**Yearly Curriculum Overview**

**Year 1**

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|  | **Autumn 1** **(8 weeks)** | **Autumn 2****(7 weeks)** | **Spring 1****(6 weeks)**  | **Spring 2****(5 weeks)** | **Summer 1** **(5 weeks)** | **Summer 2****(8 weeks)** |
| **Driver** | **PSHE****I wonder…. What makes me me?** | **RE****I wonder…. How do we celebrate?** | **History****I wonder…. How can we get there?** | **Geography****I wonder…. Do we live in a world of pure imagination?**  | **Science****I wonder…** **How does your garden grow?** | **History****I wonder… Was Robin Hood a villain or a hero?** |
| **WOW** | Library wallk | Children in needDivaliChristmas Nativity Christmas PartyChristinglesChristmas craft day with parents | New year resolutionsBus trip: Imagination stationVehicle experience | Easter Bonnet ParadeParent Gardening Afternoon | Animal magic visitSlumberland Day | Nottingham castle |
| **TOPICS** | Science (The Human Body) PSHE (Difference and Diversity) Geography (How many countries are in the UK?)RE: ChristianityArt (Jackson Pollock) | PSHE (Bullying Matters) History (Significant events within living memory)RE: ChristianityD&T (Mechanisms) | Science (materials/ changing states) History (Transport and notable people and events from the past)PSHE (Being Responsible)RE: Judaism D&T (Construction) | Science (Seasons and weather)PSHE (Being Healthy)RE: JudaismArt (Printing)History (Notable people and events from the past) | Geography (Hot and Cold Places)Science (Plants and Animals)PSHE (Relationships)Art (Dream Catchers)RE: Islam | History (Significant people) PSHE (Exploring emotions)D&T (Textiles)Art (Henri Matisse)RE: Islam |
| **English** | * **All about me (2 days)**

Genre – Non FictionWriting focus – simple sentences.End Outcome – All about me page.* **Funny bones (2 Weeks)**

Genre- fictionWriting Focus-High frequency words, labels and captionsEnd Outcome – simple sentence* **The smartest giant (2 weeks)**

Genre- rhyming fictionWriting Focus-corresponding nouns and adjectives, capital letters and full stopsEnd Outcome – lists* **Atlas (1 Week)**

Genre- Non fictionWriting Focus- Capital letters and full stops.End Outcome – simple sentences about where I live. | * **Remember Remember – bonfire Plot poem (1 weeks)**

Genre- nonfiction - instructionWriting Focus- rhyming words, onomatopoeiaEnd Outcome – concrete/shape poem* **Remembrance day (1 week)**

Genre- nonfiction - instructionWriting Focus- rhyming words, onomatopoeiaEnd Outcome – concrete/shape poem* **Jolly Christmas Postman (2 Week)**

Genre- fiction / lettersWriting Focus-asking questionsEnd Outcome – post card* **Polar Express (2 Weeks)**

Genre- fictionWriting Focus- simple sentences End Outcome – letter * **Chocolate reindeer (1 wee**k)

Genre- instructionsWriting Focus- bossy verbs- imperatives, time connective conjunctionsEnd Outcome – instructions  | * **The 100 decker Bus (2 weeks)**

Genre - fictionWriting Focus- bossy verbs- imperatives, time connective conjunctionsEnd Outcome –instructions * **Tony Mitton – travel & transport (2 weeks)**

Genre – non fictionWriting Focus- verbs- imperatives, time connectives & conjunctionsEnd Outcome – fact files* **All aboard (2 weeks)**

Genre – fictionWriting Focus- matching rhyming words - End Outcome – rhyming story | * **Journey – Aaron Becker (2 Weeks)**

Genre – stories with no wordsWriting Focus- story featuresEnd Outcome – recount**Quest - Aaron Becker (1 week)**Genre – stories with no wordsWriting Focus- story featuresEnd Outcome – recount**Return- Aaron Becker (1 week)**Genre – stories with no wordsWriting Focus- story featuresEnd Outcome – Write a story**Easter bunny story (HOP 1 week)** | * **Zahra (Literacy Shed 2 weeks)**

Genre – stories from other culturesWriting Focus- asking questionsEnd Outcome – letters* **Animal Boogie (2 weeks)**

Genre – fiction/fantasyWriting Focus- similes and adjectives in poetryEnd Outcome – Poem* **Chimpanzees of happy town (1 weeks)**

Genre – fictionWriting Focus- adjective listsEnd Outcome – descriptions | * **Robin Hood (2 weeks)**

Genre – fiction and filmWriting Focus- letter featuresEnd Outcome – comparisons **Robin Hood (2 weeks)*** Genre – fiction and film

Writing Focus- Wanted posterEnd Outcome – factfile* **When I’m big (2 weeks)**

Genre – fictionWriting Focus- story / narrative features, contractions.End Outcome – simple sentences with contractions and opposites.“I **will** stay up late **and** I **won’t** go to bed at 7pm.”* **Imagine me a pirate (2 weeks)**

Genre – actionWriting focus – ParagraphEnd outcome – Imaginative writing. |
| **Maths** | **White Rose:**Place Value and Number (Within 10) 5wksAddition and Subtraction (within10) 3 wks | **White Rose:**Addition and Subtraction (within10) 2 wksGeometry: Shape 1 wkNumber: Place Value (within 20)3 weeks Puma and consolidation 1wk | **White Rose:**Number: Addition and Subtraction (within 20) 3 wksNumber: Place Value (within 50)2wksMeasurement: Length and Height1wk | **White Rose:**Measurement: Length and Height1wkMeasurement: Weight and Volume 2wksPuma and consolidation 1wk | **White Rose:**Number: Multiplication and Division 3wksNumber: Fractions 2wksGeometry: Position and Direction1wk | **White Rose:**Number: Place Value (Within 100)2wksMeasurement: Money 1 wk+??Measurement: (time) 2 wksPuma and consolidation 1wk |
| **Science** | **Pupils should be taught to:*** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; (recognise we are mammals and humans )
* identify and name a variety of common animals that are carnivores, herbivores and omnivores; (recognise humans can be vegetarian, vagan, omnivore)
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);
* label and identify human, visible, body parts
* Identify, name, draw and label the basic parts of the human body.
* To name and label the parts of the human body
 | **Pupils should be taught to:*** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);
* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
* describe the simple physical properties of a variety of everyday materials;
* compare and group together a variety of everyday materials on the basis of their simple physical properties;
 | Everyday Materials**Pupils should be taught to:*** distinguish between an object and the material from which it is made;
* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;
* describe the simple physical properties of a variety of everyday materials;
 | **Pupils should be taught to:*** observe changes across the 4 seasons;
* observe and describe weather associated with the seasons and how day length varies.
 | **Pupils should be taught to:*** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;
* identify and describe the basic structure of a variety of common flowering plants, including trees.

**Pupils should be taught to:*** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;
* identify and name a variety of common animals that are carnivores, herbivores and omnivores;
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Pupils should be taught to:*** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);
* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
* describe the simple physical properties of a variety of everyday materials;
* compare and group together a variety of everyday materials on the basis of their simple physical properties;

observe and describe weather associated with the seasons and how day length varies. |
| * Names of animal groups: **fish**, **amphibians**, **reptiles**, **birds**, **mammals**.
* Animal diets: **carnivore**, **herbivore**, **omnivore**.
* Human and animal body parts: e.g. body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills.
* Human senses: **sight**, **hearing**, **touch**, **smell**, **taste**.
* Exploring senses: loud, quiet, soft, rough.

Other: human, animal, pet. | aimanswersblock diagramschangescomparecomparative testdatadescribedifferencedifferentdoequipmentexplorefindingsgathergroupidentify (name)identifying, grouping and classifyinginvestigatemeasurenoticeobserveobserving over timepatternspattern seekingpictogramplanquestionsrecordresearchingreviewsamescientific enquirysecondary sources | similaritysortsorting diagramstabletally charttestWhat will we do? (plan)What do you think will happen? (prediction)What happened? (results)What have we found out? (conclusion) | * Names of materials: wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric.
* Properties of materials: **hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent**, sharp, stiff.

Other: **object**. | * **Seasons:** **spring, summer, autumn, winter**, seasonal change.
* **Weather:** e.g. sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast.
* Measuring weather: temperature, rainfall, wind direction, thermometer, rain gauge.
* Day length: night, day, **daylight**.
 | * Names of common plants: **wild plant, garden plant, evergreen** tree, **deciduous** tree, common flowering plant, **weed**, grass.
* Name some features of plants: e.g. **flower**, vegetable, **fruit**, berry, **leaf/leaves**, blossom, **petal, stem**, trunk, branch**, root, seed, bulb**, soil.

Name some common types of plant: e.g. sunflower, daffodil.* Names of animal groups: **fish**, **amphibians**, **reptiles**, **birds**, **mammals**.
* Animal diets: **carnivore**, **herbivore**, **omnivore**.
* Human and animal body parts: e.g. body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills.
* Human senses: **sight**, **hearing**, **touch**, **smell**, **taste**.
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| **Geography****y** | Unit: Labeling parts of the UK**Driver- How many countries are in the UK?*** Local area- walk to LE library and around LE, address, map out their route from home to school.
* Where do I live? Know your address
* Human and physical features of the local area: name key features associated with a town (church, shop, house, farm)
* Describing a locality including likes and dislikes of the local area
* Planning a simple route and looking at basic maps
* To recognise symbols like national flags, flowers of the countries in the UK
* Using maps
* Name the surrounding seas of the UK
* What’s special about London?

NC- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasNC- Use world maps, atlases, and globes to identify the United Kingdom and its countries,  |   | Geography – recycling and being environmentally friendly. | Recognising seasons and weather symbols. | Unit: Comparison between a UK city and a non-European city.**Driver- Where Would Your Time Travel Machine Go?** **South Africa/China? (Class Pets)*** Name different hot and cold countries
* Know that cold countries are further from the equator
* Where is SA/China?
* What is the weather like in SA/China?
* Human and Physical differences (Cape Town/ Bejing and Nottingham)
* Human and Physical similarities (Cape Town/Bejing and Nottingham

NC-Begin to 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.NC- Identifying countries on world mapsNC Use basic geographical vocabulary to refer to: key physical features, including forest, hill, mountain, soil, valley, vegetationkey human features, including city, town, village, factory, farm, house, office. |  |
| **History** |  | Unit: Guy Fawkes and Bonfire NightRemembrance DayWhy do we have Fireworks?Why do we remember?* To know we celebrate events because of what happened in the past
* To know about the lives of significant individuals in the past.

*NC- To learn about significant historical events, people and places in their own locality.**NC: To learn about events beyond living memory that are significant nationally or globally commemorated through festivals or anniversaries.* | Unit: Changes over time: TransportAre we nearly there yet?* How did Great Grandma get to school?
* How has transport changed?
* What was special about the Titanic?
* Who were the Wright Brothers?
* Who is Neil Armstrong?

*NC- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**NC - To know about 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* |  |  | Unit: To know about the lives of significant individuals in the past.Why do we remember people from the past?* Who was Robin Hood?
* What impact did he have on the area he lived in (names of streets)?
* Robin Festival.

*NC - To know about 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**NC: To learn about events beyond living memory that are significant nationally or globally commemorated through festivals or anniversaries.* |
| **RE** | Christianity and Christians | Islam and MuslimsLO: To identify some ways a Muslim might describe GodLO: To retell a story about the prophet MuhammadLO: To say why Muslims try to follow Muhammed and have great respect for himLO:Recognise and describe the significance of particular objects and places to MuslimsLO: To recognise how important the Qur’an is to Muslims and give an example of a way Muslims treat the Qur’anLO: To respond sensitively to what matters to Muslims and what matters to me*Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad* *Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).**Recognise some objects used by Muslims and suggest why they are important (A2).**Identify some ways Muslims pray, worship and celebrate (A1).**Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).**Re-tell a story about the life of the Prophet Muhammad (A2)*Spring 2:LO: Identify some ways Muslims mark Ramadan and celebrate Eidul-Fitr*Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1)* | Jewdaism and Jewish peoplePassoverWhat is a synagogue and why is it important to jews.What does it mean to belong in the Jewish communityWhat is shabbat and how it celebratedBar Mitzvah? |
| **PSHE** | Difference & Diversity /Sun safetyCore Themes* Living in the Wider World and Relationships
* Understanding that they belong to different groups.
* Identifying ways in which they are unique.
* Sharing opinions on things that matter using discussions.
* Identifying and respecting the differences and similarities between people.
 | Bullying mattersCore themes* Recognising their behaviour can affect others.
* Listening to others and working cooperatively.
* Identifying that people’s bodies can be hurt.
* Recognising when people are being unkind to them or others, who to tell and what to say.
* Identifying different types of teasing and bullying, to identify that these are wrong and
* unacceptable.
* Identifying strategies to resist teasing/bullying if experienced or witnessed.
 | Being responsibleCore themes* Identify how they can contribute to the life of the classroom and school.
* Construct and explore the importance of rules.
* Explore and understand that everyone has rights and responsibilities.
* Identify what improves and harms their environments.
* Recognise what is fair/unfair, right/wrong, kind/unkind.

Home Learning SourceOak AcademyBBC Bitesize |  Being Healthy Core themes* Exploring what a healthy lifestyle means.
* Identifying the benefits of a healthy lifestyle.
* Identifying ways of keeping healthy.
* Recognising what they like and dislike.
* Recognising that choices can have good and not so good consequences.
* Setting simple goals.
* Recognising the importance of personal hygiene.
* Developing simple skills to help prevent diseases spreading
 | RelationshipsCore themes* Recognising our behaviour can affect others.
* Recognising what is fair and unfair, kind and unkind, what is right and wrong.
* Listen to other people and play and work
* cooperatively (including strategies to resolve
* simple arguments through negotiation).
* Offering constructive support and feedback to others.
* Identifying their special people
* (family, friends, carers) and how they should care for each other.
 | Exploring EmotionsCore themes* Recognising a range of feelings in ourselves
* and other people.
* Recognising how others show feelings and how to respond.
* Recognising that their behaviour can affect others.
* Communicating feelings to others.
* Developing simple strategies for managing feelings.
* Using words to describe a range of feelings.
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| **Art** | **Key artist****Jackson Pollock**Main skill/techniquesSketchingSelf portrait using different lines Adding colour to portraitsPaintingRecognising primary and secondary colours**Skills linked to Focus****Drawing**Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil?**Painting**• Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours?**Knowledge**Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art?End outcomeSelf portrait-drawn and paintedJackson Pollock paintingsColour Wheels – Linked to emotionsBonfire Night art  |  |  | **Dream Catchers****Weaving- Selecting and using different materials for a purpose****Skills linked to Focus****Textiles**Can they sort threads and fabrics?• Can they group fabrics and threads by colour and texture?• Can they weave with fabric and thread?**Knowledge**Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art?End outcome- Dream Catchers | **Printing**Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**Skills linked to Focus****Printing**Can they print with sponges, vegetables and fruit?• Can they print onto paper and textile?• Can they design their own printing block?• Can they create a repeating pattern?**Knowledge**Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art?End outcomePrinting – A repeating pattern for a display background | **Key Artist****Henri Mattisse**Main skill/techniqueCut and tear materials for a collageUnderstanding and designing a CollageUsing clay to cut/roll/join**Skills linked to Focus****Collage**• Can they cut and tear paper and card for their collages?• Can they gather and sort the materials they will need?**3D**• Can they add texture by using tools?• Can they make different kinds of shapes?• Can they cut, roll and coil materials such as clay, dough or plasticine?**Knowledge**Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art?End outcomeHenri Matisse CollageA Clay Worry Monster |
| **Music** | UnitMusic Express ourselves (Unit 1)Music ExpreCss Our Bodies (Unit 10) | UnitMusic Express Our School (Unit 7)Music Express number (Unit 2) | UnitMusic Express Machines (Unit 5)Music Express Travel (Unit 11) | UnitMusic Express Seasons (Unit 6)Music Express Weather (Unit 4) | UnitMusic Express Pattern (Unit 8)Music Express Animals (Unit 3) | UnitMusic Express Water (Unit 12)Music Express Storytime (Unit 9) |

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| **D&T** |  | Unit: Mechanisms (DT Book)DriversHow can we make Santa travel in his sleigh / Travel up and down the chimneyMain skill/techniqueCutting skillsColouring skillsConceptsCutting and joining materialsUsing slots and split pins to make moving parts/objects | Unit: Construction (DT Book)DriversCan we design a mode of transport with a moving part?ConceptsResearching transportMeasuring CuttingJoiningChoosing appropriate materials |  |  | Unit: Textiles (DT Book)DriversCan we design a worry monsterConceptsResearch what hats are made ofDesigning a hat for a specific type of weatherWhich textiles to use and why |
| **Computing** | Technology in our classroomsLO- I can explain technology as something that helps usI can locate examples of technology in the classroomI can explain how these technology examples help us | Exploring a keyboardAdding and using textMaking changes to textMaking choices |  | Data and information-grouping data-links to maths sorting | Programming AMoving a robotProgramming and using beebots | Programming BIntroduction to animation using scratch jr |
| **PE** | Invasion Games Skills | Gymnastics | Fundamental SkillsCircuitControl and Accuracy | Dance | Striking and Fielding | Athletics |
| **Parent event** | Parents evening PSHE- Comparing Jobs (invite two parents in to compare jobs) | Christmas concert-speaking and listening/musicChristmas Craft |  | Easter bonnet parade-Art focusParent Gardening AfternoonParents evening  | Parents phonics stay and play-Writing focus |  |
| **Summiteer Skills** | Viscon Massif lesson 1(devote 2 half days per half term to cover lessons planned) |  |  | Hot and cold-steps to summit (lesson 3)=AntarcticaRelate to class pets |  |  |
| **WWF** | black Rhino/Snow LeopardWWF Lesson | black Rhino/Snow LeopardWWF Lesson | Black Rhino/Snow LeopardWWF Lesson |