

Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Being Me	Planning in the moment				
Values 1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Value 2	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Maths	Number Place value Number Addition Subtraction	Number Addition Subtraction Geometry Shape Number Place Value	Number Addition Subtraction Number Place value Multiples of 2, 5 and 10	Number Place value (within 20) Multiples of 2, 5 and 10 Measurement - Length and height Weight and volume	Number Multiplication and division Reinforce multiples of 2, 5, and 10 Number Fractions	Geometry Position and direction Number Place value (within 100) Measurement Money Time
English	Traditional Tales Nursery Rhymes Helicopter stories Letter formation Rhymes Labels Lists Captions Narrative Helicopter stories	Traditional Tales Christmas story Helicopter stories Autumn poems Autumn-research (non-fiction books) Letter formation Labels Captions recount	Traditional Tales Letter formation Labels Captions Information sheets on plants and Africa Helicopter stories Plant diary Speech bubbles	Traditional Tales Letter formation Labels Instructions Recipe Helicopter stories Speech bubbles Description-what am I?	Traditional Tales Letter formation Helicopter stories Labels Weather diary Narrative	Traditional Tales Letter formation Helicopter stories Poems Labels Postcards Narrative
Story ideas	Nursery Rhymes Pumpkin Soup Goldilocks and the Three Bears Lost and Found (Antarctic) Little Penguin The Emperor's Egg	Leaf man Percy the Park Keeper What's in the Witches Kitchen? Can't You sleep Little Bear Christmas stories Paddington	Grace and family Jack and the Beanstalk Jasper's Beanstalk Shh! The Enormous Turnip Cleversticks Sparrow Girl	When will it be Spring? Traditional stories The Three Little Pigs Life story of frogs, caterpillars etc. The Very Hungry Caterpillar	Henri's Scissors (Matisse) Ananse stories Rapunzel	Bog Baby What the Dinosaurs Did Last Night Greta and the Giant The Lighthouse Keeper's Lunch Katie Morag stories

		The Queen's Hat Katie in London	We all went on Safari Meerkat Mail Bringing the Rain to Kapiti Plain Masai and I	The Giant Sandwich The Disgusting Sandwich Spider Sandwiches Growing Frogs Tadpole's Promise		
Art	Explore and develop ideas through Continuous provision – painting using powder paint (ongoing). Artist Andy Warhol Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint.	Christmas cards calendars – Artists Klimt and Kandinsky (shapes) Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour. Use a sketchbook to gather and collect artwork.	Making puppets link to DT (textiles) Chinese New Year artefacts Experiment with, construct and join recycled, natural and man-made materials. LINK TO DT	Printing and rubbings Observational drawings African textiles Chris Ofili 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.	Observational drawings Collage – recycled materials Matisse Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. -How to thread a needle, cut, glue and trim material. -Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Outdoor art Goldsworthy Photographs of Nature Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. -Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. -Explore shape and form Create different textures e.g. use of sawdust. (painting)
Explore and develop ideas	-Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Create images from imagination, experience or observation.					
Evaluate and develop work	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.					

Breadth of study	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>					
Science	<p>Characteristics/plants/conkers/seeds Materials-material Changes to ingredients of bread</p>	<p>Characteristics/plants British wildlife: Hibernation - hedgehogs, mice etc Waterproof materials: repair an umbrella Performing simple tests. Sorting and classifying</p>	<p>Characteristics/plants Animals British birds Materials: magnetic, not magnetic. Sorting and classifying. Performing simple tests Observing closely, using simple equipment.</p>	<p>Characteristics/plants; plant structures Animals: frogs, new life The Three Little Pigs linking to materials (strength). Spring walk round the school. Observing and recording the uses of materials. Setting up a test- to see which materials can change shape if they are twisted, bent, squashed, stretched.</p>	<p>Characteristics/plants Insects Recycling day Parts of the body and senses. Suggesting ways to find answers to questions. Using observations and ideas to suggest answers to questions</p>	<p>Characteristics/plants Animals, fish – world ocean day Pets Environment Day. Greta Thumberg (Swedish) Suggesting ways to find answers to questions.</p>

Working scientifically

Asking question and recognising that they can be answered in different, ways.

Observing and recording the uses of materials.

Setting up a test- to see which materials can change shape if they are twisted, bent, squashed, stretched.

Using their observations and ideas to suggest answers to questions

Observing closely, using simple equipment.

Identifying and classifying.

Gathering and record data to help in answering questions.

Using their observations and ideas to suggest answers to questions

Recording.

Sorting and classifying. Performing simple tests

Computing	<p>Online safety and exploring Purple mash ICT linked to personal interests in the classroom (research)</p> <p>Recognise common uses of information technology beyond school. Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p>	<p>Keeping Safe, following instructions Internet safety week</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other technologies.</p> <p>Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p>	<p>Lego builders and maze explorers.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program</p>	<p>Animated stories?</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</p>	<p>Coding</p> <p>Create and de-bug simple programs Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code</p>	<p>Spread sheets and technology outside the school? Grouping and sorting/Pictograms</p> <p>Use logical reasoning to predict the behaviour of simple programs When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p>
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						<p>Grouping and sorting</p> <p>Use technology safely</p>
<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (termly feature). Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.</p>						
Music	<p><u>Sounds Interesting</u> – loud/soft sounds; identifying percussion instruments; responding to a piece of music using new musical vocabulary inc. ‘In The Hall of the Mountain King’ from Peer Gynt by Grieg. (Use ‘My First Classical Music Book’ & cd & BBC Ten Pieces</p>	<p><u>The long and short of it</u> – identifying short/long sounds in simple songs & a variety of music in different styles & from different eras. Create some winter music with long & short sounds. (Use ‘My First Classical Music Book’ & cd)</p>	<p><u>Taking off</u> – exploring pitch. Identifying & playing high and low sounds with voice & tuned percussion instruments. Use pitch to tell represent parts of a story e.g. up and down beanstalk</p>	<p><u>Feel the pulse</u> – to move & respond to a variety of music with different pulses. Perform a stamp clap visual score to a steady beat. Accompany a song with a simple rhythm ostinato using body percussion then un-tuned percussion.</p>	<p><u>Express yourself</u> - expressive singing & movement; accompanying a song sensitively; improvising & composing a soundscape for a mini-beast</p>	<p><u>What’s the score</u> – conducting loud/soft and then crescendo/diminue ndo; respond to graphic volume symbols; create a drawing/visual score for a treasure island story; find ways to represent sounds and instruments.</p>
History	<p>Black Bags – about the children Black History month Rosa Parkes Bob Marley Stevie Wonder</p> <p>Sequence events in their life</p> <p>Match objects to people of different ages</p>	<p>Black Bags – about the children Guy Fawkes – Bonfire night Black History month-continued Nelson Mandela John Barnes</p> <p>They know and recount episodes from stories about the past (repeat)</p>	<p>Black Bags – children find out about their parents or grandparents favourite toy when they were a child and changes in the home plus any other recent celebrations or events they would like to share</p> <p>Emily Wilding-Davidson</p>	<p>Look at changes in the home. Walk round the village. Mother’s Day</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>Find answers to simple questions about the past from</p>	<p>Black Bags-to be decided Queen Elizabeth 1 (birthday) compare to Queen Victoria.</p> <p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Summer holiday/past and present</p> <p>Compare adults talking about the past – how reliable are their memories (repeat)</p> <p>Find answers to simple questions about the past from</p>

	They know and recount episodes from stories about the past		Post Christmas – comparing past and present toys Sequence 3 or 4 artefacts from distinctly different periods of time Find answers to simple questions about the past from sources of information e.g. artefacts Compare adults talking about the past – how reliable are their memories	sources of information e.g. artefacts (repeat)		sources of information e.g. artefacts (repeat)
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Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.....Writing.. Using ICT...

Geography	Begin to learn the 7 continents Use world maps, atlas', globes to identify place the chn have been or have family living (black bags).	London Reinforce the 7 continents and learn the 5 oceans Make observations about where things are e.g. within school or local area. Use relative vocabulary (e.g. bigger/smaller, like/dislike). Learn names of some places within/around the UK. E.g. Home	Compare Great Barford to Tanzania (links to other African countries). Go on a walk around Barford. St. David's Day (1 st March)/(Wales), link to capital city. St. Patrick's Day (17 th March). Make observations about where things are e.g. within school or local area (repeat).	Stories about the weather, record the weather for a week. St. Georges Day (23 rd April)-Link to capital city Make observations about where things are e.g. within school or local area (repeat). Draw picture maps of imaginary places and from stories –	Caribbean, carnivals, Islands, maps with keys Follow directions (Up, down, left/right, forwards/backwards). Use relative vocabulary (e.g. bigger/smaller, like/dislike) (repeat).	Learn the Oceans Summer Holiday destinations, place knowledge, vocabulary Make observations about where things are e.g. within school or local area (repeat). Follow directions (Up, down, left/right, forwards/backwards –Link to maths activities (repeat).
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		<p>town, cities, countries e.g. Wales, France. Understand and use key human features: city, town, village, farm, house, shop.</p>	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike) (repeat). Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France (repeat). Understand and use key physical features: beach, forest, hill, mountain, sea, river, season & weather Understand and use key human features: city, town, village, farm, house, shop.</p>	<p>linked to literacy story. Use own symbols on imaginary map. Use relative vocabulary (e.g. bigger/smaller, like/dislike) (repeat). Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France (repeat). Understand and use key human features: city, town, village, farm, house, shop (repeat).</p>		<p>Make observations about where things are e.g. within school or local area (repeat). Draw picture maps of imaginary places and from stories – linked to Summer walk. Use own symbols on imaginary map. Use a simple picture map to move around the school; Recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike) (repeat). Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France (repeat). Understand and use key physical features: beach, forest, hill, mountain, sea, river, season & weather Understand and use key human</p>
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						features: city, town, village, farm, house, shop.
	Teacher led enquiries, to ask and respond to simple closed questions, use information books/pictures as sources of information, investigate their surroundings. Picture maps and globes.					
PE	<p>Dance – moving words</p> <p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli</p> <p>Throwing and catching</p>	<p>Running, jumping and throwing</p> <p>Gymnastics - balance</p>	<p>Gymnastics – jumps and shapes</p> <p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p> <p>Kicking skills</p>	<p>Gymnastics – rolls</p> <p>Can use equipment safely</p> <p>Dance – weather and space</p> <p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli</p>	<p>Hitting skills</p> <p>Gymnastics – rolls</p> <p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Gymnastics</p> <p>Agility, balance and co-ordination skills</p> <p>Athletic skills</p> <p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>
Evaluation	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p>					

	Use appropriate vocabulary when giving feedback.					
	Can describe the effect exercise has on the body					
	Can explain the importance of exercise and a healthy lifestyle					
PSHE	Being me in my world Feeling safe Belonging to a group Responsibility Respect	Celebrating difference I can tell you some ways I am different from my friends I understand these differences make us all special and unique	Dreams & Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	Relationship I can tell you why I appreciate someone who is special to me and express how I feel about them	Changing me I can identify parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private
RE	What do Christians believe God is like? Harvest	Why does Christmas matter to Christians? How and why do we celebrate special times? Christmas Christingle Diwali	What makes some places significant? What makes some places sacred to believers? Christian, Muslim and/or Jewish people Chinese New Year (26 th Jan)	Why does Easter matter to Christians? Easter	Who is Jewish? What do they believe and how do they live?	Who is Jewish? What do they believe and how do they live?
Design Technology	Making bread – link to where food comes from. Continuous provision – healthy snacks. Continuous provision – woodwork/creative	Design own pizza and make. Make a scary slider Suggest ideas and explain what they are going to do Use basic food handling, hygienic	Design and make a simple puppet. Suggest ideas and explain what they are going to do (repeat). Evaluate their product by discussing how well it works in	Design and evaluate a healthy sandwich. Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to	Make something using a recycled materials- work in groups. Suggest ideas and explain what they are going to do Identify a target group for what they	Lever mechanism –test: is it better using card or paper? Suggest ideas and explain what they are going to do Model their ideas in card and paper.

	<p>area-model making.</p> <p>Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product.</p>	<p>practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product (repeat). Evaluate their product by discussing how well it works in relation to the purpose.</p>	<p>relation to the purpose (repeat). Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it (repeat).</p>	<p>improve the appearance of their product (repeat). Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make (repeat) Evaluate their product by discussing how well it works in relation to the purpose (repeat). Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it (repeat).</p>	<p>intend to design and make (repeat). Evaluate their product by discussing how well it works in relation to the purpose (repeat). Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it (repeat).</p>	<p>Develop their design ideas applying findings from their earlier research. Evaluate their product by discussing how well it works in relation to the purpose (repeat). Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it (repeat).</p>
	<p>Make their design using appropriate techniques, with help measure, mark out, cut and shape a range of materials. Make their design using appropriate techniques, with help measure, mark out, cut and shape a range of materials, use tools eg scissors and a hole punch safely assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p>					