

Christ the Sower Ecumenical Primary School Curriculum Overview – Year 1

Term	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 ½ weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (6 ½ weeks)
Topic	<b>Ourselves</b> Geography Led	<b>Toys Then and Now</b> History Led	<b>Journeys</b> Geography Led	<b>Dungeons and Dragons</b> History Led	<b>Fruit Salad</b> Geography Led	<b>Space</b> History Led
English	<p><b>To Inform</b></p> <ul style="list-style-type: none"> <li>Letters and messages</li> <li>Messages for a real life purpose</li> <li>Geography link - addresses</li> <li><i>On a Sudden Hill by Linda Sarah</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>In character writing                             <ul style="list-style-type: none"> <li>Speech bubbles</li> <li>Statements</li> <li>Questions</li> </ul> </li> <li><i>On a Sudden Hill by Linda Sarah</i></li> </ul> <p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>How to keep healthy</li> <li>Science link</li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Science link – 5 senses</li> <li><i>Rosemary Rudd by John Foster</i></li> <li><i>Sniff, Sniff, Sniff by Julia Donaldson</i></li> <li><i>Sounds Good by Judith Nicholls</i></li> </ul>	<p><b>To Inform</b></p> <ul style="list-style-type: none"> <li>Fact File</li> <li>To write sentences about a favourite toy</li> <li><i>Lost in the Toy Museum by David Lucas</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Narrative – Adventure Story</li> <li>What do the toys do in the middle of the night?</li> <li><i>Lost in the Toy Museum by David Lucas</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li><i>Lost in the Toy Museum by David Lucas</i></li> </ul> <p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Elf-School cross-curricular link</li> <li>Letter to Santa</li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Elf-School cross-curricular link</li> <li>Christmas Acrostic Poetry</li> </ul>	<p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Riddles – guess the animal.</li> <li><i>Where the Wild Things Are by Maurice Sendak</i></li> </ul> <p><b>To Inform</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>What to take on a trip?</li> <li><i>Where the Wild Things Are by Maurice Sendak</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Setting description</li> <li><i>Where the Wild Things Are by Maurice Sendak</i></li> </ul> <p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Recount</li> <li>Journey around the school</li> <li>Geography link – using a compass.</li> </ul>	<p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Letter to inform George about the dragon (or George informing about how he defeated the dragon)</li> <li><i>George and the Dragon by Christopher Wormwell</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>George and/or the dragon</li> <li><i>George and the Dragon</i></li> <li><i>Tell Me a Dragon by Jackie Morris</i></li> </ul> <p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Dragon Fact file</li> <li><i>Tell Me a Dragon</i></li> <li><i>The Egg M.P. Robertson</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Narrative – Retelling a story using simple 3 part story structure</li> <li><i>George and the Dragon</i></li> <li><i>Tell Me a Dragon</i></li> <li><i>The Egg M.P.</i></li> </ul>	<p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Simple patterned story - Innovated</li> <li><i>Handa's Surprise by Eileen Browne</i></li> </ul> <p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>How to make a disgusting sandwich</li> <li><i>The Disgusting Sandwich by Gareth Edwards</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Descriptive sentences</li> <li>Describe a disgusting sandwich</li> <li><i>The Disgusting Sandwich by Gareth Edwards</i></li> </ul> <p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Recount</li> <li>What happens to the sandwich?</li> <li><i>The Disgusting Sandwich by Gareth Edwards</i></li> </ul>	<p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Information Text</li> <li>Questions and answers</li> <li><i>The Darkest Dark by Chris Hadfield</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Poetry and Rhymes</li> <li>Space themed poetry</li> <li>Link to well known rhymes, e.g. Twinkle Twinkle</li> <li><i>The Darkest Dark by Chris Hadfield</i></li> </ul> <p><b>To inform</b></p> <ul style="list-style-type: none"> <li>Letter – Baby bear telling someone about his adventures on the moon</li> <li><i>Whatever Next by Jill Murphy</i></li> </ul> <p><b>To entertain</b></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Rocket story – write your own</li> <li><i>Whatever Next by Jill Murphy</i></li> </ul>

M at hs	Numbers to 10 Part-whole within 10 addition and subtraction within 10 Geometry- 2D and 3D shapes numbers to 20		Number – addition & subtraction within 20 Numbers to 50	Measurement – length & height Measurement – weight & volume Consolidation	Number – multiplication & division Number – fractions- halves and quarters Number – place value to 100	Measurement – money Measurement – time Consolidation
Science	<b>Me and my Body</b> (Healthy Eating)  Health, differences, keeping fit, eating healthily  Name the parts of the human body that we can see  Link the correct parts of the human body to each sense	<b>Everyday materials</b>  Identify toys/objects and what they are made from  Know the difference between materials eg. Wood, plastic, glass, metal, rock  Properties of everyday materials  Grouping and sorting materials	<b>Weather</b>  Identify hot and cold places  Observe and know about the changes in the seasons  Name the seasons and know about the type of weather in each season	<b>Animals including humans</b>  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	<b>Plants</b>  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	<b>Planets</b>  Identify up to 5 different planets  Know we live on earth and know what the sun and moon are and how they give us day and night
R E	<b>Is everybody special?</b>  <b>Learning Objective:</b> to explore how and why people choose to belong to groups and religions  <b>Key Concepts:</b> Belief; Identity  <b>Syllabus Questions addressed:</b> <ul style="list-style-type: none"> <li>Does it feel special to belong?</li> </ul> Who do I believe I am?	<b>Should we celebrate Harvest or Christmas?</b>  <b>Learning Objective:</b> to explore and compare reasons for celebrating Harvest and Christmas  <b>Key Concepts:</b> Christianity; Harvest; Christmas; Judaism; Sukkot; Giving thanks  <b>Syllabus Questions addressed:</b>	<b>How should people care for the world?</b>  <b>Learning Objective:</b> to explore religious views of creation and ecology  <b>Key Concepts:</b> Christianity; Judaism; Creation  <b>Syllabus Questions addressed:</b> <ul style="list-style-type: none"> <li>Does the world belong to God?</li> </ul> Should people take care of the world?	<b>Should everyone follow Jesus?</b>  <b>Learning Objective:</b> to explore the reasons why people follow Jesus, with reference to the Easter story  <b>Key Concepts:</b> Christianity; Easter; Leaders; Rabbi; Vicar  <b>Syllabus Questions addressed:</b>	<b>Are some stories more important than others?</b>  <b>Learning Objective:</b> to explore some Old Testament stories and find out what can be learned from them  <b>Key Concepts:</b> Christianity; Judaism; Old Testament; Moral stories  <b>Syllabus Questions addressed:</b>	<b>Do we need shared special places?</b>  <b>Learning Objective:</b> to explore the relevance of the synagogue to Jews  <b>Key Concepts:</b> Judaism; Sacred space; Synagogue  <b>Syllabus Questions addressed:</b> <ul style="list-style-type: none"> <li>Does it feel special to belong?</li> </ul> Who do I believe I am?

		<ul style="list-style-type: none"> <li>Are religious celebrations important to people?</li> </ul> <p>Is God important to everyone?</p>		<ul style="list-style-type: none"> <li>What can I learn from stories from religious traditions?</li> <li>Should people follow religious leaders and teachings?</li> </ul>	<ul style="list-style-type: none"> <li>What can I learn from stories from religious traditions?</li> <li>Should people follow religious leaders and teachings?</li> </ul>	
C o m p u t i n g	<p>Develop understanding of technology and how it can help.</p> <p>Become familiar with parts of a computer.</p> <p>Start to consider how to use technology sensibly and responsibly.</p>	<p>Use creative tools to create digital art.</p> <p>Compare digital art with real world art.</p>	<p>Create and change text using a keyboard and mouse.</p> <p>Start to use tools to change writing.</p> <p>Start to use caps lock and full stops.</p>	<p>Use labels to put objects into groups.</p> <p>Sort objects into groups based around specific properties.</p> <p>Use grouped information to answer questions about the data.</p>	<p>Explore commands on a computer program.</p> <p>Understand and use simple algorithms such as forwards, backwards.</p> <p>Debug instructions to allow movement along a set path.</p>	<p>Explore sprites and backgrounds.</p> <p>Use programming blocks to use, modify and create programs.</p> <p>Debug and improve algorithms.</p>
H i s t o r y		<p><b>Then and Now</b></p> <p>Study of toys now and then (1960 onwards)</p> <p>Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Use language such as old and new, before, after, past present, then and now. Recognise the difference between past and present in their own and the lives of others.</p> <p>Place items on a time line Give examples of things that were different when grandparents were children</p>		<p><b>Kings and Queens</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements - Kings and Queens (Queen Elizabeth 2 and Henry Eighth)</p> <p>Recognise the difference between past and present the lives of others.</p> <p>Discuss the differences between past lives of famous figures and their own.</p> <p>Recount episodes from stories about the past</p> <p>Write the difference between things from the</p>		<p><b>Space Travel</b></p> <p>Write a narrative of the Moon landings.</p> <p>Recognise the difference between space ships now and those used during moon landing.</p> <p>Lives of significant individuals in the past who have contributed to space travel - Neil Armstrong and Tim Peaks.</p> <p>Look at sources of opinions, ask parents/grandparents about famous figures. Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how</p>

		Find answers to simple questions about the past from sources of information e.g. artefacts,		past and how they look now		reliable are their memories?
Geography	<p><b>Local Area Study – Grange Farm</b></p> <p>Know where I live and can say my address</p> <p>Keep a local weather chart</p> <p>Know what I like and do not like about the place I live</p> <p>Local landmarks with sketches</p> <p>Simple map symbols for a map of a familiar location</p>		<p><b>An island study- Katie Morag (compared to MK)</b></p> <p>Using a compass</p> <p>List human and physical geographical features from a familiar place</p> <p>Key features of a place to compare to a known location</p> <p>Know the names of the 4 counties of the UK</p>		<p><b>Where does fruit come from?</b></p> <p>Name the world's seven continents</p> <p>Using images/videos/books as sources of information to locate different foods across the world</p> <p>Writing a food diary with likes and dislikes about particular fruits</p>	
Art & DT	<p><b>ART</b></p> <p><b>Using paint to create self-portraits – Picasso</b></p> <p>Discuss materials used in making art.</p> <p>Compare work of craftspeople in different times.</p>	<p><b>DT:</b> Junk modelling (collaboratively.)</p> <p>To have own ideas</p> <p>Explain what they want to do</p> <p>Explain what their product is for, and how it will work</p> <p>Use pictures and words to plan, begin to use models</p> <p>Design a product for themselves following design criteria</p>	<p>ART</p> <p>Landscape Pictures</p> <p>Pictures of towns and country to compare</p> <p>Observational drawing of buildings/plants in our area.</p> <ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Use a sketchbook to gather and collect artwork.</li> </ul> <p>Begin to explore the use of line, shape and colour</p>	<p><b>DT:</b> Cooking unit: sweet and sour platter (tasting vegetables)</p> <p>Describe textures</p> <p>Wash hands &amp; clean surfaces</p> <p>Think of interesting ways to decorate food</p> <p>Say where some foods come from, (i.e. plant or animal)</p> <p>Describe differences between some food groups (i.e. sweet, vegetable etc.)</p>	<p>ART</p> <p>Using different media to imitate Arcimboldo's fruit paintings.</p> <ul style="list-style-type: none"> <li>Discuss materials used in making art.</li> <li>Compare work of craftspeople in different times.</li> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Record and explore ideas from first hand</li> </ul>	<p><b>DT:</b> Using papier-mâché to create planet sculptures.</p> <p>Explain what I'm making and why</p> <p>Consider what I need to do next</p> <p>Select tools/equipment to cut, shape, join, finish and explain choices</p> <p>Measure, mark out, cut and shape, with support</p>

	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <ul style="list-style-type: none"> <li>Mix secondary colours and shades using different types of paint.</li> </ul>	<p>Research similar existing products</p>		<p>Discuss how fruit and vegetables are healthy</p> <p>Cut, peel and grate safely, with support</p> <p>Choose suitable materials and explain choices</p> <p>Try to use finishing techniques to make product look good</p> <p>Work in a safe and hygienic manner</p>	<p>observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> </ul>	<p>Choose suitable materials and explain choices</p> <p>Try to use finishing techniques to make product look good</p>
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M u s i c	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind Replay
P E	Ball skills Gymnastics	Fitness Dance	Sending and Receiving Team Building	Striking and Fielding Invasion	Athletics Sports Day Prep	Target Games Net and Wall
P S H E	<b>Relationships</b> Families and Friendships Safe Relationships Respecting ourselves and others		<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience Money and work		<b>Health and Wellbeing</b> Physical health and Mental wellbeing Growing and changing Keeping safe	
Tri ps			Grange Farm and Local Area. Milton Keynes Gallery.			Science Space Museum