old and new toys to create a toy museum. LOTC: Beamish Trip linked to old toys



Art

Self Belief, Risk, Aspiration

Portraits

Colour own work neatly by following the lines, paint using thick and thin brushes, mix primary colours to make secondary colours from a limited range and join simple objects together

Puppets – Paul Klee (1879-1940)

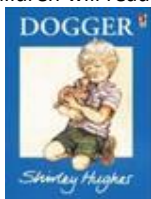
Describe the work of notable artists and when drawing represent familiar objects by combining shapes



Reading

Life Skills, Aspiration, Curiosity

Children will read:



Maths

Life Skills, Perseverance, Resilience

Numbers to 10

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Part-whole within 10, Addition and Subtraction within 10

Represent and use number bonds and subtraction facts to 20.

2D and 3D shapes

Recognise and name common 2D and 3D shapes, including: 3D shapes (for example, cuboids (including cubes), pyramids and spheres).



Geography

Curiosity, Risk, Resilience

Local Area

Spot the differences between rural and urban areas.

Know what type of settlement we live in.

Explore and record the features of the school grounds.

Explore and record the features of the local area.

Recount the journey through my local area.



Religious Education

Curiosity, Self-Awareness

What does it mean to belong to a faith community?

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

What do Christians believe God is like?

What is a parable? Tell stories from the Bible 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.



Design Technology

Risk, Life Skills, Perseverance

Textiles – Making a Puppet

Join fabrics together using pins, staples or glue. Design a puppet to decorate a puppet to match their design. Evaluate their design

Mechanisms – Wheels and Axles

Wheels move because they are attached to an axle. Recognise that wheels and axles are used in everyday life, not just in cars. Identify and explain vehicle design flaws using the correct vocabulary. Design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues.



Personal, Social & Health Education

Self-Awareness, Self-Esteem, Curiosity

Being in My World: Help others to feel welcome. Try to make our school community a better place. Think about everyone's right to learn. Care about other people's feelings. Work well with others. Follow the Learning Charter.

Celebrating Differences: Accept that everyone is different. Include other when working and playing. Know how to help if someone is being bullied. Try to solve problems. Use kind words. Know how to give and receive compliments.



Forest School

Perseverance, Resilience, Curiosity, Risk, Life Skills, Aspiration

Look at and discuss photos of toys from the past - compare the similarities and differences between toys from then and now. Use these toys to explore the outdoor environment - skipping ropes, hoops, quoits, marbles, chalk. Explore Forest School using toys from the past. Share the story - Mrs Owl's Forest School The Very Big Den. Local area - discuss the local area/features. In teams, build houses.

Discuss shops in our local area. In teams, following the safety rules, build shops eg, convenience store, butchers, green grocers, etc. Share the story - Tilly Plants a Tree by William Petty. Tree planting - In small groups, plant trees with HS, around Forest School.



Computing

Risk, Perseverance, Resilience

Computing Systems and Networks – Technology

Around Us Identify a computer's main parts, use a mouse and use a keyboard to type and edit work. Use technology responsibly.

Creating Media – Digital Painting

Use different freehand tools, use the shape tool and line tools, paint a digital picture, use a computer to paint and compare painting a picture on a computer and on paper



Physical Education

Aspiration, Curiosity

Fundamental Movements

Move in a variety of ways. Listen to instruction. Work with a partner. Pass and move with a ball. Know body parts. Practice agility, balance and co-ordination.

Multi Skills

Static balance using different body parts. Dynamic balance when moving around. Use different body parts when using equipment showing agility with control and speed.



Curriculum Overview

Year 1 Spring Term

Mrs C Patterson



Writing

Life Skills, Aspiration, Resilience

Writing will be based around themes of books read in class, including both fiction and non-fiction genres:

Fiction and Poetry

Traditional stories and rhymes: fairy stories, stories and poems with familiar, predictable and patterned language from a range of cultures including playground chants, actions verses and rhymes

Non-Fiction

Information books including non-chronological reports, simple dictionaries



Science

Curiosity, Risk, Perseverance

Everyday Materials

Describe the materials that a range of objects are made from. Describe simple physical properties of a variety of everyday materials. Compare & group a variety of everyday materials using their physical properties

Pushes & Pulls

Recognise & name a push and a pull force in action. Know that a force is needed to move an object. Explore & investigate that a bigger force is needed to move an object further. A bigger force is needed to move a heavier object. Force can be bigger / smaller & moves an object in a direction



History

Curiosity, Self-Awareness

Toys (Cont): Changes within living memory. Using a varied vocabulary to describe what their toys are like, and considering how we can learn about toys in the past. Discovering and describing toys our parents and grandparents played with. Learning what a decade is and exploring popular toys in each decade from the 1950s to the 1990s. Learning to identify toys that are old and toys that are new, using a range of vocabulary. Exploring how toys have changed over time, such as dolls, trains and teddies. Organising old and new toys to create a toy museum.

LOtC: Beamish Trip linked to old toys



Art

Self Belief, Risk, Aspiration

Hendrick Avercamp (1585-1634) Ice Scenes

Sort and arrange material and describe the work of notable artists.

Collage of Jolly Postman Characters

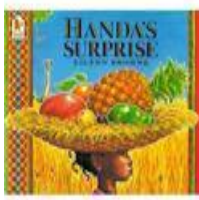
Develop understanding of weaving techniques. Use a combination of materials that are cut, torn and glued. Begin to identify different forms of textiles/fabric e.g. felt, velvet, cotton.



Reading

Life Skills, Aspiration, Curiosity

Children will read:



Maths

Life Skills, Perseverance, Resilience

Numbers to 20/50

Count to and across 100, forwards and backwards beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words and up to 100 in numerals. Count in 2s, 5s and 10s

Addition and Subtraction to 20

Add and subtract 1-digit and 2-digit no's to 20, including zero

Introducing length, height, mass and capacity

Compare, describe and solve practical problems for: lengths and heights and for mass/weight



Geography

Curiosity, Risk, Resilience

Weather and Climate

Order the months of the year and recognise seasons. Spot the differences between the seasons. Find clues to decide which season we are in. Identify the types of clothing worn in different weather. Identify the types of weather we have in the United Kingdom and record the daily weather in our area. Review our weather diary and reflect on the impact the weather has on our activities. Explore how the weather affects different jobs.



Design Technology

Risk, Life Skills, Perseverance, Curiosity

Mechanisms - Making a moving storybook

Identify whether a mechanism is a side-to-side slider or an up-and-down slider. Label drawings to show which parts of their design will move and in which direction. Make a picture purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations.

Cooking and Nutrition - Smoothies

Preparing foods by cutting and juicing and selecting fruits and vegetables to meet a design brief. Describe fruits and vegetables and explain how to identify fruits. Name places that fruits and vegetables grow. Describe basic characteristics of ingredients. Prepare ingredients to make a smoothie.



Personal, Social & Health Education

Self-Awareness, Self-Esteem, Self-Belief, Curiosity

Dreams and Goals - Stay motivated when doing something special. Keep trying even when it is difficult. Work well with a partner or in a group. Have a positive attitude. Help others to achieve their goals. Are working hard to achieve their own dreams and goals.

Healthy Me - Have made a healthy choice. Have eaten a healthy, balanced diet. Have been physically active. Have tried to keep themselves and others safe. Know how to be a good friend and enjoy healthy friendships. Know how to keep calm and deal with difficult situations.



Religious Education

Curiosity, Self-Awareness

Who is Jewish and how do they live?

Recognise a Jewish prayer. Retell 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.



Music

Self-Belief, Self-Esteem, Aspiration

Exploring Sounds

Understanding Music, Improvise Together, Play instrumental, Improvise with the Song, Perform and share

Learning to Listen

Understanding Music, Improvise Together, Play instrumental parts, Improvise with the Song, Compose, with the Song, Perform and share Easter Service



Forest School

Perseverance, Resilience

Look at the Forest School Weatherboard - discuss why we look at the weather? How does this help us? (Choosing appropriate clothing, activities, etc). Explore Forest School looking for signs of winter - discuss temperature, frost, ice in tyres, etc. Make ice sculptures - gather natural materials, place in water then freeze. Hang on trees. (Make predictions and discuss changes in materials). Make kites - create a design to decorate A4 paper, attach to a carry bag. Explore what happens on a windy day. Look at and discuss photos of toys from the past - compare the similarities and differences between toys from then and now. Use these toys to explore the outdoor environment - skipping ropes, hoops, quoits, marbles, chalk. Explore Forest School using toys from the past. (cont)



Computing

Risk, Perseverance, Resilience

Creating Media - Digital Writing

Explain what a command will do. Combine forwards and backwards commands to make a sequence. Combine four direction commands to make sequences. Plan a simple program. Find solutions to a problem

Data and information - Grouping data

To label objects. Identify that objects can be counted. Describe objects in different ways. Count objects with the same properties. Compare groups of objects. Answer questions about groups of objects.



Physical Education

Aspiration, Curiosity, Perseverance

Football - Control of the ball while travelling (Dribbling) . Be able to accurately pass a football whilst moving. Be able to shoot and tackle correctly. Understand how to defend and attack in football in a game situation

Invasion Games - Send and receive a ball under control to a team mate using feet. Intercept passes made by attacking players.

Gymnastics - Travel using different levels using varying body parts . Demonstrate different shapes in tuck, straight, pike and straddle. Perform a range of different balances showing control. To demonstrate different shapes whilst jumping and controlling rolls using different body parts.



Curriculum Overview

Year 1 Summer Term

Mrs C Patterson



Writing

Life Skills, Aspiration, Resilience

Writing will be based around themes of books read in class, including both fiction and non-fiction genres:

Fiction and Poetry

Stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.

Non-Fiction

Information texts including recounts of observations, visits and events.



Science

Curiosity, Risk, Perseverance

Animals Including Humans

Identify, name, describe features of and compare common vertebrates. Identify & name common carnivores, herbivores & omnivores. Identify, name, draw & label basic human body part. Know the five senses and link these to human body parts.

Light & Shadows

Identify a range of light sources (natural & man-made). Observe & describe light coming from a light source. Observe & describe brightness close to and further away from a light source. Observe how materials behave with light. Describe how a shadow forms. Know how to stay safe in the bright sunlight and in the dark.



History

Curiosity, Self-Awareness

Kings, Queens and Castles

How can we find out about the past? Why did monarchs build castles? Who were the kings and queens of the past? Who was Queen Victoria, and where did she live? Who was the first Queen Elizabeth? Why do we remember King William I? LotC: Visit Alnwick and Warkworth Castles



Art

Self Belief, Risk, Aspiration

Andy Warhol (1928-1987) Printing Castles

Print- Mimic print from the environment. Describe the work of notable artists. Draw lines of different sizes and thicknesses.

Sculptures Knights, Kings and Queens

3D/Sculpture -Use rolled up paper, straws, card and clay as materials. Join simple objects together. Draw lines of different sizes and thicknesses.



Reading

Life Skills, Aspiration, Curiosity

Children will read:



Maths

Life Skills, Perseverance, Resilience

Multiplication and Division - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Fractions - Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Position and Direction - Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Numbers to 100 - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Money - Know the value of different denominations of coins and notes.

Time - Sequence events in chronological order using language.



Geography

Curiosity, Risk, Resilience

The United Kingdom

Check their understanding of the United Kingdom. Locate on a map the four countries of the United Kingdom. Identify the four capital cities and surrounding seas of the United Kingdom. Explain the differences between human and physical features. Describe the human and physical features of one of the UK's capital cities. Share their understanding of the UK.



Design Technology

Risk, Life Skills, Perseverance

Structures – Constructing a Windmill

Follow design criteria to meet the needs of a user. Make a stable structure. Make functioning sails/blades that attach to the supporting structure. Improve their windmill.



Personal, Social & Health Education

Self-Awareness, Self-Esteem, Curiosity

Relationships - Know how to make friends. try to solve friendship problems when they occur. Help others to feel part of a group. Show respect in how they treat others. Know how to help themselves and others when they feel upset or hurt. Know and show what makes a good relationship.

Changing Me - Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes that they see in themselves and others. Know who to ask for help if they are worried about change. Are looking forward to change.



Religious Education

Curiosity, Self-Awareness

Who do Christians say made the world? - Retell the story of creation from Genesis 1:1-2:3. 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world

How should we care for the world and for others, and why does it matter? - Identify a story or text that says something about each person being unique. Clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.



Music

Self-Belief, Self-Esteem, Aspiration

Having Fun with Improvisation -

Understanding Music, Improvise Together, Play instrumental parts, Improvise with the song, Compose, Perform and share

Let's Perform Together

Understanding Music, Improvise Together, Play instrumental parts, Improvise with the song, Compose, Perform and share



Forest School

Perseverance, Resilience

Look at pictures of castles. Who lives in castles? Build 3D castles. Role play - kings, queens and courtiers. Defend the castle - in small groups, following the safety rules, use their stick sword and shield to have a battle. Discuss the UK and where we live. Look at pictures of houses, animal habitats and build in teams. Discuss UK weather, create artwork looking at patterns and shape.



Computing

Risk, Perseverance, Resilience

Programming A - Moving a robot -

Use a computer to write, add and remove text. Make careful choices when changing text and explain why the tools were chosen. Compare typing on a computer to writing on paper

Programming B - Introduction to

animation - Choose a command for a given purpose and make a series of commands that join together. Understand that each sprite has its own instructions, Design the parts of a project and use an algorithm to create a program.



Physical Education

Aspiration, Curiosity

Athletics - Explore different ways of travelling and decide on the quickest method. Explain which running course is the quickest. Demonstrate how to pass equipment to a team member when running. Throw different equipment and estimate which technique will get the furthest distance.

Jump over objects as far as possible from standing.

Striking and Fielding - To demonstrate a good throwing and catching technique. To know where is the best place to hit a ball to. To strike multiple balls and send fielders in different directions. To score points by jumping in and out of a hoop with speed To use throwing, kicking and striking skills in a small conditioned game.