

Year 1 -Curriculum						
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Theme	<u>Kings and Queens</u>	<u>Dinosaurs</u>	<u>Cold Adventures</u>	<u>Stanah!</u>	<u>Toys of the past</u>	<u>Beatrix Potter</u>
Line of enquiry	<u>What is a monarch?</u>	<u>How are dinosaurs different to animals we see today?</u>	<u>Why are places different temperatures?</u>	<u>What is wonderful about where we live?</u>	<u>How have toys changed since the Victorian times?</u>	<u>What is an illustrator?</u>
Lead Subject	<i>History</i>	<i>Science</i>	<i>Geography</i>	<i>Geography</i>	<i>History</i>	<i>Art</i>
Science	<p>Properties and Uses of Materials</p> <p>Explore everyday materials including, wood, plastic, glass, metal, water and rock. Describe the physical properties of everyday materials. Distinguish between object and the material from which it is made. Compare and group materials based on their physical properties.</p>	<p>Animals</p> <p>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, omnivores and herbivores.</p> <p>Seasonal changes: Autumn</p> <p>Explore the months of Autumn. Observe and describe changes across the season of Autumn. Observe how day length varies. Describe weather associated with the season of Autumn.</p>	<p>Scientific enquiry (AT1 Skills)</p> <p>Ask questions and that these can be answered in different ways. Observe closely, using simple equipment. Perform a simple test. Identify and classify. Answer questions, using observations. Gather and record data.</p> <p>Seasonal changes: Winter</p> <p>Observe and describe changes across the season of Winter. Observe how day length varies. Describe weather associated with the season of Winter.</p>	<p>Plants</p> <p>Identify different plants. Identify and describe the basic structure of plants. Name a variety of common wild plants. Name a variety of common plants that we can eat. Identify, name and describe the basic structure of deciduous and evergreen trees.</p> <p>Seasonal changes: Spring</p> <p>Observe and describe changes across the season of Spring. Observe how day length varies. Describe weather associated with the season of Spring.</p>	<p>Animals-Humans</p> <p>Identify, name, draw and label the basic parts of the human body- head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth. Children to say which part is associated with each part of the body with each sense.</p>	<p>Scientific enquiry (AT1 skills)</p> <p>Ask questions and that these can be answered in different ways. Observe closely, using simple equipment. Perform a simple test. Identify and classify. Answer questions, using observations. Gather and record data.</p> <p>Seasonal changes: Summer</p> <p>Observe and describe changes across the season of Summer. Observe how day length varies. Describe weather associated with the season of Summer.</p>
History	<p>Changes within living memory- Kings and Queens</p> <p>Explore current monarch Explore family tree of the monarchy Explore where members of the monarchy live. Explore the life and reign of Queen Victoria and Queen Elizabeth. Explore the coronation of King Charles.</p>	<p>Changes beyond living memory- Dinosaurs</p> <p>Chronology of dinosaurs- when did they roam? Place on timeline. Explore the role of an archaeologist and fossils. Explore different dinosaurs, how they adapted, environments they lived in.</p>		<p>Significant local area study</p> <p>Looking at maps from the past- discussions what is same to today/differences. Look at ordinance survey maps. Look at photographs of children from Stanah- similarities and differences. Identify the changes of school from now and in the past.</p>	<p>Toys of the past</p> <p>For chronology, know that the Victorian period was before Queen Elizabeth II and that it comes after the dinosaur period. There was no electricity during the Victorian period. Name some Victorian toys - spinning top, diabolo, cup and ball, marbles and Punch and Judy. Compare toy artefacts from the Victorian era to those I have today and others from the past.</p>	
Geography		<p>Name and locate the 7 continents and oceans (connected to fossil discoveries)</p> <p>Explore and name the 7 continents of the world.</p>	<p>Maps</p> <p>location of where the Arctic is. Locate and explore where the equator is. Explore why the Arctic is cold.</p>	<p>Human/ Physical Geography of a local area (Thornton)</p> <p>Fieldwork of own school grounds/ following maps</p> <p>Explore simple maps/photos</p>		

		Explore and name the 5 oceans of the world.	Explore what clothing would be worn in the Arctic. Comparison of the Arctic and the UK.	of the local area. Create own simple maps using photographs. Identifying human and physical features of the immediate environment.		
Art & Design	Unit: Formal elements: line, colour, shape Key Artist- Kandinsky. Explore the formal elements of line, colour and shape through different media. Focus on exploring with primary colours and secondary colours using different types of paint e.g. poster paint, powder paint, block paint.			Unit: Drawing/ Painting Key artist: Georgia O'Keefe Formal elements: colour, line, shape. Make observational drawings of flowers. Explore with water colours and oil pastels to create own art in the style of Georgia O'Keefe..		Unit: Drawing, experimenting with a range of media. Key illustrator- Beatrix Potter. Formal elements: colour, line, shape. Use a range of media to become an illustrator e.g. graphite pencils, pencil crayons, wax crayons
Design Technology	Mechanisms: Using levers and sliders to create a moving picture. Explore mechanisms within toys and books. Explore levers to create a moving mechanism. Explore and create a wheel mechanism. Design a picture with a moving mechanism. Create a picture with a moving mechanism. Evaluate picture with moving mechanism.		Design, food and nutrition: Use a healthy and varied diet to prepare dishes. Explore and taste a variety of fruit and vegetables. Explore the handling and preparation of fruit and vegetables. Design a simple recipe to include fruit or vegetables. Create a food product based on the simple recipe. Evaluate simple recipe.		Construction: Structures Explore different stable structures. Explore different materials that can be used in a stable structure. Design a stable structure (eg a garage, a home for a toy animal). Make and evaluate design.	
Computing (Purple Mash)		Grouping and sorting (2 lessons) Technology outside school (2 lessons)	Animated Story books (5 lessons)		Pictograms (3 lesson)	Lego Builders (3 lessons)
Online Safety (Project Evolve)	Online safety- Project Evolve. Self-Image and identity. Recognition of how people may make you feel online. Discuss examples of different adults who you can ask for help. Health, wellbeing and lifestyle. Rules being used around technology at home and in school.	Online Safety- Project Evolve Online Relationships. Discuss the importance of asking permission to do something online. Discuss the use of internet with adult support. Discuss being kind and considerate online and respecting choices- things not being seen in the same way.	Online Safety- Project Evolve Online Reputation Recognise that information can stay online and could be copied Describe what information I should put online. Online Bullying. Describe how to behave online so I don't upset others.	Online Safety- Project Evolve Managing Online Information Describe and understand that we can encounter a range of things online which we may not like. Know how to get help from a trusted adult if we see content that makes us feel sad.	Online Safety- Project Evolve Privacy and Security Explain how passwords are used to protect information. Recognise detailed examples of information that is personal to someone. Explain why it is important to ask trusted adults before sharing personal information.	Online Safety- Project Evolve Copyright and Ownership Explain why work created using technology belongs to me and say why it belongs to me. To save my work underneath a suitable title or name. Understand that work created by others does not belong to me.
Music (Charanga)		Charanga: Old School Hip Hop Hey You!	Charanga: Pop Your Imagination			Charanga: Classical Reflect, Rewind and Replay
PSHE (myHappymind)	myHappyminds scheme: myHappymind- Meet your Brain (x5 lessons) +Showing respect and managing hurtful behaviour (1 lesson)	myHappyminds scheme: myHappymind- celebrate (x4 lessons) m Happyminds+- places (4 lessons)	myHappyminds scheme: myHappymind-Appreciate (x3 lessons) +Healthy Lifestyles (x2 lessons)	myHappyminds scheme: myHappyminds- Relate (x3 lessons) +Families and positive close relationships (x2 lessons)	myHappyminds scheme: myHappymind- engage (x4 lessons) +shared responsibilities (x1 lesson)	myHappyminds scheme: +communities (x1 lesson) +growing and changing (x2 lessons) + ourselves, growing and changing transition (x1)
PE (PE Passport)	Fundamental Skills baseline FMS- Rolling	FMS- Underarm throwing Gymnastics	Dance Gymnastics	FMS- Catching and bouncing FMS- overarm throw	FMS- Athletics	Fundamental Skills

RE (SACRE documents)	Hindu Dharma What do Hindus believe about God?	Christianity: Jesus Nativity – The birth of Jesus	Christianity: God Explore why Christians say God is a Father.	Christianity: Church Baptism – plan a visit to the church.	Islam Introduction to Islam and significant facts/features	Judaism Gods promise and festival of Sukkot
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