


## Year 1 Curriculum Overview

	Summer Term	
	1	2
	How Very Victorian	How Very Victorian
<b>Experiences/Visitors</b>	6 Weeks	7 Weeks
<b>Language</b>	Preston Manor Trip World Culture Day	Sports Day Victorian School Day Transition Day
<b>English</b>	<ul style="list-style-type: none"> <li>English: bath, floor, clothes, house, past tense verbs, time adverbials, character, commas, children, kind, school, class, child, dunce's hat, cane, British Empire, arithmetic, drills</li> <li>Reading: sequence, predict, infer, summarise, retrieve, explain, vocabulary, fluency, intonation, expression, fiction, non-fiction, information</li> <li>Maths: addend, sum, partition, regrouping, exchange, equal, unequal, grouping, repeated addition, factor, product, multiplication., multiply, adjacent, multiples, value, generalisation, retrieval, ratio, equation, expression</li> <li>Science: habitat, suitable, adapt, survive, shelter, micro-habitat</li> <li>History: chronological, industrial revolution, exploitation, labour, Child Workhouse Slums, orphans</li> <li>Art: exhibit, initial, preceding, rubbing, smudge, image, reverse shapes, surface, pressure, decoration, cloth, repeat, rotate, mono-print, two-tone print</li> <li>Music: trend, contemporary, structure, styles, ensemble, instrumental</li> <li>Computing: credit, transfer, test, record, device, camera, photograph, capture, image, digital, landscape, portrait, flash, focus, editing, framing, lighting</li> <li>PSHE: loss, trust, secret, breasts, nipples, death</li> <li>PE: target, bowling, intercepting, goalkeeping</li> <li>RE: ultimate questions, natural world, qualities, unique</li> </ul>	<ul style="list-style-type: none"> <li>English: setting, expanded noun phrase, adverbs, sewer, eerie, murky, gloomy, never-ending, colossal</li> <li>Reading: sequence, predict, infer, summarise, retrieve, explain, vocabulary, fluency, intonation, expression, fiction, torn apart, encounters, Underground, twisted, rot, urchin, oozes, greasy, sewers, treacle, revenge, shuffled</li> <li>Maths: same, different, value, generalisation, equation, expression, representation, array, divide, division, dividend, divisor, quotient, money, pence, pound, 2D and 3D shapes, vertices, edges, faces, vertex, side, circle, triangle, square, rectangle, pentagon, hexagon, heptagon, octagon, sphere, pyramid, cube, cuboid, cone, cylinder, properties, minute hand, hour hand, o'clock, half past, quarter past, quarter to, fractions, whole, half, quarter, third, symmetry, symmetrical, length, height, weight, mass, capacity, volume, position, direction, rotation, half turn, quarter turn, whole turn, three-quarter turn, clockwise, anti-clockwise, sequence pictogram, tally chart, block diagram, table, compare</li> <li>Science: exercise, heartbeat, breathing, hygiene</li> <li>History: domestic, conformity, attitudes</li> <li>DT: manual, capable, expose, mechanism, level, pull, push</li> <li>Music: insert, dynamics, families, instrument, wind, string, percussion, brass, conductor, performance, audience</li> <li>Computing: output, equation, sequence, command, outcome, predict, blocks, design, actions, sprite, project, algorithm, build, match, compare, debug, evaluate, code</li> <li>PSHE: physical, achieve, control, testicles, anus, vulva</li> <li>PE: teamwork, symbols, pattern, repeat, search, blindfolded.</li> <li>RE: environment, positive, Muslim, Muhammad (PBUH), Prophet, Messenger, Islam, Qur'an, Eid, belief</li> </ul>
<b>Reading</b>	<p><b>Guided Reading</b> Explore Victorian! – non-fiction – VIPERS: vocabulary, infer, predict, explain, retrieve, sequence</p> <p><b>Fluency:</b> Victorian Nursery Rhymes – Pop Goes the Weasel, There was a Croaked Man, Wind the Bobbin Up, Doctor Foster went to Gloucester I can read aloud many words quickly and accurately without overt sounding and blending. I enjoy listening to, discussing and expressing my views about a wide range of contemporary and classic poetry, stories and non-fiction books at a level beyond I can read independently.</p>	<p><b>Guided Reading</b> Twisted Tunnels – fiction - VIPERS: vocabulary, infer, predict, explain, retrieve, sequence</p> <p><b>Fluency:</b> Queen Victoria's Diary of the coronation – I can read aloud many words quickly and accurately without overt sounding and blending. I enjoy listening to, discussing and expressing my views about a wide range of contemporary and classic poetry, stories and non-fiction books at a level beyond I can read independently.</p>

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<b>Maths</b>	<ul style="list-style-type: none"> <li>Addition 2D + 2D – no regrouping, regrouping</li> <li>Multiplication – 2, 5 and 10 x tables</li> </ul>	<ul style="list-style-type: none"> <li>Division</li> <li>Time</li> <li>Shape – 2D and 3D, symmetry</li> <li>Measure – length, height, weight, mass, volume, capacity</li> <li>Money</li> </ul> <p>Fractions</p>
<b>Science</b>	<p><b><u>Living things and their habitats</u></b>  <b>BIG QUESTION:</b>            What makes a good home for a living animal?  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know the characteristics of living things. (Movement, Respiration, Sensitivity. Growth, Reproduction, Excretion, Nutrition)</li> <li>I know that most living things live in habitats to which they are suited and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>I can identify and name the plants and animals in the following habitats:               (urban habitat – people, pigeons, foxes, rats, woodland habitat - badgers, mice, squirrels, bats,               Pond habitats - frogs, ducks, dragonflies, coastal habitats-starfish, crab, seagull, seaweed),</li> <li>I know microhabitats can be found under rocks, in short grass, inside rotting wood and under leaves</li> <li>I can identify minibeasts such as: caterpillars, ants, worms, spiders, ladybirds.</li> <li>I know that animals get their food from plants and other animals.</li> </ul> <p><b>Skills:</b>  <b><u>Working Scientifically</u></b>             Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.</p>	<p><b>Animals including humans.</b>  <b>Big Question:</b>            What do we know about animals and their offspring and what they need to survive?  <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene when eating.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><b>Asking simple questions and recognising that they can be answered in different ways:.</b></li> <li>Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips</li> </ul>
<b>History</b>	<p><b>Victorians</b>  <b>BIG QUESTION:</b>  <b>Who were some of the important inventions/inventors of the Victorian era?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding of events, people and changes</li> <li>Develop an awareness of the past --Develop a chronological understanding -- Recognising similarities and differences between the past and the present (School, technology and pastimes now and then.)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Historical interpretation - To be able to use and interpret a range of evidence about the past (non -fiction books) –</li> <li>Chronology Represent and communicate about the past using a timeline. Use appropriate historical vocabulary.</li> </ul>	<p>Victorians  <b>Big Question:</b>            What was the Industrial Revolution?  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding of events people and changes.</li> <li>Significant historical events, people and places in their own locality: Preston Manor.</li> <li>Significant person: Sarah Forbes Bonetta</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Communication.</li> </ul> <p>Use discussion, pictures, drama, role play, artefacts, writing and IT to communicate knowledge and understanding and make comparisons between life now and then.</p>

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<b>Art/DT</b>	<p><b>Printing</b></p> <p><b>BIG QUESTION:</b> Why did the Victorians want to bring outside life inside?</p> <p><b>Knowledge:</b></p> <p><b>Artist -William Morris</b></p> <ul style="list-style-type: none"> <li>• His life and work related to Victorian times.</li> <li>• Impact he has still today in design world.</li> <li>• Broke barriers between artist and designer and made art accessible to the public</li> <li>• Influence on <b>Althea McNish</b>.</li> <li>• Understand prints are made by transferring an image from one surface to another.</li> <li>• Understand relief prints are made when we print from raised images (plates).</li> <li>• A printed pattern is created with a wood block or shape that is repeated.</li> <li>• A painted pattern is created by hand.</li> <li>• Patterns can be created using lines and shapes.</li> <li>• A pattern can be repeated, rotated or reversed.</li> </ul> <p><b>Skills:</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• To be able to produce rubbings from textures.</li> <li>• To experiment with amount of paint and develop control.</li> <li>• To be able to apply ink onto shapes or surface to experiment with printing.</li> <li>• To create repeated patterns and explore textures – with found material.</li> </ul> <p><b>Moving on to:</b></p> <ul style="list-style-type: none"> <li>• To explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</li> </ul>	<p><b>Knowledge:</b></p> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>• Understanding that mechanical systems create movement.</li> </ul> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Evaluate existing products to understand: how well products have been designed and made, why certain materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes, how well products meet user needs and wants and whether products can be recycled or reused.</li> </ul> <p><u>Research to develop design criteria</u></p> <ul style="list-style-type: none"> <li>• Gather information about the needs and wants of particular individuals to design for purpose e.g. non-fiction books, advertisements, ask peers and adults what they like/want and why?</li> <li>• Develop simple design criteria and use these to inform their ideas.</li> </ul> <p><b>Skills:</b></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• Work as a group to discuss how to design a variety of different products for a purpose.</li> </ul> <p><u>Plan</u></p> <ul style="list-style-type: none"> <li>• Share steps for making plans in the correct order to achieve the best outcome with regard to purpose and appeal to the target groups</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• Confidence in selection of tools, materials, equipment and components, including construction materials according to their characteristics and suitability for certain tasks e.g. shaping, finishing, decorating etc. Explore the mechanisms – levers, sliders, wheels and axels and discuss/decide/apply this knowledge to how they could be used.</li> <li>• Choose and use appropriate and appealing finishing techniques</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Evaluate theirs and others finished products against design criteria and possible adaptations/improvements. Evaluate how finishing techniques improved their appearance of their products.</li> <li>• Discuss with peers and groups what are the successes and possible improvements.</li> </ul> <p><u>Skill development in:</u> Shaping, joining, finishing</p> <p><u>Tool suggestions (dependent on chosen task):</u> Slider, pivot, axle</p>
<b>Computing</b>	<p><b>Digital Photography</b></p> <p><b>BIG QUESTION:</b> How can you take and edit a photo with a digital device?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Digital photography</li> </ul>	<p><b>Programming Quizzes</b></p> <p><b>BIG QUESTION:</b> How can you use multiple commands to produce an outcome?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital</li> </ul>

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	<ul style="list-style-type: none"> <li>Capturing and changing digital photographs for different purposes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> <li>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.</li> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</li> </ul>	<p>devices, and that programs execute by following precise and unambiguous instructions</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</li> <li>Create and debug simple programs.</li> </ul> <p>Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>
<b>PSHE/RSE</b>	<p><b>Relationships</b>  <b>Big Question:</b>  <b>What strategies can I use when I feel sad?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore love and feeling cared for; and explore loss and coping strategies.</li> <li>It is ok to feel sad and miss a much-loved pet.</li> <li>Simple coping strategies.</li> <li>Safety network.</li> <li>Winston's Wish resources.</li> </ul> <p><b>Skills:</b>  <b>Relationships</b></p> <ul style="list-style-type: none"> <li>I can tell you when I feel happy and sad.</li> <li>I can tell you that it is ok to feel sad.</li> <li>I can tell you about some strategies for coping when a pet dies.</li> <li>I can tell you how to get help.</li> </ul> <p><b>Protective behaviours – Feeling Good, Feeling Safe</b>  <b>BIG QUESTION:</b>  <b>What is a right?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Everyone has the right to feel safe all of the time.</li> <li>Nothing is too small or awful to talk about it.</li> <li>Body confidence</li> <li>Early warning signs</li> <li>Safety continuum</li> <li>Safe and unsafe touch</li> <li>Safety network.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can tell you that I have a right to feel safe.</li> <li>I can say when I feel safe and unsafe.</li> <li>I can name the private and personal parts of the body.</li> <li>I can describe my early warning signs.</li> <li>I can tell you what fun to feel scared means and give you some examples.</li> <li>I can tell you what I can do if something does not feel fun to feel scared anymore.</li> <li>I can say when I think touch is safe or unsafe.</li> <li>I can tell you what the underwear rule is.</li> <li>I can tell you about being boss of my body.</li> <li>I can tell you about safe and unsafe secrets.</li> <li>I can ask for help.</li> </ul>	<p><b>Relationships Sex &amp; Health Education</b>  <b>BIG QUESTION:</b>  <b>What are the differences between most boys' and most girls' bodies?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Body confidence and being body kind to others.</li> <li>Body confidence and safety through confident use of scientific terms -vulva and penis</li> <li>Making links between personal and private parts of the body and sexual reproduction. Including:</li> <li>Male and female parts are needed to make babies.</li> <li>Some people when, they are grown up, may choose to have a baby.</li> <li>In humans, to make a baby you need a sperm from a grown-up male body and an egg from a grown-up female body.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can tell you that bodies come in all shapes and sizes.</li> <li>I can tell you what is great about my body.</li> <li>I can tell you what I could say or do if I notice someone being mean about someone else's body.</li> <li>I can tell you why differences between most girls' and most boys' bodies are there.</li> <li>I can name the private and personal parts of the body.</li> <li>I can tell you what I can do if I feel embarrassed.</li> <li>I can tell you why all animals including humans, have male and female body parts.</li> </ul> <p><b>Changes &amp; Moving Forward</b>  <b>BIG QUESTION:</b>  <b>How can I manage change?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding what a habit is and how to change them.</li> <li>Recognise feelings linked to change and transition.</li> <li>Coping strategies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can tell you how changes can make me feel.</li> <li>I can tell you some ways to manage change.</li> </ul> <p><b>Going for goals</b>  <b>BIG QUESTION:</b>  <b>What goals can I set for myself going into KS2?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I can set realistic goals with support.</li> </ul> <p><b>Skills:</b>  I can independently identify and set learning goals for myself.</p>
<b>Music</b>	<p><b>BIG QUESTION:</b>  <b>How are songs put together?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand that <b>structure</b> means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. (structure)</li> </ul>	<p><b>BIG QUESTION:</b>  <b>How does it feel when music is soft or loud?</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that <b>dynamics</b> can change the effect a sound has on the audience</li> <li>To know that 'notation' means writing music down so that someone else can play it</li> </ul>

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	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Listening</u> I can begin to describe different genres of music</li> <li>• <u>Singing and playing</u> I can sing in a round</li> <li>• <u>Composing</u> I can identify and begin to create verse and chorus</li> <li>• <u>Performing</u> Play and perform in front of others</li> <li>• <u>Transcribing and using symbols</u> I can follow the structure of a song</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Listening</u> I can recognise and name some of the instruments I hear. I can hear dynamic changes in music and say how they make me feel</li> <li>• <u>Singing and playing</u> I can use dynamics in my singing and playing an instrument</li> <li>• <u>Composing</u> Create rhythmic phrases and represent them (standard or non-standard)</li> <li>• <u>Performing</u> I can perform in front of others when it is my turn to</li> <li>• <u>Transcribing and using symbols</u> Create and perform their own rhythmic patterns using stick notation</li> </ul>
RE	<p><b>Big Question:</b> What ultimate questions are raised by the natural world?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that some questions are difficult to answer and may have many answers.</li> <li>• To be able to ask a question beginning 'I wonder why?'</li> <li>• To ask questions about different views about God.</li> <li>• To know and respect that there are different viewpoints.</li> <li>• To reflect on pictures of Jesus and be able to describe him.</li> <li>• To explore different descriptions of God.</li> <li>• To think about what makes each person special (focus on qualities) and how this can feel.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about religion and belief for themselves'</li> <li>• 'Identify beliefs, describe them simply, give examples, suggest meanings'</li> </ul>	<p><b>Big Question:</b> What do stories about Mohammed (PBUH) teach us about him?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To recognise and discuss the importance of the Prophet Muhammad for Muslims? To give examples of how Muslims show this in their daily lives.</li> <li>• To recall, name and discuss the story 'Muhammad and the kittens' and suggest what this may tell us about Muhammed?</li> <li>• To suggest ways that they can show kindness and generosity to others?</li> <li>• To begin to talk about and identify what they believe in?</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Give examples of what difference it makes to follow a religion'</li> <li>• 'Identify beliefs, describe them simply, give examples, suggest meanings'</li> <li>• Think, talk and ask questions about religion and belief for themselves'</li> </ul>

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PE and Sport

**Big Question:**  
**How can I catch and throw accurately?**

**Hit, catch, run**  
Know / Understand

- that to catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed

**Skills:**

- Underarm throw to select space to throw into
- Track and return ball
- Catching over a short distance
- Feeding movement and body position for hitting
- Moving to score
- Fielding and hitting in teams

**Big Question:**  
**How can I outwit an opponent in a game?**

**Attack and defend**  
Know / Understand:

- To practice basic movements including running, jumping, throwing and catching to begin to engage in competitive activities

**Skills:**

- Recognising body changes during exercise
- Using sideways movement to defend goals
- Bouncing the ball to self
- Communicating in pairs
- Adapting to rules of a game
- Defensive positioning

**Big Question:**  
**How can I play games fairly?**

**Attack and defend**  
Know / Understand

- how the body feels before, during and after exercise

**Skills:**

- Sending to targets
- Catching to intercepting
- Rolling
- Simple attacking and defending
- Attacking and defending with a partner
- Competing

**Big Question:**  
**What do I need to do to work together effectively on a task?**

**OAA**  
Know / Understand:

- To use thinking skills to follow multi-step instructions

**Skills:**

- Use thinking skills to follow multi-step instructions
- Solve more challenging problems as an individual
- Comprehend that one thing can represent another
- Take part in activities with increasing challenge to build confidence