**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 need  Divali  Christmas Nativity  Christmas Party  Christingles  Christmas craft day with parents | | New year resolutions  Bus trip: Imagination station  Vehicle experience | Easter Bonnet Parade  Parent Gardening Afternoon | Animal magic visit  Slumberland Day | Nottingham castle | |
| **TOPICS** | Science (The Human Body)  PSHE (Difference and Diversity) Geography (How many countries are in the UK?)  RE: Christianity  Art (Jackson Pollock) | PSHE (Bullying Matters)  History (Significant events within living memory)  RE: Christianity  D&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: Judaism  Art (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 Fiction  Writing focus – simple sentences.  End Outcome – All about me page.   * **Funny bones (2 Weeks)**   Genre- fiction  Writing Focus-High frequency words, labels and captions  End Outcome – simple sentence   * **The smartest giant (2 weeks)**   Genre- rhyming fiction  Writing Focus-corresponding nouns and adjectives, capital letters and full stops  End Outcome – lists   * **Atlas (1 Week)**   Genre- Non fiction  Writing Focus- Capital letters and full stops.  End Outcome – simple sentences about where I live. | * **Remember Remember – bonfire Plot poem (1 weeks)**   Genre- nonfiction - instruction  Writing Focus- rhyming words, onomatopoeia  End Outcome – concrete/shape poem   * **Remembrance day (1 week)**   Genre- nonfiction - instruction  Writing Focus- rhyming words, onomatopoeia  End Outcome – concrete/shape poem   * **Jolly Christmas Postman (2 Week)**   Genre- fiction / letters  Writing Focus-asking questions  End Outcome – post card   * **Polar Express (2 Weeks)**   Genre- fiction  Writing Focus- simple sentences  End Outcome – letter   * **Chocolate reindeer (1 wee**k)   Genre- instructions  Writing Focus- bossy verbs- imperatives, time connective conjunctions  End Outcome – instructions | | * **The 100 decker Bus (2 weeks)**   Genre - fiction  Writing Focus- bossy verbs- imperatives, time connective conjunctions  End Outcome –instructions   * **Tony Mitton – travel & transport (2 weeks)**   Genre – non fiction  Writing Focus- verbs- imperatives, time connectives & conjunctions  End Outcome – fact files   * **All aboard (2 weeks)**   Genre – fiction  Writing Focus- matching rhyming words -  End Outcome – rhyming story | * **Journey – Aaron Becker (2 Weeks)**   Genre – stories with no words  Writing Focus- story features  End Outcome – recount  **Quest - Aaron Becker (1 week)**  Genre – stories with no words  Writing Focus- story features  End Outcome – recount  **Return- Aaron Becker (1 week)**  Genre – stories with no words  Writing Focus- story features  End Outcome – Write a story  **Easter bunny story (HOP 1 week)** | * **Zahra (Literacy Shed 2 weeks)**   Genre – stories from other cultures  Writing Focus- asking questions  End Outcome – letters   * **Animal Boogie (2 weeks)**   Genre – fiction/fantasy  Writing Focus- similes and adjectives in poetry  End Outcome – Poem   * **Chimpanzees of happy town (1 weeks)**   Genre – fiction  Writing Focus- adjective lists  End Outcome – descriptions | * **Robin Hood (2 weeks)**   Genre – fiction and film  Writing Focus- letter features  End Outcome – comparisons  **Robin Hood (2 weeks)**   * Genre – fiction and film   Writing Focus- Wanted poster  End Outcome – factfile   * **When I’m big (2 weeks)**   Genre – fiction  Writing 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 – action  Writing focus – Paragraph  End outcome – Imaginative writing. | |
| **Maths** | **White Rose:**  Place Value and Number (Within 10) 5wks  Addition and Subtraction (within10) 3 wks | **White Rose:**  Addition and Subtraction (within10) 2 wks  Geometry: Shape 1 wk  Number: Place Value (within 20)  3 weeks  Puma and consolidation 1wk | | **White Rose:**  Number: Addition and Subtraction (within 20) 3 wks  Number: Place Value (within 50)  2wks  Measurement: Length and Height  1wk | **White Rose:**  Measurement: Length and Height  1wk  Measurement: Weight and Volume 2wks  Puma and consolidation 1wk | **White Rose:**  Number: Multiplication and Division 3wks  Number: Fractions 2wks  Geometry: Position and Direction  1wk | **White Rose:**  Number: Place Value (Within 100)  2wks  Measurement: Money 1 wk+??  Measurement: (time) 2 wks  Puma 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. | aim  answers  block diagrams  changes  compare  comparative test  data  describe  difference  different  do  equipment  explore  findings  gather  group  identify (name)  identifying, grouping and classifying  investigate  measure  notice  observe  observing over time  patterns  pattern seeking  pictogram  plan  questions  record  researching  review  same  scientific enquiry  secondary sources | similarity  sort  sorting diagrams  table  tally chart  test  What 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**. * Exploring senses: loud, quiet, soft, rough.   Other: human, animal, pet. | aim  answers  block diagrams  changes  compare  comparative test  data  describe  difference  different  do  equipment  explore  findings  gather  group  identify (name)  identifying, grouping and classifying  investigate  measure  notice  observe  observing over time  patterns  pattern seeking  pictogram  plan  questions  record  researching  review  same  scientific enquiry  secondary sources | similarity  sort  sorting diagrams  table  tally chart  test  What will we do? (plan)  What do you think will happen? (prediction)  What happened? (results)  What have we found out? (conclusion) |
| **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 seas  NC- 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 maps  NC Use basic geographical vocabulary to refer to:  key physical features, including forest, hill, mountain, soil, valley, vegetation  key human features, including city, town, village, factory, farm, house, office. |  | |
| **History** |  | Unit: Guy Fawkes and Bonfire Night  Remembrance Day  Why 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: Transport  Are 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 Muslims  LO: To identify some ways a Muslim might describe God  LO: To retell a story about the prophet Muhammad  LO: To say why Muslims try to follow Muhammed and have great respect for him  LO:Recognise and describe the significance of particular objects and places to Muslims  LO: To recognise how important the Qur’an is to Muslims and give an example of a way Muslims treat the Qur’an  LO: 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 people  Passover  What is a synagogue and why is it important to jews.  What does it mean to belong in the Jewish community  What is shabbat and how it celebrated  Bar Mitzvah? | | |
| **PSHE** | Difference & Diversity /Sun safety  Core 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 matters  Core 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 responsible  Core 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 Source  Oak Academy  BBC 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 | Relationships  Core 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 Emotions  Core 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. | |
| **Art** | **Key artist**  **Jackson Pollock**  Main skill/techniques  Sketching  Self portrait using different lines  Adding colour to portraits  Painting  Recognising 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 outcome  Self portrait-drawn and painted  Jackson Pollock paintings  Colour Wheels – Linked to emotions  Bonfire 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 outcome  Printing – A repeating pattern for a display background | **Key Artist**  **Henri Mattisse**  Main skill/technique  Cut and tear materials for a collage  Understanding and designing a Collage  Using 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 outcome  Henri Matisse Collage  A Clay Worry Monster | |
| **Music** | Unit  Music Express ourselves (Unit 1)  Music ExpreCss Our Bodies (Unit 10) | Unit  Music Express Our School (Unit 7)  Music Express number (Unit 2) | | Unit  Music Express Machines (Unit 5)  Music Express Travel (Unit 11) | Unit  Music Express Seasons (Unit 6)  Music Express Weather (Unit 4) | Unit  Music Express Pattern (Unit 8)  Music Express Animals (Unit 3) | Unit  Music Express Water (Unit 12)  Music Express Storytime (Unit 9) | |

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| **D&T** |  | Unit: Mechanisms (DT Book)  Drivers  How can we make Santa travel in his sleigh / Travel up and down the chimney  Main skill/technique  Cutting skills  Colouring skills  Concepts  Cutting and joining materials  Using slots and split pins to make moving parts/objects | Unit: Construction (DT Book)  Drivers  Can we design a mode of transport with a moving part?  Concepts  Researching transport  Measuring  Cutting  Joining  Choosing appropriate materials |  |  | Unit: Textiles (DT Book)  Drivers  Can we design a worry monster  Concepts  Research what hats are made of  Designing a hat for a specific type of weather  Which textiles to use and why |
| **Computing** | Technology in our classrooms  LO- I can explain technology as something that helps us  I can locate examples of technology in the classroom  I can explain how these technology examples help us | Exploring a keyboard  Adding and using text  Making changes to text  Making choices |  | Data and information-grouping data-  links to maths sorting | Programming A  Moving a robot  Programming and using beebots | Programming B  Introduction to animation using scratch jr |
| **PE** | Invasion Games Skills | Gymnastics | Fundamental Skills  Circuit  Control 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/music  Christmas Craft |  | Easter bonnet parade-Art focus  Parent Gardening Afternoon  Parents 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)=Antarctica  Relate to class pets |  |  |
| **WWF** | black Rhino/Snow Leopard  WWF Lesson | | black Rhino/Snow Leopard  WWF Lesson | | Black Rhino/Snow Leopard  WWF Lesson | |