



Year 1 Curriculum Overview 2023 - 2024

P Stanley

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: Pirates Love Underpants by Claire Freedman Description – Pirate Ship Description – Pirate character Recount – Diary of a pirate Poetry – PIRATE acrostic	Book :The Three Billy Goats Gruff Narrative – story – The Three Billy Goats Gruff Description – Troll Letter – To Goats...from troll Instructions – How to make bread (Little Red Hen)	Book: Beegu Book: Whatever Next Recount- Discovering Beegu Letter- To home planet...from Beegu Narrative – Whatever Next	Book: Paddington Letter- To Aunt Lucy...from Paddington Description – Paddington Instructions – How to make a marmalade sandwich	Book: Percy the Park keeper After the storm Poem – Storm senses Narrative – story - Retelling	Book: The Snail and the Whale Description – Settings Narrative – story- Retell Recount – Postcard from Snail

Maths	Numbers to 10 Part-whole within 10 Addition within 10	Subtraction within 10 2D and 3D shapes	Numbers to 20 Addition and subtraction within 20	Numbers to 50 Length and height Mass and capacity	Multiplication and division Fractions Position and direction	Numbers to 100 Money Time
Science	Seasonal changes – Autumn and winter observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	Materials- The Three Little Pigs Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials	Seasonal changes – Autumn and winter observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies Materials- spacesuit Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of	Seasonal changes – Spring to summer observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	Seasonal changes – Spring to summer observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name common plants, including deciduous and evergreen trees, identify basic plants parts.	Animals including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

			everyday materials on the basis of their simple physical properties			
Art and Design	<p>Portraits</p> <p>Can they explain what a portrait is and draw a self-portrait?</p> <p>Can they talk about the work of Picasso, Paul Klee and Andy Warhol?</p> <p>Can they use colour to portray emotion in a portrait and use collage materials to make an abstract portrait?</p> <p>Can they use watercolour to paint a background and create a line drawing?</p> <p>Can they create a pop art portrait?</p>	<p>Colour chaos</p> <p>Can they make a painting using only primary colours?</p> <p>Can they talk about the work of a selection of artists, particularly their use of colour?</p> <p>Can they mix their own colours to create paintings?</p> <p>Can they use a variety of techniques and materials to create colourful paintings?</p> <p>Can they create a painting using either warm or cool colours?</p>	<p>Planet printing</p> <p>Can they explore direct print making with a variety of objects?</p> <p>Can they investigate the possibilities of direct and overprinting using primary colours?</p> <p>Can they make, and print with, negative stencils?</p> <p>Can they use colour, light to dark tones?</p> <p>Can they combine printing techniques already learned to produce a layered printed image?</p> <p>Can they make a clay slab relief block for printmaking?</p> <p>Can they print onto a variety of different surfaces?</p> <p>Can they review work in progress and say what they think and feel about it?</p> <p>Can they make a collograph block from a range of materials?</p> <p>Can they use a collograph block to make rubbings and for printing onto a range of surfaces?</p>	<p>Nature sculptures</p> <p>Can they talk about nature sculptures and the work of Andy Goldsworthy?</p> <p>Can they create a clay sculpture and an observational drawing of a natural object?</p> <p>Can they collect natural materials to create land art?</p> <p>Can they talk about their work afterwards, comparing it to other artists work?</p>	<p>Miro</p> <p>Can they create art in the style of Joan Miro?</p> <p>Can they develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space?</p> <p>Can they design and make surrealist picture and sculptures from different materials?</p> <p>Can they identify how their work is similar to that of other artists?</p>	

<p>Design and technology</p>	<p>Cooking- Little Red Hen Bread Explore and evaluate a range of existing products.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>			<p>Garden Gloves creation- Explore and evaluate a range of existing products.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>
<p>History</p>	<p>Gunpowder plot- 1 week focus in November Guy Fawkes</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally.</p>	<p>Tim Peake/ Neil Armstrong/ Mae Jemison</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Queen Elizabeth II</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find</p>	<p>History of the Seaside</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>

	To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally.		Significant historical events, people and places in their own locality	out about events beyond living memory that are significant nationally.	
Geography	<p>Geography skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as its surrounding seas.</p> <p>Use four compass directions and locational and directional language</p> <p>Devise a simple map.</p> <p>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</p>	<p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Geography skills and Fieldwork</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features;</p>		<p>Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Asian countries, e.g. Japan, China)</p> <p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geography skills and Fieldwork</p> <p>Use simple fieldwork and observational skills to</p>	

	To describe the location of features and routes on a map.			study the geography of their school and its grounds and the key human and physical features of its surrounding environment		
ICT Purple Mash	Unit 1.1 Online safety and exploring purple mash (4 lessons) Unit 1.2 Grouping and sorting (2 lessons)	Unit 1.3 Pictograms (3 lessons) Unit 1.4 Lego builders (3 lessons)	Unit 1.5 Maze explorers (4 lessons)	Unit 1.6 Animated story books (5 lessons)	Unit 1.7 Coding (6 lessons)	Unit 1.8 Spreadsheets (3 lessons) Unit 1.9 Technology outside school (2 lessons)

Music Kapow	Musical vocabulary (Under the sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	Timbre and rhythmic patterns (Theme: Fairy tales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Classical music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	Pulse and rhythm (Theme: All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Vocal and body sounds (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
PE	Personal <ul style="list-style-type: none"> - Coordination (footwork- bike) - Static balance (one leg- pirate) Fundamentals	Social <ul style="list-style-type: none"> - Dynamic balance to agility (jumping and landing-space) - Static balance (seated- jungle) Invasion Games	Cognitive <ul style="list-style-type: none"> - Dynamic balance (on a line- train) - Static balance (stance-tightrope) Gymnastics	Creative <ul style="list-style-type: none"> - Coordination (ball skills –clown) - Counter balance (with a partner-seaside) Target Games	Physical <ul style="list-style-type: none"> - Coordination (sending and receiving-juggling) - Agility (reaction /response- fairy tale) Striking and Ball Games	Health and fitness <ul style="list-style-type: none"> - Agility (ball chasing-squirrel) - Static balance (floor work-cat) Athletics
RE	Christianity Why is belonging to God and the church family important to Christians?	Judaism Why is learning to do good deeds so important to Jewish people?	Christianity What did Jesus teach about God in his parables?	Hinduism How does a Hindu celebrate devotion to a deity at the festival of Holi?	Christianity How does celebrating Pentecost remind Christians that God is with them always?	Judaism Why do Jewish families say so many prayers and blessings?

PSHE	Myself & My Relationships: Beginning and Belonging (8 lessons)	Anti-bullying (11 lessons) Citizenship: Diversity and Communities (11 lessons)	Managing safety and risk (8 lessons)	Myself & My Relationships: My Emotions (10 lessons)	Healthy & Safer Lifestyles: Healthy Lifestyles (Part 1) Healthy & Safer Lifestyles: Healthy Lifestyles (Part 2) Healthy & Safer Lifestyles: Digital Lifestyles	Healthy & Safer Lifestyles: Relationships and Sex Education (6 lessons)
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