

Curriculum Overview

Year: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title	Who is the Magic Toymaker?		What can we find in the past?		What's under the deep, blue sea?	
Geography						
Knowledge			<p>Local environment- human and physical</p> <p>Compass directions</p>	<p><u>Continents and oceans</u></p> <p>To begin to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Refer to key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To begin to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (science link)</p>		
Skills			<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (look at environment of the school past and present)</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>		
Vocabulary			Compass, north, south, east and west, environment, features, habitat, natural, man made, past, present, change	Weather, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, shop, Equator, hot, cold, climate, Capital city, country, England,		

			Scotland, Wales Word mat: ..\..\Geography\word mats\Human-Geography-Word-Mat Ks1.pdf
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History

<p>Knowledge</p>	<ul style="list-style-type: none"> Comparing old and new toys. Asking older relatives about the toys they played with in the past and making comparisons between those and the toys the children play with today. Discussing and investigating the different materials used to make different toys. <p>Black History- Rosa Parks</p> <ul style="list-style-type: none"> Learn about who Rosa Parks was (refused to give her seat up on the bus for a white person) and why she is an important and influential person Discuss how it would feel to be Rosa Parks and how it would have felt to be the other people on the bus with her. 	<ul style="list-style-type: none"> Time line of events and plot the dinosaur era on the timeline. Look at how long ago this was compared to the present day. Learn about the different dinosaurs of the past and sort into venn diagrams according to their features. Learn about the role of the archaeologist- how do we know what we know today? Discuss basic evolution including how humans have evolved from dinosaurs. Investigate Mary Annings-who was she and why was she important? Find out about Kings and Queens of the past including Elizabeth II, Queen Victoria, King James and Henry VII. Compare the times of Elizabeth I and II. Learn about explorers from the past (Edmond Hilary, Neil Armstrong, Amelia Earheart) Learn about musicians from the past and present and compare them (Aretha Franklin, Nigel Kennedy, Tom Jones, Adele) 	<p>Geography focus term</p> <p>Local history -The white horses</p> <p>*Where are they? Map links with Geography</p> <p>*Why are they there?</p>
<p>Skills</p>	<ul style="list-style-type: none"> I can use historical evidence to ask questions about the past. I can use historical evidence to find answers to questions about the past. I can recognise the difference between past and present in my life and my friend's lives. I can order 3 or 4 artefacts from different periods of time on a timeline. I can match objects to people of different ages. I can sequence events in my life. 	<ul style="list-style-type: none"> I can use historical evidence to ask questions about the past. I can use historical evidence to find answers to questions about the past. I can write about people and events from the past. I can use ICT to show what I know about the past. I can know and recount episodes from stories about the past. I can ask questions about the past such as: What was it like for people? What happened? How long ago? I can describe historical events. I can talk about history with my friends. 	<ul style="list-style-type: none"> I can study an area of local history.

	<ul style="list-style-type: none"> I can explain changes that have happened over my life time. I can use historical words and phrases such as: a long time ago, when my parents/carers were children and years ago to describe the past. I can talk about history with my friends. 	<ul style="list-style-type: none"> I can use historical words and phrases such as: a long time ago, when my parents/carers were children and years ago to describe the past. 	
Vocabulary	Past, present, toy, compare, old, new, a long time ago, materials	Timeline, dinosaur, features, archaeologist, evolution, King, Queen, past, present, future, explorer, musician, a long time ago	Past, present, white horse, location

PE

Knowledge	GAMES SKILLS <u>Unit 1 Balls Skills</u> <u>Unit 2 Throwing and Catching</u> <u>Aiming</u>	GYMNASTICS Unit 5 Y1 LARGE and SMALL BODY PART BALANCES alongside SKIPPING	DANCE Unit 1 Streamers Conkers Ball Unit 2 March, March M Beanstalk Unit 3 F & S Washing Handa's Surp' Unit 4 Rainbow fish Bear hunt Dances 16-25 VS	GYMNASTICS Unit 6 Y1 BASIC SHAPES, ADDITIONAL ROLLING TECHNIQUES and CLIMBING	GAMES SKILLS <u>Unit 3 Bat and ball skills</u> <u>Skipping</u> <u>Unit 4 Developing Partner work</u>	GYMNASTICS Unit 7 Yr1 JUMP, LAND and TRAVEL
Skills	Real PE unit 1 Coordination – Floor Movement Patterns (FUNS Station 10) Static Balance – One Leg Standing (FUNS Station 1)	Real PE unit 2 Dynamic Balance to Agility (FUNS Station 6) Static Balance - Seated (FUNS Station 2)	Real PE unit 3 Dynamic Balance (FUNS Station 5) Static Balance – Small Base (FUNS Station 4)	Real PE unit 4 Coordination – Ball Skills (FUNS Station 9) Counter Balance in Pairs (FUNS Station 7)	Real PE unit 5 Coordination with Equipment (FUNS Station 8) Agility – Reaction/Response (FUNS Station 12)	Real PE unit 6 Agility – Ball Chasing (FUNS Station 11) Static Balance – Floor Work (FUNS Station 3)
Vocabulary						

MFL

Knowledge						
Skills						
Vocabulary						

Art

Knowledge	Drawing <ul style="list-style-type: none"> Focus: Family photos Observing human facial features Colour mixing using coloured pencils and HB pencils 	Painting <ul style="list-style-type: none"> Focus: Food in still life Name primary and secondary colours Mix secondary colours Add black and white to change tone Colour matching to real 	Printing <ul style="list-style-type: none"> Focus: Islamic Art Design prints for a specific audience How to print clearly with no smudging or slipping Creating a repeating pattern 	CLAY <ul style="list-style-type: none"> Focus: Mugs Manipulating clay to achieve successful outcomes Selecting appropriate tools 	Textiles <ul style="list-style-type: none"> Focus: Classroom bunting Use a variety of fabrics and tools to achieve a desired outcome Adding embellishments 	3D form <ul style="list-style-type: none"> Focus: Picture book scene Understand the term three-dimensional Investigate 3D modelling using different materials (paper, plasticene) Turning 2D paper into 3D
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		life objects		<ul style="list-style-type: none"> Imprinting and cutting 		
Skills	<ul style="list-style-type: none"> Begin to draw lines of different sizes and thickness Colour inside the lines Show pattern and texture using dots and lines Mix colours using different coloured pencils and HB pencils Observational drawing Design, make, evaluate 	<ul style="list-style-type: none"> Splatter, flicking techniques Use thick and thin brushes Create colour wheels Mix primary colours to make secondary colours Colour matching Add white and black to make different shades Design, make, evaluate 	<ul style="list-style-type: none"> How to print clearly with little smudging or slipping Creating a repeating pattern Create a stamp using thick card Make rubbings Design, make, evaluate 	<ul style="list-style-type: none"> Rolling, pinching, squeezing, pushing, pulling cutting clay into specific forms Using lines and dots to add texture and patterns Joining pieces of clay together Design, make, evaluate 	<ul style="list-style-type: none"> Sorting textiles based on properties Using fabric crayons Adding embellishments using glue 	<ul style="list-style-type: none"> Adding texture to playdough using tools Folding, bending, cutting and sticking paper Explore different materials (recycled, man-made, natural)
Vocabulary	Observe, line, pattern, texture, mixing, thickness	Still life, primary colours, secondary colours, tone, splatter, flick, thick, thin	Repeating pattern, print,	Imprinting, cutting, rolling, pinching, squeezing, pushing, pulling, texture, patterns, joining	Embellish, embellishment	Three dimensional, materials, folding, bending, cutting, sticking

DT

Knowledge	Puppet	Cooking – Sweets for Enterprise	Stampers- Dinosaur Stamper	Cooking- Pizza	Cooking- Salad	Toys with moving parts
Skills	<ul style="list-style-type: none"> *Have experience of puppets *Know how to transport and use simple equipment safely 		<ul style="list-style-type: none"> *Understanding of printing using various resource *Know how to use scissors safely Understand that some shapes will make better prints than others 		<ul style="list-style-type: none"> *Some understanding of food hygiene *Know where food comes from *Know how to use some kitchen equipment safely *Know importance of a varied diet *Know that some foods need to be washed before using them 	<ul style="list-style-type: none"> *Have experience of toys with moving parts *Know how to transport and use simple equipment safely
Vocabulary	<ul style="list-style-type: none"> *Talk about existing products and say what is good or not so good about them * Explain what they want to do. *Design following design criteria with support. * Use simple pictures/ words/ diagrams to describe design. * Select tools and equipment needed for 		<ul style="list-style-type: none"> *Talk about existing products and say what is good or not so good about them * Explain what they want to do. *Design following design criteria with support. * Use simple pictures/ words/ diagrams to describe design. * Select tools and equipment needed for purpose. *Use scissors safely, practising and developing this skill *Use appropriate materials *Talk about own work with support 	<ul style="list-style-type: none"> Cooking- *chopping using a blunt knife safely *use a grater with adult support *use a spoon to measure ingredients and spread 	<ul style="list-style-type: none"> * Use a blunt knife safely 	<ul style="list-style-type: none"> *Talk about existing products and say what is good or not so good about them * Explain what they want to do. *Design following design criteria with support. * Use simple pictures/ words/ diagrams to describe design. * Select tools and equipment needed for purpose. *Use appropriate materials *Talk about own work with

	<p>purpose.</p> <p>*Use appropriate materials</p> <p>*Talk about own work with support</p>					<p>support</p> <p>*Use a simple lever</p>
RE						
Knowledge	<p>Symbols of belonging for each child, Christian symbols –e.g. fish, cross, Christian dolls, Bibles.</p> <p>The story of the lost coin.</p> <p>Baby baptism.</p> <p>Islam symbols, picture of hajj pilgrimage, Islamic Art & calligraphy for Allah.</p> <p>Story of Muhammad and the farmer boy.</p> <p>Welcoming a baby in Islam.</p>	<p>Introduce Elizabeth, Grace & James & Frederick Fisher.</p> <p>The good shepherd, the lost sheep & the story of Jonah.</p> <p>The story of Zaccheaus and Jesus making friends with his disciples.</p>	<p>Celebration& remembrance in children’s own lives.</p> <p>Meaning of Jewish rituals for example during Pesach, Shabbat and Chanukaah and Sukkot.</p> <p><u>Day 1</u> – Pesach (Passover) or Shabbat, Chanukaah, Sukkot.</p> <p>Jewish visitor (Rabbi or Jewish person)</p> <p>Celebration& remembrance in children’s own lives.</p> <p>Easter story timeline. Easter gardens and sad times and happy times</p> <p>And symbols of Easter – Kim’s game.</p> <p><u>Day 2</u> – Easter</p>	<p>This could be an RE week or fit into a cross curricular unit of study.</p> <p>Church visit</p> <p>Explore key features of a Church and how key parts help with worship: e.g. altar, cross, stained glass windows, baptismal pool.</p> <p><u>Day 1</u> – Church Day</p>		
Skills	<p><u>Recognise & name</u> some symbols of belonging for Christians and one other religion.</p> <p><u>Explain</u> what these symbols mean to believers.</p> <p><u>Recount</u> what happens at a traditional Christian infant baptism/dedication & <u>compare</u> to ceremonies in other faiths.</p> <p><u>Identify similarities/differences</u> between the ceremonies studied</p>	<p><u>Describe</u> some simple Christian beliefs about God and Jesus.</p> <p><u>Re-tell</u> a Christian story in <u>words, drama and/or pictures</u> and suggest what it means.</p> <p><u>Understand</u> and <u>discuss</u> issues of right & wrong, arising from the stories.</p> <p><u>Ask questions</u> about believing in God.</p>	<p><u>Describe</u> how a festival is celebrated – Pesach, Shabbat, Chanukaah, Sukkot, Easter</p> <p><u>Retell</u> stories connected with Easter and say why these are important to Christians.</p> <p><u>Consider</u> questions such as how might these foods help people remember this festival?</p> <p><u>Reasoning</u>: Give reasons why people like to celebrate important events.</p> <p><u>Describe links</u> between artefacts and or symbols to a known festival e.g. Pesach (Passover) or Easter.</p>	<p><u>Explain</u> why places of worship are important to the local community.</p> <p><u>Identify</u> objects in a church or mosque and say how they are used and what they mean to believers.</p> <p><u>Questioning</u>: Ask appropriate and respectful questions of believers.</p>		

	(Exceeding)					
Vocabulary	Symbol, Bible, Christian, baptism, Islam, Muslim, calligraphy, Allah, hajj pilgrimage, Muhammad	Christian, God, Jesus, Jonah, Zaccheaus, disciples	Pesach (Passover), Shabbat, Chanukaah & Sukkot, Rabbi Easter, crucifixion, cross, resurrection, Last Supper.		Altar, cross, stained glass windows, font, pulpit, baptismal pool Wudu, Mihrab, Minaret, calligraphy, prayer beads & mat, Mecca (Makkah)	
Computing						
Knowledge	We are all connected <ul style="list-style-type: none"> DL1 - Recognise common uses of information technology beyond school IT 1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content E-safety: 	Pictures tell a thousand words <ul style="list-style-type: none"> DL2 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies E-safety: 	Walking with Dinosaurs <ul style="list-style-type: none"> CS1 - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions CS2 - Create and debug simple programs 	Our Local Area <ul style="list-style-type: none"> DL2 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies IT 1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content E-safety: 	App Attack <ul style="list-style-type: none"> DL1 - Recognise common uses of information technology beyond the school IT 1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	Young Investigators <ul style="list-style-type: none"> DL2 – Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies IT 1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Skills	<ul style="list-style-type: none"> Help young children come to terms with how the web works Develop a better understanding of the Internet, by using a selection of different websites Produce a simple eBook or presentation 	<ul style="list-style-type: none"> Teach children about the main functions and buttons of a digital camera Capture their own shots using both a digital camera and the camera app on an iPad Develop an understanding of using pictures to tell a story 	<ul style="list-style-type: none"> Demonstrate to children the importance of sequencing Become familiar with the term algorithm 	<ul style="list-style-type: none"> Using technology to help us explore our local area Looking at the local area with the aid of technology Learn about directional language and 3D skills to build amazing structures 	<ul style="list-style-type: none"> Learn simple concepts of games design Have an idea of sequencing, computational thinking, directional language and problem solving Write and become comfortable with writing simple algorithms 	<ul style="list-style-type: none"> How to search on the internet Develop basic web skills Take individual clips and out them together to make a class video

Vocabulary	<p>eBook: an electronic version of a printed book which can be read on a computer or a specifically designed handheld device.</p> <p>Sequencing: A set of actions or events that must be carried out in the same order every time.</p>	<p>Capture: record accurately in words or pictures.</p>	<p>Algorithm: An algorithm is a sequence of instructions and/or set of rules.</p> <p>Conditional Language: can also be described as a <i>Conditional Expression</i>, they are features of coding that perform different computations or actions depending on a specified condition being either <i>True</i> or <i>False</i>. For example using the <i>if then else</i> construct, <i>If the following Condition is True Then do the following instructions Else do these different instructions.</i></p> <p>Sequencing: A set of actions or events that must be carried out in the same order every time.</p> <p>Sprite: a sprite is a 2D image that is integrated into a computer game in a layered effect.</p>	<p>Directional language Forwards, backwards, left and right.</p> <p>eBook An electronic version of a printed book which can be read on a computer or a specifically designed handheld device.</p>	<p>Algorithm: An algorithm is a sequence of instructions and/or set of rules.</p>	
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Music

Knowledge	No year 1 overview on shared.					
Skills						
Vocabulary						

PSHE

Knowledge						
Skills						
Vocabulary						

Curriculum Enhancements

Year: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry entry point	Sept - clues from the Magic Toymaker.		Dinosaur hunt.		Water games competition.	

	Nov- planning a party (celebrations)					
Enquiry Exit point	Visit from the toymaker. Christmas party with children's ideas.		Dressing up day – famous people from the past.		Beach day in the playground.	
Trips, visitors and workshops	<p>Magic toymaker visit</p>	<p>Trip to Roves Farm – nativity?</p>	<p>Dino workshop?</p> <p>Fossil workshop with Craig Clements</p>	<p>Visit from Rabbi Solomons</p>	<p>Visit to St Andrews church</p>	<p>Trip to Cotswold water park (beach day)</p>
Curriculum Enhancements (Termly)	<p>Resources from Wiltshire Learning</p> <p>Premier Sports</p>	<p>Seasonal changes hunt – welly walk</p> <p>Christmas poetry unit</p>	<p>Fossil day</p>	<p>Seasonal changes hunt – welly walk</p> <p>Visit from the tortoise</p> <p>Spring Poetry unit</p>	<p>Premier Sports</p>	<p>Seasonal changes hunt – welly walk</p> <p>Summer poetry</p>
Curriculum Enhancements (Ongoing)	<p>Developing outdoor area – learning zones. Flexible transition from continuous provision.</p>					