

Year 1 Curriculum Overview

Learning Updates detail the learning and enrichment activities that have taken place in class each week.

The teaching of reading and writing in English will be focussed around enhancing knowledge of the text type, school value, the thread, or the topic.

Term	Autumn 1 Me, Myself and I	Autumn 2 Florence Nightingale	Spring 1 The Great Fire of London	Spring 2 Bug's Life (Bees)	Summer 1 Transport	Summer 2 Castles
Thread	Ethics and Citizenship	Modernising Medicine	Ethics and Citizenship	Ethics and Citizenship	Changing Communities	Changing Communities
School Value	Responsibility How do we look after ourselves?	Individuality Florence Nightingale. How did her work change nursing?	Responsibility Who was responsible for the fire?	Responsibility Why should we look after the bugs around us?	Community Connecting communities. How have changes in transport connected communities?	Community Why were castles built?
English	<p>Sentence Level Development: Capital letters, full stops and finger spaces.</p> <p>Fiction: Contemporary fiction – stories reflecting children's own experience Stories with predictable phrasing Stories by the same author 'The Tiger Who Came to Tea'</p> <p>Invitation</p> <p>Poetry</p>	<p>Sentence Level Development: Capital letters, full stops and question marks.</p> <p>Non- Fiction: Non-Chronological report Who was Florence Nightingale?</p> <p>Labels, lists and captions</p> <p>Instructions</p> <p>Poetry</p>	<p>Sentence Level Development As before + compound sentences, and exclamation marks.</p> <p>Fiction: Traditional Tales - Fairy tales (stand alone)</p> <p>Non-Fiction: Report of the Great Fire.</p> <p>Poetry</p>	<p>Sentence Level Development: As before + using adjectives and adverbs</p> <p>Fiction: Contemporary fiction – stories reflecting children's own experience Stories with a predictable pattern</p> <p>Non-Fiction: Recount of trip.</p> <p>Poetry</p>	<p>Sentence Level Development: As before + write at length using all features.</p> <p>Non-Fiction: Labels, lists and captions Explanations Poetry</p>	<p>Sentence Level Development: As before + write at length using all features, and to include commands.</p> <p>Non-Fiction: Explanations Recount of trip. Poetry</p>
Maths	See NC links for each year group's objectives. Please also see the Maths Target Sheets. By the end of Y1, children should have completed Target Sheet A. Children are not required to learn times tables off by heart, but they should be able to count reliably in 2s, 5s and 10s.					
RE	<p>Belonging Christianity Baptism / church Why is belonging to God and the church family important to Christians?</p>	<p>Belonging Judaism Mitzvot / tzedakah Why is giving tzedakah important to Jewish families?</p>	<p>Stories and books Christianity Parables / gospel What did Jesus teach about God in his parables?</p>	<p>Celebrations Christianity Emmanuel / Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?</p>	<p>Prayer and worship Christianity Prayer/ worship Why do Christians pray to God and worship him?</p>	<p>Prayer and Worship Judaism Creation / blessings How do Jewish families worship together on Shabbat?</p>
Science	Animals including humans. Knowing basic parts of the body and senses. Grouping animals according to their features.		Plants: identifying and naming a variety of common plants, including trees.	Seasonal changes. Observing changes across the seasons, and describing associated weathers.	Everyday Materials: identifying a variety of everyday materials and describing their physical properties.	
History	Researching their family tree. Changes within living memory.	Florence Nightingale Who was Florence Nightingale? Events beyond living memory. Lives of significant individuals.	Lives of significant individuals. Significant historical events.		Changes in Living Memory	

		Begin with a visit from a nurse.				
Geography	Where I Live. My local area. Place knowledge. Geographical skills and fieldwork. Locational and place knowledge.		London Capital City Locate Aerial photographs	Fieldwork, observation skills. Human and physical knowledge – seasonal and daily weather. Trip to Lackford Lakes.	Human and Physical Geography Locations Traffic	Human and Physical Geography Castles on a hill
PSHE	<u>Core theme:</u> Physical health and wellbeing Responsibility – What can I do to keep myself safe in the sun?	<u>Core theme:</u> Keeping safe and managing risk Community – Who helps to keep me safe in the community?	<u>Core theme:</u> Identity, society and equality Individuality – What makes me special?	<u>Core theme:</u> Drug, alcohol and tobacco education Responsibility – How can we keep our bodies safe?	<u>Core theme:</u> Mental health and emotional wellbeing Community – How can I help a friend who is upset?	<u>Core theme:</u> Careers, financial capability and economic wellbeing Responsibility – How can I keep my money safe?
Computing	Getting Started Introducing children to logging in and using technology for a purpose, including creating art	Programming: Beebots Using Bee-Bots to navigate an area and constructing simple algorithms, through the story of The Three Little Pigs	Algorithms Unplugged (Learning how computers handle information by exploring ‘unplugged’ algorithms completing tasks away from the computer	Digital Imagery Taking and manipulating digital photographs, including adding images found via a search engine	Introduction to Data Learning about what data is and how it can be represented and using these skills to show the findings of a minibeast hunt	Rocket to the Moon Appreciating the value of computers, understanding that they helped us get to the moon
Online Safety	Copyright and Ownership Key Question: How do we know who the author of a book is? Why is their name on the book? Is this true for Charlie and Lola? Why can't we say we wrote it (Link to SMSC) I know that work I create belongs to me.	Online Relationships Key Questions: Why might toy adverts pop up in children's apps? What are the dangers with this? I can recognise some ways in which the internet can be used to communicate.	Online Reputation Key Questions: Should the baker be blamed and how would it be reported today? What information might they include? Would it all be true? I can identify ways that I can put information on the internet.	Managing Online Information Key Questions: Which websites might be a good source of information to find information about insects? Which ones might not be? How can we decide (search engines...)? I can give simple examples of how to find information (e.g. search engine, voice activated searching).	Managing Online Information Key Questions: What can the internet teach us about Transport? I can talk about how I can use the internet to find things out.	Privacy and Security Key Questions: How are castles similar to passwords? How is online security similar or different to how people protected themselves in castles? I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
Music	All About Me Children get to know one another through games and activities designed to introduce them to the musical concepts of pulse and rhythm.	Performance skills Singing and production	Superheroes Pupils learn to identify changes in pitch and tempo and how to use these within music before composing their own superhero theme tune with instruments.	Animals Children listen and respond to music, representing animals using their bodies and instruments. They learn and perform a song, and compose a short section	Space Children journey into space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition	By the Sea Pupils look at how to represent the sounds of the seaside using their voices, bodies and instruments and explore how music can convey a particular mood

				of music as a group using their voices and instruments.		
Art and Design	Formal Elements of Art 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		Art and design Skills To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Landscape Using Different Media Sculptures and Collages 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.	
DT	Fruit and Vegetable Smoothie Children learn how to identify fruits and vegetables and then design and make a smoothie		Textiles: Puppets Children learn the different ways they can join fabrics together through the creation of a puppet			Mechanisms: Make a drawbridge.
PE	Tag Rugby (IG) & Basketball (IG)	Gymnastics & Football (IG)	Dance & FUNdamentals (ABC's)	Netball (IG) & Hockey (IG)	Cricket (S&F) & Rounders (S&F)	Tennis (N) & Athletics