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| **SUBJECT** | **Year 1 Curriculum Overview 2020 - 2021** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| **TOPIC & OUTINGS/**  **VISITORS** | **Travel & Transport**  Seasonal woodland walk (Science, Geography)  Arctic explorer visit (TBC) | | **Fire, Fire!**  **Under the Sea**  Seasonal woodland walk (Science, Geography)  The Raptor Foundation (Science) (TBC) | | **Local Life: Farms and Shops**  **Royalty and Castles**  Seasonal woodland walk (Science, Geography)  Burwell Local History Museum | |
| **English** | **Texts:**   * Here We Are * Absolutely Anything * Grandpa’s Great Inventions * Hiccup – The Viking Who Was Seasick   **Writing opportunities:**  Write Koala a Speech bubble with advice (PSHE – Beginning and Belonging)  My journey to school  (PSHE – Beginning and Belonging, Geography – Tracks and Trails)  Invent a vehicle  (Science – Materials)  Write a letter to teddy about his waterproof coat  (Science – Materials)  Describe Hiccup’s boat  (Science – Materials) | **Texts:**   * Amelia Earhart – Little People Big Dreams * How to Catch A Star * Michael Rosen Shape Poems   **Writing opportunities:** Compare Amelia Earhart and Amy Johnson. (History - Transport)  Lists what is in an explorers kit bag (History – Transport & Geography - Arctic)  Report on the Wright brothers (History – Transport)  Space shape poems  (History – Transport)  News report on the first moon landing (History - Transport)  Winter journey story writing (Science – Seasonal Changes) | **Texts:**   * Stuck * Flashing Fire Engines * Not Your Typical Dragon * Toby and The Great Fire   **Writing opportunities:**  Retell Stuck (Topic – Fire, Fire!)  Describe a dragon (Topic – Fire, Fire!)  Explain growing and changing  (Science – bodies)  Describe London then and now (History – Great Fire of London, Geography – Capital Cities  Recount of the Great Fire of London (History – Great Fire of London) | **Texts:**   * The Snail and the Whale * Sharing a Shell * The Enormous Crocodile * Where the Forest Meets the Sea   **Writing opportunities:**  Retell The Snail and the Whale  Alternative version ‘The Sneaky Shark’  (Science – Animals)  Under the Sea Fact Files (Geography - )  Sea Life Acrostic Poems  Describe animal clues in the local woods  (Science – Animals) | **Texts:**   * The Jolly Postman * Don’t Forget the Bacon * The Great Pet Sale * A Day on the Farm * The Grand Old Tree   **Writing opportunities:**  Letter writing to the Jolly Postman  (Geography – Local life)  Describe trees through the seasons (Science – Plants, Seasons)  Instructions to spend a day as a farmer (Science – Seasonal changes)  Alternative version of Don’t Forget the Bacon (Maths – Money) | **Texts:**   * That Rabbit Belongs to Emily Brown * The Cook and the King * The Last Castle * George and the Dragon   **Writing opportunities:**  Compare Queen Elizabeth I and Queen Victoria (History – Royalty)  Describe a Medieval Banquet (History – Royalty & Castles)  Job advert for a castle  (History – Royalty & Castles)  Plan a castle making project  (DT – Castle Construction)  Fairy tale story writing |
| **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  Counting forwards and backwards  More and less  **Measurement**  Time  Money | |
| **Science** | **Materials**  Can they identify the main groups of materials and items from made of each material?  Can they talk about similarities and differences?  Can they describe materials using their senses, using 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 sort materials into groups by a given criteria?  **Seasonal Changes**  Can they identify the features of autumn and winter?  Can they link the sun and movement of the earth to our seasons?  Can they describe day length during the different times of 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 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 name the parts of the human body that they can see?  Can they identify the main parts of the human body linked to their senses?  Can they talk about what they see, touch, smell, hear or taste? | | **Plants**  Can they identify a range of local plants and trees?  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?  **Seasonal Changes**  Can they identify the features of spring and summer?  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? | |
| **Art and Design** | **Print: Pathways and Patterns**  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?  **Christmas Craft**  Seasonal craft | | **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?  **Joan 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? | | **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?  **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? | |
| **Design and Technology** | **Bring on Breakfast**  Can they explore and evaluate a range of fruits and yoghurts?  Do they know what is meant by ‘5 a day?’  Can they practice and improve skills in peeling, chopping, scooping and mixing?  Can they design an appealing breakfast pot according to design criteria?  Can they make a breakfast pot according to their design?  Can they work safely and hygienically and clean up their workspace?  Can they identify their most successful parts and a part they could improve?  **Curriculum link –** PSHE: Healthy lifestyles, Art: Printing | | **Our Fabric Faces**  Can they explore and evaluate a range of fabrics and fabric dolls/characters?  Can they explore and evaluate how hair is created using different materials and select materials to represent their own hair?  Can they join fabric using a range of methods?  Can they cut templates and fabrics?  Can they design an appealing fabric face according to design criteria?  Can they make a fabric face using a range of materials and joining techniques, following their plans?  Can they identify their most successful parts and a part they could improve?  **Curriculum link –** PSHE: Healthy lifestyles, Science: Bodies & Animals | | **Constructing Castles**  Can they explore and discuss the features of real castles?  Can they practice and improve skills in cutting, folding and joining?  Can they construct castle elements using a range of skills?  Can they create templates and use them to guide cutting card?  Can they design a 3D castle according to design criteria?  Can they construct a castle using a range of techniques?  Can they decorate their castle according to their research on real examples?  Can they identify their most successful parts and a part they could improve?  **Curriculum link –** History: Royalty & Castles | |
| **History** | **Travel & Transport**  ***Changes within living memory*:** Can they match transport from the past with modern transport?  ***Comparing then and now:*** Can they identify methods of early travel and the features of a Viking Longboat?  ***Significant individuals:*** Can they explain the challenges Columbus faced on his expedition?  ***Significant individuals:*** What were the Wright Brothers’ significant achievements?  **Significant events:** Do they know the events of the Sinking of the Titanic?  ***Comparing then and now:*** Can they explain the importance of cars, trains and planes for travelling further and quicker?  ***Local history:*** Do they know about Amelia Earhart and Amy Johnson and can they explain why Amy Johnson is important to our local history?  ***Significant events:*** Can they explain the details of the First Moon Landing?  ***Changes within living memory***: Can they compare an arctic explorer’s kit from the past and present?  ***Chronology:*** Can they order different modes of transport on a timeline?  **Curriculum link** – Science: Materials, Science: Seasonal Changes | | **Great Fire of London**  ***Comparing then and now:***Can they compare what homes were like then and now?  ***Significant events:*** Can they explain the cases and events of the Great Fire of London?  ***Significant individuals:*** Can they recall the changes King Charles the II made after the Great Fire?  ***Changes within living memory:***How has London changed over time?  **Curriculum link** – Geography: UK & Capital Cities  ---  **Geography Focus** | | **Local Life: Farms & Shops**  ***Local history:*** What are the land and buildings in our local area like?  **Local History:** Can they explain the significance of horse racing in our local area?  ***Changes within living memory:*** Can they describe how farming has changed over time?  ***Chronology:*** Can they make a timeline for a farming year?  Changes within living memory: Can they identify the different shops we bought different things from before supermarkets?  **Curriculum link** – Science: Seasonal Changes, Geography: Local area  ---  **Royalty & Castles**  ***Significant individuals:*** Who are the monarchy now? Why are they important?  ***Commemorative events***: Do they know about how the monarch’s birthday is celebrated?  **Significant individuals**: Can they discuss and recreate royal portraits and name some significant monarchs?  ***Significant individuals:*** What are the differences between Queen Victoria and Queen Elizabeth I?  **Comparing then and now:** Do they know about the differences in motte and baily castles, stone forts and our houses now?  **Comparing then and now:** Can they identify some differences in lives from the past such as castle jobs and banquets?  **Curriculum link** – DT: Castles, Art Portraits, Science: Materials | |
| **Geography** | **Maps & Trails**  ***Locational knowledge:*** Can they talk about places they pass or visit often and less often using locational and directional language [for example, near and far; left and right]?  ***Geographical skills & mapwork:***Can they make a linear map their route to school and the features they pass?  ***Fieldwork***: Can they go on a materials hunt around school by following a trail, identifying materials and recording where they found them?  ***Human geography:*** Can they name places locally and talk about the key human features for transport, including: roads, rivers, ports, harbours, railway, train station, airport, runway?  ***Fieldwork/Weather & climate:*** Can they observe and discuss the local and seasonal weather during a trip to the woods?  ***Geographical skills/Locational knowledge:*** Using photographs, can they compare the climate of the Artic with that of the local woods and the geographical similarities and differences? | | **The UK & Capital Cities**  ***Geographical skills & mapwork*:** Can they name and locate the four countries of the United Kingdom, identifying some traditionally associated items from there?  ***Locational knowledge:*** Can they look at maps of London over time and identify some modern landmarks of London?  ***Fieldwork:*** Can they discuss features on their journey to the local woods and compare to a virtual street walk in London?  ***Locational knowledge/Human geography:*** Can they refer to the similarities and differences of our village compared to London using vocabulary village and city?  **Curriculum link** – Science: Materials  ---  **Continents & Seas**  ***Physical geography:*** Can they use geographical vocabulary to refer and compare the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley?  ***Human and physical geography:*** Why and how can we protect our environment and conserve habitats for animals?  ***Geographical skills and mapwork:*** Can they identify the areas of land and sea on a world map and explore and make observations using Google earth?  ***Locational knowledge:*** Can they name the 7 continents and identify some of their main features?  ***Geographical skills & mapwork:*** Can they identify the 7 continents by their shape and locate them on a world map?  ***Weather & climate/Locational knowledge:*** Can they identify seasonal weather patterns in different continents and suggest some animals that might live there?  **Curriculum link** – Science: Animals | | **Local Life: Farms & Shops**  ***Human & physical geography:*** In the local area, where are the natural areas, farm land and built up areas?  ***Weather & climate/Locational knowledge:*** Can they explore which parts of the world a selection of foods are more commonly farmed and why and which are local?  ***Locational Knowledge:*** Can they describe their place on earth, identifying the continent, region, village and street where they live?  **Geographical skills & mapwork**: Can they closely observe photos from the past to recreate a map of a high street of shops?  ***Fieldwork/Weather & Climate:*** Can they observe and discuss the local and seasonal weather during a trip to the woods?  **Curriculum link** – Science: Seasonal Changes  ---  **History Focus**  ***Geographical skills & mapwork:*** Can they use the four compass directions and the regions of the UK to place castles from the UK on a map. | |
| **ICT** | **We are TV Chefs**  Can they write an algorithm for making a sandwich?  Can they test and debug their algorithm?  Can they record, stop and playback a video file?  Can they present their recipe to an audience?  Can they evaluate their success as a TV chef?  **Curriculum link** – DT: Food technology | **We are celebrating**  Can they find out about e-cards and identify the features?  Can they design an e-card for a celebration?  Can they use paint to recreate their design?  Can they retrieve their file?  Can they type a message on the next page of the e-card?  Can they evaluate theirideas and skills?  **Curriculum link** – RE: Christmas Cards | **We are painters**  Can they explore illustrations and tell the difference between these and photographs?  Can they design an illustration for part of their story?  Can they recreate their design in a paint programme?  Can they choose brushes and tools in the programme?  Can they save and retrieve their file?  **Curriculum link** – History : The Great Fire of London | **We are collectors**  Can they use photo images to identify features?  Can they use a search engine to type and retrieve images?  Can they sort photographs in a Venn diagram?  Can they describe how they’ve presented their collections?  **Curriculum link** – Science: Identifying and classifying animals | **We are explorers**  Do they know what an algorithm is?  Can they plan a route and notate their algorithm?  Can they describe directions on a map?  Can they programme a bee-bot with directions?  Can the debug their algorithm?  Can they use the vocabulary algorithm/debug?  **Curriculum link** – Geography : Local Life, Maths: Position & Direction | **We are audio authors**  Can they listen to and discuss audiobooks?  Do they know what a sound effect is and how to make them effective?  Can the design and record their own sound effects?  Can they record an audio file?  Can they tell their part of the story clearly?  **Curriculum link** – History - Castles |
| **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**  **Athletics** | **Games Fundamentals 1**  **Dance: Moving Words** | **Games Fundamentals 2**  **Dance: Weather** | **Multi skills**  **Gymnastics: Rock and Roll** | **Gymnastics: Jumping Jacks**  **Swimming** | **Athletics**  **Swimming** |
| **RE** | **God 1.1**  What do Christians believe God is like? | **Incarnation 1.3**  Why does Christmas matter for Christians? | **Celebrations**  Weddings & christenings  **Curriculum link** – Science: Growing up | **Salvation 1.5**  Why does Easter matter to Christians? | **Pentecost**  What is the story and symbolism of Pentecost? | **Sikhism**  Symbols, self and community |
| **PSHE** | **Myself & My Relationships: Beginning and Belonging**  Do I understand simple ways to make sure my school is a safe, happy place?  How can I get to know the people in my class?  How do I feel when I am doing something new?  How can I make someone feel welcome in class?  What helps me manage in new situations?  Who can help me at home and at school?  **Healthy & Safer Lifestyles:**  **Healthy Lifestyles (Part 1)**  What foods do I like and dislike and why?  What can help us eat healthily?  Why do we need food?  What healthy choices can I make?  **Curriculum link – DT: Bring on Breakfast**  **Healthy & Safer Lifestyles: Digital Lifestyles**  What are some examples of ways in which I use technology and the internet and what are the benefits?  What are some examples of online content or contact which might mean I feel unsafe, worried or upset?  When might I need to report something and how would I do this? | **Healthy & Safer Lifestyles:**  **Managing Safety and Risk** What are risky situations and how do they make me feel?  What is my name, address and phone number and when might I need to give them?  What is an emergency and who can help?  What makes a place or activity safe for me?  What are the benefits and risks for me when walking near the road, and how can I stay safer?  What are the risks for me if I am lost and how can I get help?  How can I help to stop simple accidents from happening and how can I help if there is an accident?  **Curriculum link – Topic: Travel & Transport**  **Healthy & Safer Lifestyles: Digital Lifestyles**  What sort of rules can help to keep us safer and healthier when using technology?  Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour? | **Myself & My Relationships: My Emotions**  What am I good at and what is special about me? How can I stand up for myself?  Can I name some different feelings?  Can I describe situations in which I might feel happy, sad, cross etc?  How do my feelings and actions affect others?  How do I manage some of my emotions and associated behaviours? What are the different ways people might relax and what helps me to feel relaxed?  Who do I share my feelings with?  **Healthy & Safer Lifestyles:**  **Healthy Lifestyles (Part 2)**  How can I stay as healthy as possible?  What does it feel like to be healthy?  What does healthy eating mean and why is it important?  Why is it important to be active & what are the opportunities for physical activity?  **Curriculum link – Science: Bodies**  **Healthy & Safer Lifestyles: Digital Lifestyles**  What are some examples of ways in which I use technology and the internet and what are the benefits? | **Citizenship: Working Together**  What am I and other people good at?  What new skills would I like to develop?  How can I listen well to other people?  How can I work well in a group?  Why is it important to take turns?  How can I negotiate to sort out disagreements?  How are my skills useful in a group?  What is a useful evaluation?  **Healthy & Safer Lifestyles: Digital Lifestyles**  What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world?  What sort of information might I choose to put online and what do I need to consider before I do so? | **Citizenship: Diversity and Communities**  What makes me ‘me’, what makes you ‘you’?  Do all boys and all girls like the same things?  What is my family like and how are other families different?  What different groups do we belong to?  What is a stereotype and can I give some examples?  Who helps people in my locality and what help do they need?  What does ‘my community’ mean and how does it feel to be part of it?  How do people find out about what is happening in my community?  How do we care for animals and plants?  How can I help look after my school?  **Curriculum link – Topic: Local life**  **Healthy & Safer Lifestyles: Digital Lifestyles**  What sort of rules can help to keep us safer and healthier when using technology?  Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour? | **Healthy & Safer Lifestyles: Relationships and Sex Education**  What are the names of the main parts of the body? What can my amazing body do?  When am I in charge of my actions and my body?  How can I keep my body clean?  How can I avoid spreading common illnesses and diseases?  **Healthy & Safer Lifestyles:**  **Managing Safety and Risk** (Summer safety)  What are the benefits and risks for me in the sun and how can I stay safer?  What do I enjoy when I’m near water and how can I stay safer?  **Healthy & Safer Lifestyles: Digital Lifestyles**  What sort of information might I choose to put online and what do I need to consider before I do so?  When might I need to report something and how would I do this?  Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour? |