

Year 1 Curriculum Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	Journeys	Light and Dark	Fairies and Frogs	All About Me!	How Does Your Garden Grow?	Here Comes The Sun
Texts	The Tiger Who Came to Tea We're Going on a Bear Hunt The Gruffalo	Rama and Sita - Diwali The Gunpowder Plot Queen Victoria - The Victorians (black and white/electricity) The Snowman	Goldilocks Three Billy Goats Gruff Toby and the Great Fire of London	Tad Handa's Surprise Funnybones	Titch The Hungry Caterpillar	What the Ladybird Heard at the Seaside The Snail and the Whale
Genre	Focus: labels, lists and captions	Focus: short recounts (non-fiction writing), postcards/letters and fire poems	Focus: story writing (sequencing short sentences) letters and recounts (non-fiction writing)	Focus: repetitive language in stories - story writing (sequencing short sentences) and Spring poems	Focus: instructions and explanations (flow charts) (non-fiction writing)	Focus: book reviews, fact files (non-fiction writing) and animal rhyming poems
History		- Compare aspects of life in different periods (Guy Fawkes and Queen Victoria similarities and differences)	- Understand events beyond living memory that are significant nationally (The Great Fire of London) - Understand the lives of significant individuals in the past who have contributed to national achievements (Samuel Pepys - how key events were recorded)	- Learn about the changes within living memory of children, parents and grandparents (reveal aspects of change of national life - how has life changed?) - Learn about where families live around the world		- Learn about significant historical events, people and places in our own locality (Charles Bennion and St. Luke's Church)
Geography	- Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop and key physical features including: beach, cliff, coast, forest, hill, mountains, sea, ocean, river, soil, valley, vegetation, season, weather. - Identify how houses are different in different parts of the area/city.	- Identify seasons in the UK and the location of hot and cold areas of the world - Name, locate and identify simple characteristics of the four countries of the UK (Eng, Sco, Wales, NI)	- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Use simple fieldwork and observational skills to study the geography of the school and its grounds	- Name and locate the world's 7 continents and 2 oceans - Devise a simple map and use and construct basic symbols in a key. - Use simple compass directions and local and directional language to describe the location of features and routes on a map	- Understand water pollution within Thurnby/Bushby and Leicester City Centre	- Understand geographical similarities and differences between Leicester City Centre and Bradgate Park
Science	Everyday Materials - Distinguish between an object and the material it is made from - Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock - Describe the simple physical properties of a	Seasonal Changes - Working scientifically: perform simple tests to explore questions (what is the best material for...?) - Observe changes across the 4 seasons - Observe and describe weather associated with the seasons and how day length varies	Animals including Humans - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds	Animals including Humans - 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 have plenty of opportunities to learn	Plants - Identify and name a variety of common wild and garden plants including deciduous and evergreen trees Working scientifically: Compare and contrast familiar plants, identify and group them, draw diagrams to show parts	Plants - Identify and describe the basic structure of a variety of common flowering plants, including trees. (Use the local environment to explore and answer questions about plants growing in their habitat. Observe growth of

	<p>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>(Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent)</p> <p>(Explore and experiment with a wide variety of materials like brick, fabrics, elastic, foil, etc)</p>	<p>Working scientifically: make tables and charts about the weather, make displays of what happens in the world around them including day length as the seasons change</p> <p style="text-align: center;">WINTER FOCUS</p>	<p>and mammals, including pets)</p> <p>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Working scientifically: Compare and contrast animals at first hand or through videos/photographs, describe how they identify and group them, group animals according to what they eat and use senses to compare different textures, sounds and smells.</p> <p>(Understand how to take care of animals taken from their local environment and the need to return them safely after study)</p>	<p>the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes)</p> <p>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>- Observe changes across the 4 seasons</p> <p>- Observe and describe weather associated with the seasons and how day length varies</p> <p>Working scientifically: make tables and charts about the weather, make displays of what happens in the world around them including day length as the seasons change</p> <p style="text-align: center;">SPRING FOCUS</p>	<p>of different plants including trees. Keep records of how plants have changed over time, e.g. leaves falling off trees and buds opening</p> <p>(Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>- Observe changes across the 4 seasons</p> <p>-Observe and describe weather associated with the seasons and how day length varies</p> <p>Working scientifically: make tables and charts about the weather, make displays of what happens in the world around them including day length as the seasons change</p> <p style="text-align: center;">SUMMER FOCUS</p>	<p>flowers and vegetables they have planted)</p> <p>(Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>- Observe changes across the 4 seasons</p> <p>-Observe and describe weather associated with the seasons and how day length varies</p> <p>Working scientifically: make tables and charts about the weather, make displays of what happens in the world around them including day length as the seasons change</p> <p style="text-align: center;">SUMMER FOCUS</p>
ICT	<p>Online Safety</p> <p>Exploring Purple Mash: Paint</p> <p>2Count</p> <p>2Explore</p> <p>2 Quiz</p>	<p>Grouping and Sorting: 2 Quiz</p> <p>Pictograms: 2Count & 2 Connect</p> <p>Lego Builders: 2 Quiz, paint</p>	<p>Maze Explorers: 2 Go</p> <p>Animated Storybooks- 2 create a story</p>	<p>Animated Storybooks- 2 create a story</p>	<p>Coding: 2Code</p>	<p>Spreadsheets- 2 Calculate</p> <p>Technology outside school- Writing templates</p>
Art	<p>Water as a medium</p> <p>Colour wheels- primary and secondary colours</p>	<p>Line drawings- stamps</p> <p>Fire paintings/ collage</p>		<p>Using senses to do art</p> <p>I saw a song- Eric Carle</p>	<p>Vincent van Gogh- Sunflowers</p> <p>Seed pictures</p>	<p>Charcoal sketches of shells</p> <p>Texture and lines</p> <p>Tree/leaf rubbings</p>
D&T		<p>3D models</p> <p>Cooking</p>	<p>Clay models</p>			<p>Papier mache shells</p> <p>Making a winch</p>
Music	<p>Hey yaal</p> <p>-Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>-How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> <p>Style: Old School Hip Hop</p>	<p>Rhythm in the way we walk/ Banana Rap</p> <p>-Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>-How pulse, rhythm and pitch work together.</p> <p>Singing and rapping.</p>	<p>In the Groove</p> <p>-Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>-Playing/singing in different styles and learning about those styles.</p>	<p>Round and round</p> <p>-Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>Style: Latin Bossa Nova, Film Music, Big band, Jazz, Mash-up, Latin fusion.</p>	<p>Your imagination</p> <p>-Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>-Create your own lyrics.</p> <p>Style: Mixed styles and listening to songs/music about using your Imagination.</p>	<p>Reflect, rewind, replay</p> <p>-Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p> <p>Style: Western Classical. Music in context of films. Placing music in its period of time.</p>

		Style: Reggae/ Hip hop / Rap	Style: Blues, Latin, Folk, Funk, Baroque, Bhangra			
		Christmas Songs				
RE	What does it mean to belong to a faith community?	Incarnation -Why does Christmas matter? (Core learning)	1.1- God - What is God like?	1.5 - Salvation - Why does Easter matter? (Core learning)	1.5 -What makes some places sacred?	
PE	REAL PE - Unit 1 Coordination floor movement patterns/static balance	REAL PE - Unit 2 Dynamic Balance/static balance	REAL PE - Unit 3 Dynamic balance/static balance	REAL PE - Unit 4 Ball Skills, balance in pairs	REAL PE - Unit 5 Coordination with equipment/ agility: reaction/respond	REAL PE - Unit 6 Agility/Ball chasing
	Val Sabin - Dance Unit 1	Val Sabin- Gym Unit E: Points and patches	Val Sabin - Dance Unit 2	Val Sabin-Gym Unit G: Wide-narrow-curled.	Val Sabin - Games Unit 3: Bat/ball skills and games	Val Sabin - Athletics Using different equipment: javelins/throwing/running
Maths White Rose	- Place Value (within 10) - Addition and Subtraction (within 10)	- Addition and Subtraction (within 10) - Shape - Place Value (within 20)	- Addition and Subtraction (within 20) - Place Value (within 50)	- Place Value (within 50) - Length and Height - Weight and Volume	- Multiplication and Division - Fractions	- Fractions - Position and Direction - Place Value (within 100) - Money - Time