

Year 1 Curriculum Overview

Please note:

For Literacy and Numeracy curriculum overviews please see separate documentation published on the school website.

Occasionally topics/objectives may be rearranged or adapted due to timetabling and the sharing/availability of resources.

	<u>Autumn Term 1</u> Playing in Seasons	<u>Autumn Term 2</u> Fantastic Fantasy	<u>Spring Term 1</u> My World	<u>Spring Term 2</u> The World Around Us	<u>Summer Term 1 & 2</u> Packing a Suitcase
Science	<ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies. To explore and compare the differences between things that are living, dead and things that have never been alive. 	<ul style="list-style-type: none"> To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. To distinguish between an object and the material from which it is made. 	<ul style="list-style-type: none"> To identify and name a variety of common animals including carnivores, herbivores and omnivores. To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. To notice that animals, including humans, have offspring which grow into adults. 	<ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees. To observe and describe how seeds and bulbs grow into mature plants. 	
<p><u>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be 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. 					
History		<ul style="list-style-type: none"> To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 			<ul style="list-style-type: none"> To know about significant historical events, people and places in their own locality.
Geography	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom 		<ul style="list-style-type: none"> To 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. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To begin to use world maps, atlases and globes to identify the United Kingdom and its countries.. 	<ul style="list-style-type: none"> To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To name and locate the world's seven continents and five oceans. To use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
<p>To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather; and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>					

Design and Technology	<ul style="list-style-type: none"> To understand where food comes from. 	<ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To select from and use a range of tools and equipment to perform practical tasks. To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> To use the basic principles of a healthy and varied diet to prepare dishes. 	<ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria. To build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To understand where food comes from. To use the basic principles of a healthy and varied diet to prepare dishes.
Art	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To be taught 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.
Computing	<ul style="list-style-type: none"> Pupils recognise and can give examples of common uses of information technology they encounter in their daily routine. Pupils understand that information about themselves may be personal and they can choose who to share it with. 	<ul style="list-style-type: none"> Pupils understand that digital devices follow precise and unambiguous instructions. Pupils create, debug and implement instruction (simple algorithms) as programs on a range of digital devices. With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world. They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world. 	<ul style="list-style-type: none"> Pupils understand that digital devices simulate real situations. Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text. They can present and communicate their learning to others in a variety of ways. 	<p>Film Making Project</p>	<ul style="list-style-type: none"> With appropriate levels of support, pupils collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate. Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed. With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve specific goals.

Music	<p>Ourselfs Creating and responding to vocal sounds Exploring how to change sounds Creating and placing vocal and body percussion sounds Exploring descriptive sounds</p>	<p>Numbers Recognising and developing a sense of steady beat using voices and body percussion Identifying and performing changes in tempo Learning to play percussion with control Keeping a steady beat and using dynamics to vary the musical effect Identifying and keeping a steady beat using movement, body percussion and instruments Recognising and responding to changes in tempo in music</p>	<p>Animals Understanding pitch, and making high and low vocal sounds Relating pitch to high and low body posture Understanding pitch by singing a song with contrasting high and low melodies Identifying and playing high and low pitches in music Exploring and developing an understanding of pitch using the voice and body movements Recognising and performing pitch changes and contrasts</p>	<p>Weather Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments Improvising descriptive music Controlling duration and dynamics using voices, body percussion and instruments Identifying a sequence of sounds (structure) in a piece of music Responding to music through movement</p>	<p>Machines Playing and maintaining a steady beat Sequencing sounds Playing to a steady beat Playing at different speeds (tempi) Controlling changes in speed (tempi)</p>	<p>Seasons Identifying changes in pitch and responding to them with movement Contrasting changes in pitch with changes in dynamics (volume) Relating pitch changes to graphic symbols and performing pitch changes vocally Listening and responding to pitch changes with movement Listening and responding to a falling pitch signal Distinguishing between pitched and un-pitched percussion sounds Listening in detail to a piece of orchestral music</p>	<p>Our school Exploring different sound sources and materials Analysing the dynamics and duration of sounds around the school Exploring these elements/dimensions on instruments Creating two contrasting textures Singing a song Interpreting sounds and exploring instruments Creating a soundscape as part of a song performance</p>	<p>Pattern Marking a steady beat with voices and body percussion Counting a steady beat in patterns of 2, 3 and 4 beats (metre) Performing a steady beat in patterns of 2, 3 and 4 beats (metre) Exploring different ways to emphasise the first beat in a repeating pattern or metre Identifying metre by recognising its pattern Dividing the number 12 into 2s, 3s and 4s Exploring different ways to emphasise beats to form a group (metre) Exploring instrument sounds and different ways to vary their sound</p>	<p>Storytime Discussing basic musical terms - fast, slow, loud, quiet Understanding how music can tell a story Performing with concentration Playing fast, slow, loud and quiet Creating music that matches an event in a story Rehearsing and performing with others Learning new songs and chants</p>	<p>Our bodies Performing a steady beat at two different speeds (tempi) Responding to change of mood in a piece of music with a slow and fast steady beat Identifying a repeated rhythm pattern Combining a rhythm pattern and a steady beat Performing together with concentration Performing rhythm patterns on body percussion to a steady beat Inventing and performing new rhythms to a steady beat</p>	<p>Travel Combining voices, movement and instruments to perform a chant and a song Keeping a steady beat on instruments Creating word rhythms Performing word rhythms with movement Keeping a steady beat Playing and combining simple word rhythms Responding to music in movement</p>	<p>Water Creating a picture in sound Understanding musical structure by listening and responding Performing a simple repeated pattern</p>
	<p>By the end of KSI:</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and un-tuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music. 											

Physical Education	Outdoor	<p><u>Games: Fundamentals 1</u></p> <ul style="list-style-type: none"> To understand the expectations in PE. To share the area safely and to move safely around others. To develop control of movements when moving at speed. To remember the expectations in PE. To develop control of movements when moving at speed. To develop aiming and throwing skills. To develop control of movements when moving at speed. To develop rolling, aiming and throwing skills. To develop kicking and trapping skills. To complete the core task. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> To follow instructions and remember what they have seen. To solve problems. To follow instructions and remember what they have seen. To solve problems. To follow trails and remember what they have seen. To recognise shapes on paper and use as a map. To solve simple problems and discuss their actions. To solve simple problems and discuss their actions. To solve simple problems and discuss their actions. 	<p><u>Games: Fundamentals 2</u></p> <ul style="list-style-type: none"> To practice and refine the skills of running successfully. To further improve mechanics of running and introduce the side stepping action. To practice and improve throwing and catching skills. To be able to score a try in end zone. To develop the agility to change direction whilst running. To recap and develop skills taught throughout the unit, lateral running/throwing/catching/changing direction. To complete the core task. 	<p><u>Games: Throwing and catching</u></p> <ul style="list-style-type: none"> To practise and refine throwing and catching skills To improve accuracy of throwing To observe and describe throwing and catching skills using appropriate vocabulary 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> To develop body control and co-ordination To develop knowledge and understanding of the development of basic techniques To explore skills with different techniques, equipment, direction and speed. 	<p><u>Games: Tri-golf</u></p> <ul style="list-style-type: none"> Control the direction of the ball using both a putter and a chipper. Understand where to stand safely when playing Tri-Golf games. Identify how they were honest in today's lesson. Control the distance of the ball using both putter and chipper. Recap on where to stand safely when playing Tri-Golf games. Identify how they cooperated with their team-mates to build each activity using cones and a putter as a unit of measurement. Control the distance of the ball in the air using a chipper. Identify how they showed respect for their teacher and peers. Control the distance and height of the ball using a chipper. Identify the importance of persevering on a task. Work together as a team, measure out and build a challenge. Physically demonstrate a challenge to their peers. Demonstrate their understanding of aim and distance control through taking part in a number of skills challenges. Identify how they concentrated on a task.
	Indoor	<p><u>Gym: Travel and stop</u></p> <ul style="list-style-type: none"> Explore and perform a variety of travelling actions, using different body parts Practise and refine travelling actions including holding positions of stillness with control Link actions together into a short travelling phrase Observe and describe travelling actions on different body parts, using appropriate movement vocabulary 	<p><u>Dance: Weather</u></p> <ul style="list-style-type: none"> To move in a controlled manner, at different speeds and directions, using different levels and strengths. Be able to respond appropriately to a range of stimuli and accompaniments. To respond to a range of stimuli and accompaniments demonstrating a range of weather actions. To mirror a partner and lead and follow. 	<p><u>Gym: Jumping Jacks</u></p> <ul style="list-style-type: none"> To perform a straight jump, safely in a space, showing a safe landing position. To perform a 2 feet to 2 feet jump from a low platform showing a safe landing position. To perform different types of jumping actions and to link 2 jumping actions into a short movement phrase. To perform the different types of jumping actions involving low platform apparatus in various ways. To create, remember and repeat a movement phrase combining 2-3 jumping actions with another action using at least 1 piece of apparatus. To remember, improve and perform a movement phrase combining 2-3 jumping actions with another action using at least 1 piece of apparatus. 	<p><u>Dance: Mr Men</u></p> <ul style="list-style-type: none"> To create and perform a short character dance communicating the idea of Mr Strong To create phrases using levels, pathways, action / reaction and repetition which show Mr Strong's character To perform phrases showing contrasting dynamics of strong and heavy and light and fluid To observe and describe the character dance focusing on dynamics and composition 	<p><u>Gym: Rock n' Roll</u></p> <ul style="list-style-type: none"> To perform 1 rocking action showing good control. To link together 2 rocking actions showing a smooth transition using other logical additional actions. To perform 1 rolling action showing good control and quality in rotation. To link together 2 rolling actions showing a smooth transition using other logical additional actions. To create, remember and repeat a movement phrase linking a rocking action to a rolling action showing a smooth transition using other logical additional actions. To remember, improve and perform a movement phrase linking a rocking action to a rolling action showing a smooth transition using other logical additional actions. 	<p><u>Dance: Moving Words</u></p> <ul style="list-style-type: none"> To create movements and phrases using action words as stimuli. To perform action word movements and phrases with contrasting dynamics. To observe and describe action word movements, and suggest ways to improve their performance.
<p><u>By the end of KS1</u></p> <ul style="list-style-type: none"> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending. To perform dances using simple movement patterns. 							

<p style="text-align: center;"><u>Harvest</u></p> <ul style="list-style-type: none"> • To understand the importance of food and being thankful (interdependence between God and man) • To introduce and explain the term 'harvest' and its religious significance. • To understand that harvest is a thanksgiving festival and why Christians say 'grace' before a meal. • To understand the Christian celebration of a harvest festival. • To understand the Jewish harvest festival of 'Sukkot' • Be aware that humans have a responsibility for their environment/world. • To be aware that I can play a part in changing my world. 	<p style="text-align: center;"><u>Why Christmas is important to Christians?</u></p> <ul style="list-style-type: none"> • To recognize that celebrating birthdays is important to many. • To recognize that most religious people celebrate birthdays of children and founders and identify a religious celebration of a birth (e.g. baptism, Sikh naming ceremony). • To know that the gifts brought by the Wise Men had special significance. • To consider the religious significance of the story of the visit of the Wise Men. • To learn what are symbols and the meaning of the symbols of the gifts from the Wise Men and what they teach about Jesus. • To know that the birth of Jesus was God's gift to humanity. • To recognize the importance of giving and receiving. • To understand that everyone has gifts that can be used and given to others. • To make links to their own experiences of giving and receiving. • To explore the concept of angels. • To develop an awareness that there are similarities between religions about angels. • To develop research skills. • To understand that there are various ideas about angels and how they communicate with people on earth. • To encourage philosophical thinking. • To understand that the message given to the shepherds by the angels is central to Christianity. • To explore concepts of fear, joy, trust and being special. • To know and understand the importance of the visit of the angels to the shepherds for Christians and the link to Christmas. • To know the significance of the story of the angels' visit to the shepherds for Christians. • To reflect upon what would be considered good news for people. • To suggest the meaning of good news for people nowadays. • To recognise people have different beliefs and values. 	<p style="text-align: center;"><u>Babies</u></p> <ul style="list-style-type: none"> • To recognise that we are all unique and special. • To understand the importance of 'belonging' particularly in the context of their own family. • To discuss the arrival of a new baby. • To discuss how a new baby is welcomed into a family. • To understand that a baptism is a special occasion to welcome a baby into the Christian family. • To understand how other religions mark and celebrate birth. • To recognise and appreciate that every member of a family is special. 	<p style="text-align: center;"><u>The family in Christianity</u></p> <ul style="list-style-type: none"> • To consider what/who is important to me? • To know that Christian people believe in one God who came to earth as Jesus. • To know that God and Jesus are important to the Christian people and begin to recognize why this is so. • To know the importance of worship to a Christian family. • To know how Christians demonstrate their faith to others. • To describe what happens during Sunday for some Christians. • To tell others what I like doing. • To consider the difference between weekdays and weekends. • To know that Sunday is a special time for Christian people. • To think about and discuss my own experiences of rest and peace. • To retell the story behind a festival or special season. • To describe how the festival/season of... is celebrated and why. • To know what prayer is and how Christians pray. • To describe how grace is used before meals in some Christian homes. • To understand the importance to Christians to tell others about God and Jesus. • To make links between special objects and religious beliefs. 	<p style="text-align: center;"><u>How can people of today be part of the BIG story of the Bible?</u></p> <ul style="list-style-type: none"> • To understand that the whole Bible is telling an important story for Christians. • To retell and think about the beginning of the Bible's story. • To understand the important role of Abraham and his son Isaac in the Bible story. • To know that the important role that Moses played in saving his people from slavery is still remembered and celebrated today. • To respond sensibly and sensitively to an unusual story. • To use a well-known piece of Christian music or prophecy to find out about a Bible message. • To think about stories of Jesus and his message that God loves everyone. • To link the story of Jesus to life today. • To recognise the importance of the story of Pentecost and the beginning of the Church. • To understand that at baptism Christians become members of the Church. • To know that the Church today goes all the way back to the Bible, Jesus and to the first Pentecost. • To understand the importance of the Holy Communion service for many Christians. • To understand how the individual stories over the term have linked up together to • form one BIG (SALVATION) STORY. 	<p style="text-align: center;"><u>Philosophy</u></p> <ul style="list-style-type: none"> • To begin to understand the rules of a philosophical enquiry including; respecting other children's opinions, deciding whether in agreement with what has been said & reasoning for answers. • Focus on social philosophy • To discuss what makes someone a good friend. • To discuss whether we should share everything with our friends • To discuss when it is good to cooperate with others. • To discuss whether it is good to be different from other people. • To discuss whether they should always include others in the group.
<p>All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.</p>					

<p style="text-align: center;">PSHE</p>	<ul style="list-style-type: none"> • <u>Beginning and Belonging</u> • To participate in discussions about how to make the classroom a place where they can learn safely and happily. • To participate in activities that enable them to develop collaborative relationships within the class. • To recognise what it feels like to be new in school. • To have some ideas about how to make new people feel welcome in the class. • To know who and what might help them if they are in a new situation. • To be able to identify adults who can help them if they need support. • To know how to ask for help, and to have some ideas about how they can help each other. • To understand what they have learned in this unit and be able to share it. 	<p style="text-align: center;"><u>Anti-Bullying</u></p> <ul style="list-style-type: none"> • To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying. • To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour. • To begin to understand that bullying may happen when people do not respect and value similarities and differences between people. • To understand how it feels to be bullied and how it feels to see someone else being bullied. To understand how someone who bullies may feel. • To identify some people in and out of school who they can talk to if they were being bullied and to develop simple strategies for keeping themselves safe from bullying including how to respond assertively. • To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening. • To identify places in school where bullying may happen. • To identify ways that the school can promote a caring ethos and encourage positive and safe relationships. • To understand what they have learned and be able to share it with others. <p style="text-align: center;"><u>Personal safety</u></p> <ul style="list-style-type: none"> • To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell. • To be able to assess the school and grounds, using their senses. • To be able to identify the sixth sense and use them to keep safer. • To be able to identify safer places to play. • To be able to understand the need to have a strategy to keep safer. • To be able to identify and name body parts including the sexual parts. • To be able to identify and distinguish between 'yes' and 'no' touches. • To be able to recognise 'good' and 'bad' secrets and tricks. • To be able to assess risk and keep safer. • To be able to use assertive voice and body language. • To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others. 	<ul style="list-style-type: none"> • <u>Friends and Family</u> • To be able to describe what a friend is and does. • To develop strategies for making and keeping friends. • To understand that friendship patterns change and to develop strategies for coping. • To recognise similarities and differences between themselves and their peers. • To understand why families are special, that there are different family patterns and to be able to describe what is special about their own family. • To identify the range of people who are special to them and describe what makes them special. • To know how to seek help and support and from whom. • To understand what they have learned in this unit and be able to share it. 	<ul style="list-style-type: none"> • <u>Sex and Relationships Education</u> • To recognise the main external parts of the bodies of humans, including agreed names for sexual parts. • To describe what their bodies can do. • To understand that they have responsibility for their body's actions and that their body belongs to them. • To appreciate how amazing their body is. • To know how to keep themselves clean. • To understand the importance of basic hygiene practices, <i>e.g. washing hands, using a tissue</i>, and how these prevent the spread of disease. • To understand what they have learned and be able to share it with others. • To know that humans produce babies that grow into children and then into adults. • To consider the ways they have changed physically since they were born. • To consider their responsibilities now and compare these with when they were younger. • To understand the needs of babies and young children. • To understand what they have learned and be able to share it with others. 	<ul style="list-style-type: none"> • <u>Safety Contexts</u> • To be able to talk about situations where staying safe is important. • To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger. • To develop knowledge of dangers from the sun and understand how to keep safe. • To identify the dangers of familiar places where water is present and understand how to keep safe. • To develop knowledge and skills to stay safe when they are lost. • To identify characteristics of safe places to play. • To understand basic ways to keep safe from accidents. • To understand what they have learned and be able to share it with others. <ul style="list-style-type: none"> • <u>E-Safety</u> • To be able to talk about my identity both in real life and online. • To know what information I can use to create a safe online profile. • To be able to design their own online space. • To be able to recognise when something they see or hear online makes them feel uncomfortable. • To know what to do when something they see or hear online makes them feel uncomfortable. • To understand what they have learned and be able to share it with others. 	<ul style="list-style-type: none"> • <u>Drug education</u> • To know basic information about what happens when substances enter the body. • To understand that all medicines are drugs, but not all drugs are medicines. • To develop an understanding of and attitudes towards medicines, health professionals and hospitals. • To recognise that there are ways to feel good and better without taking medicines. • To understand that all drugs and many household substances can be harmful if they are not used properly. • To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'. • To recognise persuaders and pressure in risky situations. • To understand what they have learned and be able to share it with others. <ul style="list-style-type: none"> • <u>Lost and found</u> • To be able to recognise feelings in others and to know how these feelings might affect friendships. • To be able to recognise the importance of friendship and that there are different types of friendship. • To know that it is possible to make friendships stronger and to know some ways of doing this. • To understand what it means to be or to feel lonely. • To know what being lost/losing something feels like and what you could do in that situation. • To develop the skills of collaborative problem solving and know this can contribute to a friendship. • To know how it helps to be with a friend in new or risky situations. • To understand what they have learned and be able to share it with others.
<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.</p>						

