

YEAR 1 CURRICULUM OVERVIEW

TOYS, KINGS AND QUEENS, SPACE/MOON

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH <i>see detailed English curriculum plan for objectives</i>	KEY TEXTS: The Enormous Turnip; The Magic Porridge Pot; Pumpkin Soup; Chicken Licken	KEY TEXT: Stick Man	KEY TEXT: Owl Babies	KEY TEXT: Whatever Next	KEY TEXT: The Day the Crayons Quit	KEY TEXT: How to Catch a Star
HISTORY	Toys <i>Changes within living memory</i>		Queen Elizabeth I compared to Queen Elizabeth II <i>Significant historical events, people and places in their own locality.</i>		Moon landing <i>Changes within living memory</i>	
GEOGRAPHY See Programmes of Study for vocabulary	Weather <i>Identify seasonal and daily weather patterns in the UK (geographical vocabulary)</i> N.B. This objective can run across the year	Exploring the Local Area <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (geographical vocabulary)</i>	Exploring the United Kingdom <i>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</i> <i>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at</i>			Exploring the World <i>Name and locate the world's seven continents and five oceans</i> <i>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>

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			<i>this key stage</i>			
RE	Beginnings: creation	Christmas: Mary	Animals	Stories about Jesus	Special occasions	Journeys
ART		<p>Autumn e.g. Use different art media/materials to create Autumn scenes (Literacy link)</p> <p><i>To use a range of materials creatively to design and make products</i></p>	<p>Castles and shields (History link)</p> <p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p>			
DT	<p>Puppets (History link)</p> <p><i>Explore and evaluate a range of existing products</i></p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their</i></p>			<p>Castles e.g. 3D junk modelling (History link)</p> <p><i>Build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>Select from and use a wide range of materials and components, including</i></p>	<p>Moon and planets e.g. Make moon and planets (History link)</p> <p><i>Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining, finishing]</i></p>	<p>Cooking and Nutrition Instructions for How to make a ... (Literacy Link)</p> <p><i>Understand where food comes from</i></p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>Select from and use a</i></p>

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	<i>characteristics</i>			<i>construction materials, textiles and ingredients, according to their characteristics</i>		<i>wide range of ...ingredients, according to their characteristics</i>
COMPUTING	Coding	Blogging and creating a picture Using a word bank	What is an algorithm? Internet scenario	E-safety Creating an image Devices	Data handling Searching	Simulations and gaming Creating an image
PE <i>see PE map</i>	Striking and fielding	Dance	Gymnastics	Athletics	Multi-skills	Net and wall games
SCIENCE See Programmes of Study for non-statutory guidance	<p>Animals, including humans</p> <p><i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p> <p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</i></p> <p>Materials</p>	<p>Plants</p> <p><i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p> <p>Seasons</p> <p><i>Observe changes across the four seasons</i></p>	<p>Plants (Literacy link e.g. <i>Jack and the Beanstalk</i>)</p> <p><i>Identify and describe the basic structure of a variety of common flowering plants, including trees</i></p> <p>(Observe the growth of flowers and vegetables they have planted)</p> <p>Materials (Literacy link e.g. <i>The Three Little Pigs</i>; Art e.g. <i>Castles</i>)</p>	<p>Animals, including humans</p> <p><i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i></p> <p>Seasons</p> <p><i>Observe changes across the four seasons</i></p>	<p>Everyday Materials (DT link)</p> <p><i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i></p> <p><i>Describe the simple physical properties of a variety of everyday materials</i></p>	<p>Animals, including humans</p> <p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i></p> <p>Seasons</p> <p><i>Observe and describe weather associated with the seasons and how day length varies</i></p>

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	(History/DT link) <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</i>		<i>Distinguish between an object and the material from which it is made</i>			
SCIENCE Related methods, processes and skills (Statutory)	These skills are incorporated across the units and year <ul style="list-style-type: none">▪ Asking simple questions and recognising that they can answered in different ways▪ Observing closely, using simple equipment▪ Performing simple tests▪ Identifying and classifying▪ Using their observations and ideas to suggest answers to questions▪ Gathering and recording data to help in answering questions					