Curriculum Overview Year 1

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	**Animals Including Humans** <u>Why are humans not like tigers?</u> • Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals) • Know carnivores, herbivores and omnivores • Name parts of the human body	**Seasonal Changes** <u>Where do the leaves go in winter?</u> • Features of day and night including temperature • Weather, associated with seasons		**Everyday Materials** <u>What materials should the three little pigs have used to build their house.</u> • Identify and name a range of materials (wood, plastic, glass, metal, water and rock; • Classifying and grouping according to a range of physical properties	**Seasonal Changes** (continued) **Plants** • Identification and labelling, including trees • Structure of plants, including roots, stem, flower, etc.	
RE						
Computing	**Programming** <u>We are Treasure Hunters</u> •Understand that a programmable toy can be controlled by inputting a sequence of instructions. •Develop and record sequences of instructions as an algorithm. •Program the toy to follow their algorithm	**Creativity** <u>We are painters</u> •Use the web safely to find ideas for an illustration •Select and use appropriate painting tools to create and change images on the computer •Understand how this use of ICT differs from using Paint and paper •Create an illustration	**Productivity** <u>We are celebrating</u> •Develop basic keyboard skills, through typing and formatting text •Develop basic mouse skills •Use the web to find and select images •Develop skills in storing and retrieving files •Develop skills in	**Communication/ Collaboration** <u>We are storytellers</u> •use sound recording equipment to record sounds •develop skills in saving and storing sounds on the computer •develop collaboration skills as they work together in a group	**Computer Networks** <u>We are collectors</u> •Find and use pictures on the web •Know what to do if they encounter pictures that cause concern •Group images on the basis of a binary (yes/no) question •Organise images into more than two groups according to clear	**Computational Thinking** <u>We are TV chefs</u> •Break down a process into simple, clear steps, as in an algorithm •Use different features of a video camera •Use a video camera to capture moving images •Develop

	•Debug their programs •Predict how their programs will work. .	for a particular purpose •Know how to save, retrieve and change their work •Reflect on their work and act on feedback received.	combining text and images •Discuss their work and think about whether it could be improved. •E-safety	•understand how a talking book differs from a paper-based book •talk about and reflect on their use of ICT •Share recordings with an audience.	rules •Sort (order) images according to some criteria •Ask and answer binary (yes/no) questions about their images.	collaboration skills •Discuss their work and think about how it could be improved.
History			**Transport** Where do and did the wheels on the bus go? Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present			**Toys** Changes within living memory - revealing aspects of change in national life **Famous people (Nelson Mandela and Coco Chanel)** the lives of significant individuals in the past who have contributed to national and international achievements.
Geography		**Weather** Where do the leaves go in winter? • identify seasonal and daily weather patterns in the United Kingdom	**Transport and the United Kingdom** Where do and did the wheels on the bus go? • Use world maps, atlases and globes to identify the United Kingdom and its countries		**Comparing Locations and weather** Why can't a meerkat live in the North Pole? • identify seasonal and daily weather patterns in the United Kingdom • identify the location of hot	

					and cold areas of the world in relation to the Equator and the North and South Poles	
Art	**Self Portrait- Drawing** To use drawing to develop and share their ideas, experiences and imagination	**Firework pictures- Painting** To use painting to develop and share their ideas, experiences and imagination		**Textiles** To use a range of materials creatively to design and make products.	**3D Art** To use a range of materials creatively to design and make products.	**Collage** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Printing To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |
| **DT** | | **Moving Pictures** • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? | **Moving Vehicles** • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model move? | **Materials** • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? | **Food** • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of | |

		• Can they say why they have chosen moving parts?			interesting ways of decorating food they have made?	
Music	Hey you! (Rap and Hip Hop) • Listen and appraise- find the pulse, recognise instruments, listen, discuss other dimensions of music. • How pulse, rhythm and pitch work together.	Nativity Singing and performing	In the groove! (Blues, Baroque, Bhangra, Latin, Folk and Funk) • Listen and appraise- find the pulse, recognise instruments, listen, discuss other dimensions of music.	Round and Round (Latin) • Listen and appraise- find the pulse, recognise instruments, listen, discuss other dimensions of music.	Your imagination (mixed styles) • Listen and appraise- find the pulse, recognise instruments, listen, discuss other dimensions of music.	Rhythm in the way we walk (rap and mixed styles) • Listen and appraise- find the pulse, recognise instruments, listen, discuss other dimensions of music. Reflect/ Rewind and Replay
MFL						
PE	**KS1 Baseline Assessment** **Athletics** Running Jumping Skipping Throwing	**Games** Catching and Bouncing **Dance/ Gym** Balancing	**Gym** Travelling Rolling Jumping Balancing	**Games** Rolling a ball Overarm throw	**Games** Underarm throw Kicking a ball	**Games/ Athletics** Games using skills Skipping Running
PSHE						
Outdoor Learning						

Identify British Values and where they are taught.