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| **SUBJECT** | **Year 1 Curriculum Overview**  **2017 - 2018** | | | | | | |
| **Autumn** | | **Spring** | | **Summer** | | |
| **TOPIC** | **Epic Explorers** | | **Going Wild** | | **Gardeners World** | | |
| **Scientific Understanding** | **Materials**  Can they talk about what they <see, touch, smell, hear or taste>?  Can they talk about similarities and differences?  Can they describe materials using their senses?  Can they describe materials using their senses, using specific scientific words?  Can they explain what material objects are made from?  Can they explain why a material might be useful for a specific job?  Can they name some different materials?  Can they sort materials into groups by a given criteria?  Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?  **Light/ Earth and beyond (non-statutory)**  Do they know that the sun lights up the Earth?  Can they stay safe when observing the Sun?  Can they describe how the Sun moves across the sky?  Can they identify and name the sources of light?  Can they identify and name sources of light that we can see?  Can they explain what darkness is?  **Movement (non-statutory)**  Can they describe and show how to make something move, eg push and pull?  **Seasonal change to be covered throughout the year**  Can they use simple equipment to help them make observations?  Can they tell other people about what they have done?  Can they give a simple reason for their answers?  Can they explain what they have found out?  Can they show their work using pictures, labels and captions? | | **Animals including humans**  Can they identify and classify things they observe?  Can they think of some questions to ask?  Can they answer some scientific questions?  Can they talk about similarities and differences?  Can they point out some of the differences between different animals?  Can they sort photographs of living things and non-living things?  Can they classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)  Can they describe how an animal is suited to its environment?  Can they name the parts of the human body that they can see?  Can they identify the main parts of the human body and link them to their senses?  Can they name the parts of an animal’s body?  Can they name a range of domestic animals?  Can they classify animals by what they eat? (carnivore, herbivore, omnivore)  Can they compare the bodies of different animals?  Can they sort some animals by body covering, eg, scales, fur and skin? | | **Plants**  Can they use simple equipment to help them make observations?  Can they tell other people about what they have done?  Can they give a simple reason for their answers?  Can they explain what they have found out?  Can they show their work using pictures, labels and captions?  Can they record their finding using standard units?  Can they put some information in a chart or table?  Can they make accurate measurements? | | |
| **DT** |  |  | **Textiles- make a finger puppet**  Can they sort threads and fabrics?  Can they group fabrics and threads by colour and texture?  Can they weave with fabric and thread? |  | **Cooking and nutrition**  **Make a fruit salad**  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  interesting ways of decorating food they have made, eg, cakes? | | **Mechanisms- make a flower model**  Can they make a product which moves?  Can they cut materials using scissors?  Can they describe the materials using different words?  Can they say why they have chosen moving parts? |
| **Art and Design**  Can they describe what they can see and like in the work of another artist?  Can they ask sensible questions about a piece of art? | **Drawing/ painting focus**  Can they communicate something about themselves in their drawing?  Can they create moods in their drawings?  Can they draw using pencil and crayons?  Can they draw lines of different shapes and thickness, using 2 different grades of pencil? | **Printing**  Can they print with sponges, vegetables and fruit?  Can they print onto paper and textile?  Can they design their own printing block?  Can they create a repeating pattern? | **ICT focus- animal pictures**  Can they use a simple painting program to create a picture?  Can they use tools like fill and brushes in a painting package?  Can they go back and change their picture? | **3D**  Can they add texture by using tools?  Can they make different kinds of shapes?  Can they cut, roll and coil materials such as clay, dough or plasticine? | | **Collage**  Can they cut and tear paper and card for their collages?  Can they gather and sort the materials they will need? |
| **ICT** | **Beebots and i-pads- simple programming and algorithms.**  Can they create a simple series of instructions - left and right?  Can they record their routes?  Do they understand forwards, backwards, up and down?  Can they put two instructions together to control a programmable toy?  Can they begin to plan and test a Bee-bot journey? | | **Data retrieving and organising- capturing images and sounds**  Can they capture images with a camera?  Can they print out a photograph from a camera with help?  Can they record a sound and play it back?  Can they enter information into a template to make a graph?  Can they talk about the results shown on a graph? | | **Communicating- basic word processing**.  Do they recognise what an email address looks like?  Have they joined in sending a class email?  Can they use the @ key and type an email address?  Can they word process ideas using a keyboard?  Can they use the spacebar, back space, enter, shift and arrow keys?  Can they print out a page from the internet?  **E-Safety**  Follow the school’s safer internet rules.  Use the search engines agreed by the school.  Act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).  Use the internet for learning and communicating with others, making choices when navigating through sites.  Send and receive email as a class.  Recognise advertising on websites and learn to ignore it.  Use a password to access the secure network. | | |
| **Humanities** | **Geography**  *Geographical skills and fieldwork -*describing locality  *Location knowledge* - naming continents, countries and oceans  Can they point out where the equator, north pole and south pole are on a globe or atlas?  *Geographical skills and fieldwork-*map work- local and global  **History**  *Significant historical events*- Bonfire Night and Remembrance Day  Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?  *Significant individuals*-Neil Armstrong, Tim Peake, Christopher Columbus, Ernest Shackleton, Guy Fawkes etc  Do they appreciate that some famous people have helped our lives be better today?  *Comparing old and new-* explorer equipment  Can they ask and answer questions about old and new objects?  Can they spot old and new things in a picture?  Can they answer questions using a artefact/ photograph provided?  Can they give a plausible explanation about what an object was used for in the past?  *Events beyond living memory that are significant nationally or globally*  Can they tell us about an important historical event that happened in the past? | | **Geography**  *Place knowledge*- comparing hot and cold climates- how are animals adapted to their environment?  *Human and physical geography-* comparing homes and habitats around the world  Can they begin to explain why they would wear different clothes at different times of the year?  Can they tell something about the people who live in hot and cold places?  Can they explain what they might wear if they lived in a very hot or a very cold place?  Can they tell someone their address?  Can they explain the main features of a hot and cold place?  Can they describe a locality using words and pictures?  Can they explain how the weather changes with each season?  Can they name key features associated with a town or village, eg, church, farm, shop, house?  *Human and physical geography-* comparing weather patterns from different countries  Can they answer questions about the weather?  Can they keep a weather chart?  **History**  History of the circus- *comparing old and new/ changes within living memory*.  Can they use words and phrases like: old, new and a long time ago?  Can they tell me about things that happened when they were little?  Can they recognise that a story that is read to them may have happened a long time ago?  Can they explain how they have changed since they were born? | | **Geography**  *Location knowledge*-naming UK countries and capital cities  Can they identify the four countries making up the United Kingdom?  Can they name some of the main towns and cities in the United Kingdom?  Can they point out where the equator, north pole and south pole are on a globe or atlas?  Can they tell someone their address?  Can they explain the main features of a hot and cold place?  Can they describe a locality using words and pictures?  Can they explain how the weather changes with each season?  Can they name key features associated with a town or village, eg, church, farm, shop, house?  *Geographical skills and fieldwork-* locality study (farms)  Can they say what they like about their locality?  Can they sort things they like and don’t like?  Can they answer some questions using different resources, such as books, the internet and atlases?  Can they think of a few good questions to ask about a locality?  **History**  *Comparing old and new* (farm machinery focus)  *Changes over time* (farms and farming)  *Significant historical events,* people and places in their own locality.  Can they begin to identify the main differences between old and new objects?  Can they identify objects from the past, such as vinyl record?  Can they explain differences between past and present in their life and that of other children from a different time in history? | | |
| **Music\*** | **Long and short sounds**  Can they clap short rhythmic patterns?  Can they copy sounds?  Can they tell the difference between long and short sounds? | **Exploring pitch**  Can they make different sounds with their voice?  Can they make different sounds with instruments?  Can they identify changes in sounds?  Can they tell the difference between high and low sounds? | **Exploring instruments and symbols**  Can they use their voice to speak/sing/chant?  Do they join in with singing?  Can they give a reason for choosing an instrument? | **Tempo and dynamics**  Can they tell the difference between long and short sounds?  Can they tell the difference between high and low sounds? | | **Exploring sounds**  Can they tell the difference between a fast and slow tempo?  Can they tell the difference between loud and quiet sounds? | |
| **PE** | 1- Swimming  2 – Playground Games (follow pack) | 1 - Games Fundamentals 1  2 - Dance  Moving Words | 1 - Games Fundamentals 2  2 - Dance        Weather | 1 - Gym  Rock & Roll  2 – Multiskills\*\* | 1 – Gymnastics  Jumping Jacks  2– Swimming | | 1-Swimming                                                         2- Athletics  (old SOW) |
| **RE** | **God 1.1**  What do Christians believe God is like? | **Incarnation 1.3**  Why does Christmas matter to Christians? | **Weddings**  (with church visit)  Old unit | **Salvation 1.5**  Why does Easter matter to Christians?  Core activities | **Pentecost** | | **Sikhism**  **Self and Community.** |
| **SEAL / PSHCE** | *Myself and relationships 4 (Beginning and belonging)*  *Citizen 3 (working together)* | Healthy and safer lifestyles 9 (personal safety)  Citizen 4 (diversity and communities) | Healthy and safer lifestyles 5 (safety contexts)  Myself and relationships 7 (anti-bully) | *Healthy and safer lifestyles 7*  *(healthy lifestyles)* | *Healthy and safer lifestyles 4 (managing risk)*  *Myself and relationships 5 (me and my emotions)* | | *Healthy and safer lifestyles 6 (sex and relationships education)* |