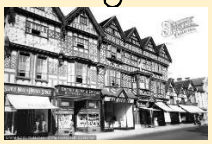
Year 1 Curriculum Overview

Subject	Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term 2 Second Half	Summer Term First Half	Summer Term Second Half
Science 	<u>Seasonal changes</u> (throughout the year) • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies					
	<u>Animals including humans</u> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores		<u>Everyday materials</u> • 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		<u>Plants</u> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.	
Geography   	<u>What is special about our local area?</u> We will: • learn all about our local environment with Y1 focussing on the locality around the school. • develop skills in using maps and our knowledge of human and physical features. • carry out fieldwork in our local area.		<u>What will I see on a visit to London?</u> We will: • expand our locational knowledge by further exploring the countries which make up the UK, • know the capital cities of the UK countries, • explore the human and physical features of London. • reflect on why a capital city is		<u>What's life like in Kenya?</u> We will: • develop our knowledge of continents and oceans. • explore the physical and human features of Kenya and make a comparison between a region in this country and Stafford. • develop our skills in using atlases and globes.	

Year 1 Curriculum Overview

			different to other cities.			
History   		What's the story of our high street? We will: Explore what Stafford's high street looks like now and how it has changed over time. Learn how people used to shop when online deliveries were not possible. Learn the names of buildings on the high street that were and were not around 50 years ago.		Why does Stafford have a castle? We will: • Explore how Stafford castle has changed over the years and discover when and why it was built. • Learn how the Castle is related to the Battle of Hastings.		What happened during the great fire of London? We will: • Look into great detail at the significant event of the great fire of London. • Learn how the fire started and understand why if it happened today, it would not be as severe. • Explore Samuel Pepys' life and learn how he has helped others to learn about the fire.
Art / D and T 	Seasonal Visual Diary **Skills**: Co-ordination, mark making, investigating media, observation, drawing, painting, colour mixing. **Knowledge**: Van Gogh, colour theory, colour wheel.	Parks We will look at play equipment in a park and work out what makes it strong, stable, attractive, work and original. Using these success criteria, we will design, make and evaluate a piece of park equipment of our own from recycled materials.	**Dragons** Skills: Imagination, observation, drawing, clay modelling, collage, oil pastel. Knowledge: A range of illustrators will be used to inspire our outcomes	Yoghurts: Healthy Eating During this unit we will develop our own recipe for a healthy yoghurt. We will learn to cut safely and measure ingredients accurately. We will develop knowledge of which foods are healthy and nutritious.	**African Art** Skills: Observation, drawing, imagination and pattern, oil pastel resist, collage, printing, colour mixing. Knowledge: Paul Klee – Artist inspired by African masks and architecture.	Moving Pictures – The Sea During this unit we will look at how to make a picture move. We will learn about pivots, levers sliders and slider holders and then use our knowledge to create a moving picture of our own. We make sure our outcome is attractive, works, is strong and original.
PE	Multi-Skills (Agility, Balance, Co-ordination) This is an introduction to the fundamental skills of P.E. Carefully planned lessons will provide children with the opportunity to acquire and develop their agility, balance and co-ordination.		Dance Children will learn how to perform dance moves using simple movement patterns and them link them to music.	Gymnastics Children develop different movement patterns around the core shapes and incorporate them into short	Multi Skills – striking / fielding Children learn basic throwing, catching and striking techniques linked to cricket / rounders.	Traditional Summer Athletics Children revisit ABC's and practice different skills related to athletics in

Year 1 Curriculum Overview

				sequences on their own and with a partner.		order to prepare for sports day.
RE	Theme Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter – Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Music	Hey You! Hey You! is written in an Old-School Hip Hop style for us to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, we will listen and appraise other Old-School Hip Hop tunes. We will write our own rap linked to our other learning.	What a performance! We will be applying our understanding to a range of different songs that we will sing with confidence and expression in our Christmas performance.	In the Groove! In The Groove is a song that was specially written to teach us about different styles of music. It has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove. In our Listen and Appraise learning, we will also listen to a well-known song in that week's style.	Round and Round All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Use your imagination! We will use our imaginations to create our own song lyrics. The styles of music we will take inspiration from will be: film music, pop music and musicals.	Reflect, Rewind and Replay We will think about the history of music in context, listen to some Western Classical music and place the music from the Y1 units we have worked through, in their correct time and space. We will continue to build our musical language.
PSHE	Being me in my world Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Celebrating difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Year 1 Curriculum Overview

Computing	Safe Online (E-Safe) Pupils will start by learning what is meant by the term 'online'. The pupils will then learn that we can leave a digital footprint when using the internet. Pupils will learn about ways for staying safe when using the internet through the use of stories and animations. Pupils will then produce a poster about how to stay safe online.	Word Skills (Creative) Pupils learn some of the basic features of a word processing program (MS Word). The pupils will be able to insert text and images and change fonts. As a result of the unit the pupils will produce an outcome that applies their new skills. In Years 2, 3 and 5 pupils will apply these skills to producing some cross-curricular outcomes that further demonstrate the application of their skills.	What is Cyberbullying? (E-Safety) Pupils will learn how some people can use the internet to bully others through the use of Smartie the Penguin animation. Pupils will think about how this would make them feel and understand where they can go for help or what they should do if this happens to them. The pupils will then create their own e-safety character to make people aware of cyberbullying. As a class the pupils will then make a set of e-safety rules.	Collecting information (Creative) Pupils will learn to collect information and using a graphing program present the information as a pictogram. This learning will have links to the pupils mathematical learning on pictograms and a cross-curricular link will be used when collecting the data to be presented.	Directions - Which way to go? (Computer Scientist) Pupils are introduced to the word algorithm and learn its meaning as programmable instructions to solve a problem. Pupils will look at how to give directional instructions to a beebot using positional language such as forwards, backwards, left and right. Pupils will understand the importance of accuracy as they debug their algorithms. Pupils will finally create an algorithm to guide their beebot around a maze.