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| **SUBJECT** | **Year 1 Curriculum Overview 2021 - 2022** | | | | | | |
| **Autumn 1**  **7weeks 1 day** | **Autumn 2**  **7 weeks** | **Spring 1**  **5 weeks 3 days** | **Spring 2**  **6 weeks** | **Summer 1**  **5 weeks 2 days** | **Summer 2**  **6 weeks 4 days** | |
| **TOPIC & OUTINGS/**  **VISITORS** | **Pirates**   * **Dress as a pirate for a day** | **Once upon a time**   * **Reverend to hold a pretend wedding** | **Space**   * **Space tent experience** | **Around the world**   * **Local walk** | **In the garden**   * **Wood Walk** | **Circus**   * **Circus skills workshop** | |
| **English** | **Texts:**   * Night Pirates * The Pirates Next Door * Pirates love underpants   **Writing opportunities:**  To write labels and captions  To write a postcard  Alliterative pirate names  To create a wanted poster  To write a poem | **Texts:**   * Three Little Pigs * Little Red Hen   **Writing opportunities:**  To write a Re-count  To use adjectives  To plan a story  To alter a traditional tale  To write instructions  To sequence a story  To write a diary  To edit work | **Texts:**   * Whatever next * The Darkest Dark   **Writing opportunities:**  To write a recount  Label rockets  To write a list  Non chronological report  Descriptive language – moon poems  Writing fantasy story set on a planet  Space poems | **Texts:**   * The Naughty Bus * Tell me a dragon * A selection of Non   fiction books  **Writing opportunities:**  To use conjunctions  To use prepositions  Poetry  Story writing | **Texts:**   * The Tiny Seed * Jack and the Beanstalk * Oliver’s Vegetables   **Writing opportunities:**  Recount  Diary  To write a letter | | **Texts:**   * Circus in the sky * Leon and the place between * Molly’s circus * Olivia saves the circus   **Writing opportunities:**  Describing circus settings for an advert.  Writing a non-fiction book about circus acts  To write adjectives |
| **Maths** | **Number and Place Value**  Numbers to 10  Counting forwards and backwards  More and less  **Addition and Subtraction**  Part Whole models  Addition within 10  Subtraction within 10 | **Geometry**  Properties of shape  2D and 3D shapes  **Number and Place Value**  Numbers to 20  Counting forwards and backwards  More and less | **Addition and Subtraction**  Addition within 20  Subtraction within 20  **Number and Place Value**  Numbers to 50  Counting forwards and backwards  More and less | **Measurement**  Length  Height  Weight  Volume | **Multiplication and Division**  Groups  Sharing equally  **Fractions**  Halves, Quarters  **Geometry**  Position, Direction, Turns  **Number and Place Value**  Numbers to 100 | **Number and Place Value**  Counting forwards and backwards  More and less  **Measurement**  Time  Money | |
| **Science** |  | **Seasonal changes**  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 everyday materials on the basis of their simple physical properties |  | **Seasonal changes**  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 common animals (carniovore,herbivore, omnivore)  Describe and compare the structure of a variety of common animals (fish,amphibians,reptiles, birds and mammals including pets) | |
| **Art and Design** | **Portraits**  Can they explain what a portrait is and draw a self portrait?  Can they talk about the work of Picasso, Paul Klee and Andy Warhol?  Can they use colour to portray emotion in a portrait and use collage materials to make an abstract portrait?  Can they use watercolour to paint a background and create a line drawing?  Can they create a pop art portrait? | **Miro**  Can they create art in the style of Joan Miro?  Can they develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space?  Can they design and make surrealist picture and sculptures from different materials?  Can they identify how their work is similar to that of other artists? | **Planet printing**  Can they explore direct print making with a variety of objects?  Can they investigate the possibilities of direct and overprinting using primary colours?  Can they make, and print with, negative stencils?  Can they use colour, light to dark tones?  Can they combine printing techniques already learned to produce a layered printed image?  Can they make a clay slab relief block for printmaking?  Can they print onto a variety of different surfaces?  Can they review work in progress and say what they think and feel about it?  Can they make a collograph block from a range of materials?  Can they use a collograph block to make rubbings and for printing onto a range of surfaces? | **Nature sculptures**  Can they talk about nature sculptures and the work of Andy Goldsworthy?  Can they create a clay sculpture and an observational drawing of a natural object?  Can they collect natural materials to create land art?  Can they talk about their work afterwards, comparing it to other artists work? | **Colour chaos**  Can they make a painting using only primary colours?  Can they talk about the work of a selection of artists, particularly their use of colour?  Can they mix their own colours to create paintings?  Can they use a variety of techniques and materials to create colourful paintings?  Can they create a painting using either warm or cool colours? |  | |

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| **Design and technology** |  | **Cooking- Little Red Hen Bread-**  Use the basic principles of a healthy and varied diet to prepare dishes.  Understand where food comes from.  Explore and evaluate a range of existing products.  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. |  |  | **Garden Gloves creation-**  Explore and evaluate a range of existing products.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. |  | |
| **History** |  |  | **Tim Peake/ Neil Armstrong**  Events beyond living memory that are significant nationally or globally.  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  Significant historical events, people and places in their own locality |  |  | **History of the circus**  Events beyond living memory that are significant nationally or globally.  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  Significant historical events, people and places in their own locality | |
| **Geography** | **Human and physical geography**  Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.  Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather.  **Geography skills and Fieldwork**  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries.  Use four compass directions and locational and directional language( north, south, east, west ,near, far, left and right).  Use aerial photographs to recognise landmarks and basic human and physical features;  Devise a simple map.  Name, locate and identify characteristics of the four countries and capital cities and its surroundings seas. |  |  | **Place knowledge**  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.    **Human and physical geography**  Use basic geographical vocabulary to refer to: key human features, including: city, town, village,. |  |  | |
| **ICT** | Unit 1.1  Online safety and exploring purple mash  Unit 1.2  Grouping and sorting  Unit 1.3 Pictograms | Unit 1.4 Lego builders  Unit 1.5 Maze explorers |  | Unit 1.6  Animated story books  Unit 1.7  Coding | Unit 1.8  Spreadsheets | | Unit 1.9  Technology outside school |

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| **Music** | **Hey You**!  **Style: Old-School Hip Hop** Can they talk about the differences between pulse, rhythm and pitch?  Can they listen to and appraise rap and enjoy it in its original form? | **Rhythm In The Way We Walk, Banana Rap**  **Style: Reggae style and hip hop style**  Can they listen & appraise other styles of music?  Can they explore music through games and singing?  **Christmas Production** | **In The Groove**  **Style: Blues, Baroque, Latin, Bhangra, Folk, Funk**  Can they explore the same song arranged in six different styles?  Can they listen and appraise a well-known song in each week's style? | **Round and Round**  **Style: Bossa Nova Latin**  Can they talk about the pulse, rhythm and pitch?  Can they explore singing and playing instruments to the song? | **Your Imagination**  **Style: Film soundtracks**  Can they listen and appraise a well-known song in each week's style?  Can they explore singing and playing instruments to the song? | **Reflect, Rewind, Replay**  **Style: Classical**  Can they reflect on the learning that has occurred during the year?  Can they revisit the songs and musical activities?  Can they begin to have an awareness of the history and language of music? |
| **PE** | **Playground Games**  **Swimming** | **Games Fundamentals 1**  **(6 lessons)**  **Dance: Moving Words**  **(6 lessons)** | **Games Fundamentals 2**  **(6 lessons)**  **Dance: Weather**  **(6 lessons)** | **Multi skills**  **Gymnastics: Rock and Roll (6 lessons)** | **Gymnastics: Jumping Jacks**  **(6 lessons)**  **Swimming** | **Athletics**  **Swimming** |
| **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?** | **Christianity**  **Why do Christians prat to God and worship him?** | **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**  **(10 lessons) (8 lessons)** | **Healthy & Safer Lifestyles: Relationships and Sex Education**  **(6 lessons)** |