Christ the Sower Ecumenical Primary School
Year 1 Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Narrative Writing – GPS focus** Sentence Level Work *Whatever Next by Jill Murphy* *Where the Wild Things Are by Maurice Sendak*	**Narrative Writing – GPS focus** Sentence Level Work *Fletcher and the Falling Leaves by Julia Rawlinson* *The Secret Forest by Sarah Dieckmann*	**Narrative and Informational Writing – GPS focus** Sentence Level Work *The Lighthouse Keeper's Lunch by Ronda and David Armitage*	**Narrative and Informational Writing – GPS focus** Sentence Level Work *The Lighthouse Keeper's Lunch by Ronda and David Armitage*	**<u>To entertain</u>** Narrative – Retell a Story *Giraffes Can't Dance by Giles Andreae* **<u>To inform</u>** Factual Sentences *The Ugly Five by Julia Donaldson*	**<u>To inform</u>** Factual Sentences *Look Up by Nathan Byron* *Man on the Moon by Simon Bartram*
Maths	• Number: Place Value (within 10) • Number: Addition and Subtraction (withing 10) • Geometry: Shape		• Number: Place Value (within 20) • Number: Addition and Subtraction (within 10) • Number: Place Value (within 50) • Measurement: Length and Height • Measurement: Mass and Volume		• Number: Multiplication and Division • Number: Fractions • Geometry: Position and Direction • Number: Place Value (within 100) • Measurement: Money • Measurement: Time	
Science	**Me and my Body** • Health, differences, keeping fit, eating healthily • Identify, name, draw and label the basic parts of the human body • Link the correct parts of the human body to each sense	**Everyday materials** • Identify toys/objects and what they are made from. • Know the difference between materials e.g. Wood, plastic, glass, metal, rock • Properties of everyday materials • Grouping and sorting materials	**Seasonal Changes (Autumn and Winter)** • Observe changes across autumn and winter • Observe and describe weather associated with the seasons and how day length varies.	**Animals including humans.** • Know the names of a variety of animals including fish, amphibians, reptiles, birds and mammals. • Classify animals by what they eat • Sort animals into categories • Sort living and non-living things	**Plants** • Know and name a variety of local and exotic plants • Name parts of a plant • Know the difference between fruit and vegetables • Identify some fruit and vegetables that grow in hot and cold countries • Plant tomatoes	**Seasonal Changes (Spring and Summer)** • Observe changes across spring and summer • Observe and describe weather associated with the seasons and how day length varies.
Computing	**Online Safety and Digital Citizenship** **Introductory song** **Media Balance** – How to find a balance with online and offline activities. **Computing Systems and Networks** **Information and technology around us** • Recognising technology in school and using it responsibly		**Online Safety and Digital Citizenship** **Media Balance and Well being** **Pause for People** How do you say goodbye to technology when you don't want to? **Creating Media** **Digital Writing** • Using a computer to create and format text, before comparing to writing non-digitally.		**Online Safety and Digital Citizenship** **Privacy and Security** **Safety in my Online neighbourhood** How do you go places safely online? **Programming** **Programming Animations** • Designing and programming the movement of a character on screen to tell stories.	

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	• Identifying IT and how its responsible use improves our world in school and beyond.		
History	**Memories – Toys Then and Now** **What were toys like that my grandparents had?** • To sequence events in their life • To sequence 3 or 4 artefacts from distinctly different periods of time (place items on a timeline) • To recognise the difference between past and present in their own and the lives of others (grandparents' life) • To give examples of things that were different when grandparents were children • To ask and answer simple questions about the past from sources of information e.g., artefacts, photos	**Kings and Queens** **What makes Queen Victoria and Queen Elizabeth II important?** • Recognise the difference between past and present the lives of others (King Charles III and Queen Victoria) • To Understand the importance of Queen Victoria's reign • To understand the importance of Queen Elizabeth II 70-year reign to use a variety of sources to learn about royals from different time periods and decide which sources are reliable and which are not • To compare the lives and differences between Queen Victoria and Queen Elizabeth II	**Adventures in space** **Who travelled to space and how can we trust the information?** • Recognise the difference between spaceships now and those used during moon landing. • To learn about the lives of significant individuals in the past who have contributed to space travel - Neil Armstrong and Tim Peak. • Look at sources of opinions, ask parents/grandparents about famous figures (Compare adults talking about the past - how reliable are their memories?) • To understand the impact Neil Armstrong had on today's space travel • To compare Neil Armstrong's space travel to Tim Peak
Geography	**Where do I live?** **Where do I live? What is around me?** • To know where I live and to say my address • To keep and maintain a local weather chart • To recognise and use compass directions NSEW • To study the school and plot landmarks on a simple map • To identify local landmarks around the school on a simple map (Local area walk) using vocabulary such as near and far; left and right	**An island study - British Isles** **What countries make up the UK? What human and physical features do they have?** • To name and locate the 4 countries that make up the UK (maps, atlases, and globes) • To identify the Surrounding seas of the UK • To know what human and physical geographical features are and sort these • To identify key human and physical features within two comparing locations including: beach, cliff, coast, forest, hill, mountain, sea, ocean • To identify similarities and differences between two locations (Milton Keynes and the seaside)	**The Savanna** **Why is the Savanna so different to England?** • To name and locate the 7 continents on a world map • To identify equator and hot and cold areas of the world • Identify and compare physical and human features in the African Savanna to the UK (Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather) (city, town, village, factory, farm, house, office, port, harbour and shop) • To understand the weather and climate in the Savanna Desert in comparison to the UK • To use images/videos/books as sources of information to locate different foods across the world
Art	**Spirals** **Key Concepts:** • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.	**Exploring watercolour** **Key Concepts:** • That watercolour paint has special characteristics. • That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.	

	• That we can draw from observation or imagination.		
DT	No Unit in Autumn Term in Year 1	**Cooking** **Can we prepare a healthy meal using fruit and vegetables?** • **Design:** Planning for the set brief, following simple criteria: a healthy fruit and vegetable platter/salad • **Make:** Prepare food safely and hygienically, chopping and slicing safely using a bridge or claw grip • **Evaluate:** conduct product research, trialling and feeling back on food taste, texture, and aroma. • **Technical Knowledge:** identifying each of the food groups, understanding what is a balanced diet, and developing an awareness of hidden sugars.	**Mechanisms and Mechanical Systems** **Can I create a moving alien picture that tells a story?** • **Design:** Planning and sketching the mechanical elements in a moving picture • **Make:** assembling mechanisms to create various movements (up, down, along, around) • **Evaluate:** reflecting on the finished storybook, by expressing likes, dislikes and improvements. • **Technical Knowledge:** exploring how levers and sliders work in paper-card format to create different movements,
Music	**Nativity Unit** This is a 6-week unit of work where children learn to sing Christmas songs and act in unison.	**Hey you!** This is a six-week unit, based around one song: Hey You! by Joanna Mangona – this is an Old-School Hip Hop tune written for children.	**Round and Round** This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style
PE	**Locomotion (Running)** The unit of work will develop pupils' ability to run using different parts of their bodies. Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why. **Gymnastics (Body Parts)** The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences. **Locomotion (Jumping)**	**Team Building** The unit of work enable pupils to work in small teams to complete challenges using communication and encouragement. Pupils will be challenged to apply their developing ability to create simple strategies in their teams as they complete a range of different challenges. **Ball Skills (Feet)** The unit of work will develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team. **Ball Skills (Hands)**	**Dance (Heroes)** The unit of work will challenge pupils to respond to the stimulus (heroes) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence. **Learning Through Play (Playing Games)** The unit of work will challenge pupils to create, follow and develop rules for games. Pupils will apply these through games/challenges, playing against themselves, with a partner and in teams. Pupils will understand how to keep track of their scores, ensuring that the games are safe and fair. **Games for Understanding – Attack v Defence**

	The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique. Pupils will begin to understand the different reasons when, where and why we jump in different way. **Ball Skills (Hands)** The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.		The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent. **Gymnastics (Wide, Narrow, Curled)** The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences.		The unit of work will develop pupils' ability to apply simple principles of attack vs defence, with a particular focus on creating simple tactics to win the game. Pupils will develop their understanding of how, where and why to attack and defend in a game. **Rackets, Bats and Balls** The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding of accuracy and space in a variety of games.	
PSHE	**Being Me in My World** Feeling special and safe Bein g part of a class Rights and responsibilities Rewards and f eeling proud Consequences Owning the Learning Charter	**Celebrating Difference** Similarities and differences Understan ding bullying and kno wing how to deal with it Making new friends Celebrating the differe nces in everyone	**Dreams and Goals** Setting goals Identifying successes a nd achievements Learning styles Working well and celebrating achievem ent with a partner Tackling new challeng es Identifying and overco ming obstacles Feelings of success	**Healthy Me** Keeping myself healthy He althier lifestyle choices Keeping clean Being safe Medicine safety/safety wit h household items Road safety Linking health and happin ess	**Relationships** Belonging to a family Making friends/being a good fri end 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 Chang es in me Changes since being a baby Differences betwee n female and male bodies (correct terms) Linking growing an d learning Coping with change Transition
	Virtue: Caring Caring for ourselves	**Virtue: Respect** How does the ugly ducking feel?	**Virtue: Perseverance** You can do it!	**Virtue :Self-discipline** What is anger?	**Virtue: Kindness** The kindness book	**Virtue: Courage** Coming to school

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RE	**Beliefs & Questions** **Focus: Why do most Christians call God 'creator'?** Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation.	**Community and Identity** **Focus: What do most Christians celebrate together?** Focus on festivals such as Christmas and Easter, but also communion if appropriate.	**Beliefs and Questions** **Focus: What do Jewish people believe about God?** This is an introduction to Judaism and their beliefs about God. It will allow pupils to wonder and realise that different opinions are acceptable.	**Reality and Truth** **Focus: Why does Easter matter to Christians?** Christian beliefs about the Easter story and to understand how Easter is celebrated by different Christians.	**Community and Identity.** **Focus: How do Hindus understand who God is?** The origins of Shabbat and the practices associated with it	**Reality and Truth** **Focus: How do people know how to behave?** Focus on 10 commandments and Jewish food laws;