


## Year 1 Curriculum Overview

	Autumn Term	
	1	2
	Space	Weather and Seasons
Experiences/Visitors		Park walk - seasonal changes Christmas performance
Language	<p><b>English</b> visit, travel, spaceship, zoomed, soared, thud, filthy, chuckled, wobble, petal, unique, flicker, power, freezing, massive, cuddle, depart, enter, stroll, act, serious, filthy, machinery, debris, gaze, terrified, peculiar, fragment, triumph, shriek, throbbing, delightful, wonderful, sped, pierced, floating, massive, squished, deserted, dangling, adored, gazed, stroll, leap, massive, tumbled, shiny, ponder, bizarre, technique, leading, marvellous, gadget, unique, collapsing, agitated</p> <p><b>Maths</b> compare, longer, long, shorter, short, tall, taller, heavier, lighter, mass, forwards, backwards, equal, not equal, largest, smallest, whole, part, altogether, together, similar, same, different, systematically, pair, subitise, double</p> <p><b>History</b> Technology, Reaction, phenomenon, Exploration, Astronaut, Launch, Pilot, Mankind, Chronological</p> <p><b>Art</b> aware, specific, obvious, thick, thin, light, dark, shading, tone, broad, Narrow, Fine, Pattern, Line, Shape, Detail, nature, comparison, still-life</p> <p><b>Music</b> create, pulse, rhythm, pitch, tempo, melody, percussion, pitch, groove, tune, melody</p> <p><b>Computing</b> research, display, press, computer, mouse, keyboard, screen</p> <p><b>PSHE</b> rights, fair, rewards, belonging, charter, involved</p> <p><b>PE</b> stretch, transfer, Coordination, Muscle, tension, relay</p> <p><b>RE</b> decide, text, Diwali, Hindu, festival</p>	<p><b>English</b> tune, swoop, huddle, squeak, kerfuffle, bounce, tease, panic exhilarated prepared adventurous organise skilful devastate warning increasing terrifying, ablutions, slinking unwind remove ashamed sobbing gleeful, command, refusal, perched, jam packed, mountainous, discomfort, incredulous, smothered, expand, ingest, projectile, requirement, feline, nosedive, gore, insert.</p> <p><b>Maths</b> pair, odd, even, order, counting forwards, backwards, long, midpoint, amount, addend, sum</p> <p><b>Science</b> seasons weather, sunny, rainy, windy, snowy, seasons, winter, summer, spring, autumn, sun sunrise, sunset, day length</p> <p><b>Geography</b> daily, weather, patterns, seasonal, change, equator</p> <p><b>DT</b> require, affect, rigid, mechanisms – rocket, arrange, assemble, build, nutrition, fruit, vegetable, taste</p> <p><b>Music</b> Structure Elements Texture, dynamics, perform, singers, audience, non-standard symbols</p> <p><b>Computing</b> large, add, big, paint program, tool, paintbrush, erase fill, pictures, painting</p> <p><b>PSHE</b> Calm, mean, special, bullying, lonely, welcome,</p> <p><b>PE</b> rhyme, actions, rally, competition</p> <p><b>RE</b> explain, Diwali, Hindu, Christmas, Jesus, miracle</p>
English	<ul style="list-style-type: none"> <li>Narrative</li> <li>Non-Chronological</li> </ul> <p>6b. I can talk about my ideas using sentences. 9b. I can write words using the initial and final sound. 12b I can use a full stop to show where one idea ends. 11b. I can use a capital letter at the beginning of my writing.</p>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Non-Chronological</li> </ul> <p>6b. I can talk about my ideas using sentences. 9b. I can write words using the initial and final sound. 12b I can use a full stop to show where one idea ends. 11b. I can use a capital letter at the beginning of my writing. 4b I can use a finger space between most words</p>
Reading	<p><b>1:1 and small group reading</b></p> <p><b>Books in Drawing Club</b> Whatever next? Why is the sky blue? Man on the moon, Look up, One giant leap, How to catch a star</p> <p><b>Fluency: Daily reading</b></p>	<p><b>1:1 and small group reading</b></p> <p><b>Books in Curious Quests</b> Clean up, Alans big scary teeth,</p> <p><b>Fluency: Daily reading</b></p>
Maths	<ul style="list-style-type: none"> <li>Comparisons</li> <li>Counting forwards and backwards</li> <li>Composition of number (use of part-part-whole/tens frames/rekenreks)</li> </ul>	<ul style="list-style-type: none"> <li>Counting forwards and backwards</li> <li>Matching amounts digits and words</li> <li>Partitioning</li> <li>Odds evens</li> <li>More/less</li> <li>addition</li> </ul>

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Science	<p><b>Environmental through continuous provision</b></p> <p>Make systematic observations and explore cause and effect through sand and water play. Use simple scientific equipment to gather data through the use of tally charts.</p> <p>Ask and answer questions about what they have observed</p>	<p><b>Seasonal changes</b></p> <p><b>Big Question: What changes happen in every season?</b></p> <p><b>Knowledge</b></p> <p>Seasonal changes observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how the length of day varies</p> <p><b>Skills</b></p> <p>Asking simple questions and recognising that they can be answered in different ways:</p> <p>Use everyday language/begin to use simple scientific words to ask or answer a scientific question</p>
Geography/History	<p><b>The Moon landings</b></p> <p><b>Big question:</b> What was the space race?</p> <p><b>Knowledge:</b> Understanding of events, people and changes</p> <p>To have knowledge and understanding of people and events from both the distant past and recent (since 1900) in Britain and the wider world.</p> <p>To have knowledge of past events and people important to them in their own lives and communities. (The Moon landing.)</p> <p>Significant people: Neil Armstrong, Katherine Johnson, Mae Jemison.</p> <p><b>Skills:</b> Chronology</p> <p>To be familiar with different stories or views/opinions about significant people or events from the distant and recent past and where they fit into the chronological timeline.</p>	<p><b>Weather and Seasons</b></p> <p><b>Big Question:</b> What’s the weather like where I live?</p> <p>I know that I live in the United Kingdom (UK).</p> <p><b>Locational knowledge</b></p> <p>I know the name and location of the North Pole, South Pole and Equator line on a globe.</p> <p>I know where the cold and hot parts of the world are in relation to the Equator and North and South poles.</p> <p><b>Mapping skills</b></p> <p>I can locate the UK on a globe and world map.</p> <p><b>Physical geography</b></p> <p>I can identify seasonal and daily weather patterns in the United Kingdom</p>
Art/DT	<p><b>Kandinsky, Mark making, Abstract Art</b></p> <p><b>Big Question:</b> What is Abstract Art</p> <p><b>Knowledge</b></p> <p>I know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>I can look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>I understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>I understand all responses are valid</p> <p><b>Skills</b></p> <p>I can use a range of materials creatively to design and make products</p> <p>I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination</p> <p>I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Sharing</p> <p>I can share thoughts about my own, my peers and key artist’s work</p>	<p><b>Rocket design and building</b></p> <p><b>Big Question:</b> How do we get into space?</p> <p><b>Technical knowledge</b></p> <p>Use knowledge and learning from all subjects to help formulate discussions about how to design and make products for specific purposes.</p> <p>Begin to understand that materials have both functional properties and aesthetic qualities.</p> <p>Follow safe procedures for food safety and hygiene</p> <p><b>Research</b></p> <p>Evaluate existing products to understand: how well products have been designed and made. Discuss materials that have been used and how well products work.</p> <p>Gather information from children in class about the needs and wants for a specific product.</p> <p>With adult support, develop simple design criteria and use these to inform their ideas.</p> <p><b>Skills</b></p> <p><b>Design</b></p> <p>With adult support, discuss how to design a product for a purpose.</p> <p><b>Plan</b></p> <p>Model ideas through talking with adults, drawing, annotation, mock ups and templates.</p> <p><b>Make</b></p> <p>Provide a range of tools, materials, textiles and equipment to choose from. Adult demonstrate and model perform practical tasks related to product being made e.g., cutting, joining etc. for children to copy when making.</p> <p><b>Evaluate</b></p> <p>With adult support, discuss what worked well and why, pinpointing examples. Evaluate their ideas and products against simple design criteria</p> <p><b>Skill development in:</b></p> <p>Arranging, assembling</p> <p>Tool suggestions (dependent on chosen task):</p> <p>Masking tape, scissors</p> <p>Tool Suggestions (dependent on chosen task):</p> <ul style="list-style-type: none"><li>Mixing bowl, spoon, knife</li></ul>
Computing	<p><b>Big Question:</b> What are computers used for in school?</p> <p>Recognising technology in school and using it responsibly</p> <p>Recognise common uses of information technology beyond school</p>	<p><b>Digital painting</b></p> <p><b>Knowledge</b></p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p><b>Skills</b></p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digital</p>
	<ul style="list-style-type: none"><li><b>School Values</b></li><li><b>Big Question:</b> How do I promote our school values?</li></ul> <p>Respectful Responsible Safe</p> <p>Further develop an understanding of each value and why they are important. Begin to recognise these values in own self and others.</p> <ul style="list-style-type: none"><li><b>New beginnings</b></li><li><b>Big Question: What is our class charter and why is it important?</b></li></ul> <p>Class charter Feeling scared/sad and feeling better. Everyone in the class has rights. Democracy Positive ways of learning with others Understanding of school council and pupil voice. Human Values L1,4,5R1,21,22,24,25</p> <ul style="list-style-type: none"><li><b>Global Citizenship</b></li></ul>	<ul style="list-style-type: none"><li><b>Getting on and falling out (SEAL)</b></li><li><b>Big Question:</b> What makes a good friend?</li></ul> <p>What makes a good friend, active listening, peaceful problem solving.</p> <ul style="list-style-type: none"><li><b>Say no to bullying B&amp;H PSHE Team Anti bullying week</b></li><li><b>Big Question: What is bullying behaviour?</b></li></ul> <p>Mean behaviour is never OK. Bullying behaviour is mean behaviour that is on purpose and repeated.</p> <p>Safety network. Anti-bullying week annual theme.</p> <p>H11, 12, 13,14, 15,16</p> <p>R6, 7, 8, 9, 10,11,12, 20 21, 24</p> <ul style="list-style-type: none"><li><b>Gypsy Roma Traveller education (GRT) B&amp;H PSHE Team Kushti Atchin Tan)</b></li><li><b>BIG QUESTION: How can I make people feel welcome?</b></li></ul>

Year 1 Curriculum Overview

	<ul style="list-style-type: none"><li>• <b>Our City, Our World</b></li><li>• <b>BIG QUESTION: Why do we need community?</b></li></ul> <p>My community and multicultural Britain. Exploring family life in different countries and comparing. People who are special to me. KS1 R21, 22,23,L4,5,6</p>	H11,12,13,14,15, R3,4,10,11,12,20, 21,22,23, L6
<b>Music</b>	<ul style="list-style-type: none"><li>• <b>Singing in class and Singing assembly</b></li></ul> <p><b>Big Question:</b> What is a tuned instrument? To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes (pitch)</p> <p><b>Listening</b> I can recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p><b>Singing and playing</b> I can take part in space songs and begin to sing in time to the music.</p> <p><b>Composing</b> I can hear and play high and low sounds</p> <p><b>Performing</b> I can follow instructions about when to play or sing</p> <p><b>Transcribing and using symbols</b> I can hear that rhythm is different to the pulse.</p>	<ul style="list-style-type: none"><li>• <b>Singing in class/ Christmas songs and Singing assembly</b></li></ul> <p><b>Big Question: How does the music make you feel?</b> To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, e.g., through dynamics (dynamics) To know that music has layers called 'texture'.</p> <p><b>Listening</b> I can describe the volume changes in a piece of music. I can recognise and name some of the instruments I hear</p> <p><b>Singing and playing</b> I can learn and take part in Christmas performances from memory</p> <p><b>Composing</b> I can use different dynamics when I sing and play to change the mood</p> <p><b>Performing</b> I can play when asked to</p> <p><b>Transcribing and using symbols</b> I can follow instructions and symbols to change the volume when singing and playing</p>
<b>RE</b>	<p><b>Big Question:</b> What makes our world wonderful? Knowledge To talk about who they are and the natural world. To find out about how to care for the environment. To recall, name and talk about harvest festival. Skills Begin to find out about religions and beliefs' 'Recall, name and talk about simple beliefs, stories and festivals'</p>	<p><b>Big Question:</b> How is the symbolism of light used in religious celebrations? Knowledge To observe, notice and recognise the significance of light in religious celebrations. Recall, name and talk about aspects of Diwali and Christmas Skills Observe, notice and recognise simple aspects of religion in their own communities. Recall, name and talk about simple beliefs, stories and festivals</p>
<b>PE and Sport</b>	<p><b>Big Question:</b> How can I run faster, jump further and throw further? Run, jump, throw <b>Knowledge:</b> Know / Understand The importance of stretching and staying hydrated. <b>Skills:</b> Starting and stopping at different speeds Arm movement at speed Taking off on two feet Using the leading arm to direct throw Work collaboratively to improve Competing fairly in relay teams</p> <p><b>Big Question:</b> How can I perform a sequence of movements in gymnastics? <b>Gymnastics</b> <b>Know / Understand:</b> how to stretch muscles in the warm up. how to safely land and finish skills. that it is important for us to warm up before we start gymnastics. Refining shapes and jumps to improve coordination Transfer sequence to low equipment Show muscle tension to hold shapes Taking off and landing Body tension and control in travel Linking movements</p>	<p><b>Big Question:</b> How can I run faster, jump further and throw further? <b>Send and Return</b> <b>Know / Understand</b> that they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. that they can use their hands or feet to pass a ball. <b>Skills:</b> Sliding and receiving a ball or beanbag Exploring ways of sending a ball or beanbag Moving towards and returning balls Working together to send and return Basic rally with a partner Hitting over a bench against a partner with a competitive element</p> <p><b>Big Question:</b> How can I perform a sequence of movements in dance? <b>Dance</b> <b>Know / Understand:</b> that exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises Perform actions to nursery rhymes March in time Move and turn as a group Perform simple canon Perform in simple rounds</p>