Year 1 Curriculum Overview

	Aut 1	Aut 2	Spr1	Spr2	Sum1	Sum2
Trips and Visitors	Grandparents to visit Y1 children Local walk linked to geography	African dance and drumming workshop Nell Bank – Animals including humans	SnoZone Bramley Park walk	Little Sing Church visit	Great Fire of London workshop Calverley Woods walk	Harlow Carr - Plants Local walk - human and physical features.
Focus days/weeks:	Arts and Culture Week Anti-Bullying Week Endangered Animal Day		Equality Week National Online Safety Day International Women's Day World Book Day		Health Week	
Outdoor Learning	Forest school activities	Forest school activities	Forest school activities	Forest school activities	Forest school activities	Forest school activities
English – writing and reading	Read Write Inc. Programme					
	Basic transcription skills - Handwriting & letter formation - Capital Letter and full stops - Finger spaces - Spelling *All taught through RWI and provision*	**Basic transcription skills** - Handwriting & letter formation - Capital Letter and full stops - Finger spaces - Spelling *All taught through RWI and provision*	**On Sudden Hill** **Owl Babies** *All writing units are focused on sentence writing and basic skills, using the above books and topics as a theme.*	**Beegu** **Explorers** *All writing units are focused on sentence writing and basic skills, using the above books and topics as a theme.*	**Poetry** Great Fire of London **Diary entry** Great Fire of London	**Poetry – Riddles** Animals **Setting description** The Magic Callaloo tree **Instructions** Fruit salad
Maths	Place Value (0-10) Addition & subtraction	Addition & Subtraction Geometry: Shape Place Value (11-20)	Addition & Subtraction within 20 Place Value to 50	Place Value (multiples of 2s 5s 10s) Measurement: length & height Measurement: weight & capacity	Multiplication & Division (incl 2s, 5s, 10s) Fractions Geometry: Position & Direction	Place Value within 100 Measurement: Money Measurement: Time
Science	Working Scientifically runs through all science topics					
	Plants/Seasonal Changes – continuous unit throughout the year through outdoor learning					
	Animals, including humans Which animal is which? *Basic parts of the human body* *The senses* *Common animal classifying* *Carnivores, herbivores and omnivores.* Autumn walk (Diary: Trees/weather/animals)		**Everyday Materials** What are things made of and why? *Materials and properties – identify, name and describe properties* *Grouping materials* Spring walk (Diary: Trees/weather/animals)		**Seasonal Changes** How does the weather change? *Changes across the four seasons.* *Weather associated with the seasons.* *Length of day varies*	**Plants** Which plant is which? *Experiments using seeds* *Labelling flowering plants and their parts* Recap on seasonal diary

			SCIENCE WEEK		Summer walk (Diary: Trees/weather/animals)	
History	**What was life like when grandparents were children?** ***History NC link:*** *-Similarity and difference.* *-Changes within living memory.* *Life in the 1960s.*	**What is life like in Zambia?** *World locational knowledge - name the seven continents and five oceans using globes, maps and atlases.* *Place knowledge - comparing the physical and human geography of Farsley to a village in Zambia.*	**Who were history's greatest explorers?** ***NC link:*** *-Significant figures and events.* *-Changes over time.* *Significant explorers: Ibn Battuta, Christopher Columbus, James Cook, Captain Scott, Helen Sharman* *- Changes in transportation over time.* *- Focus on chronology and using a range of primary sources*	**And where did they go?** World locational knowledge – identifying *hot and cold areas of the world in relation to the equator and the North and South poles.* *Human and physical geography – identify human and physical features of different countries*	**Did the great fire of London make Britain a better or worse place?** ***NC link:*** *-Significant events beyond living memory.* *-Significant figures.* *-Cause and consequence.* *- Stuart Britain* *-Great fire of London*	**Fieldwork** (part of a science unit) *Skills and Fieldwork- local walk to identify key physical and human features.*
Geography	**What was life like when grandparents were children?** (small geography unit) *Geographical skills and fieldwork – local walk to identify different types of housing in the area.*				**Did the great fire of London make Britain a better or worse place?** (small geography unit) *UK locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the UK.*	
Computing	Online Safety	Computing systems	Creating media – Digital Writing	Programming A – Moving a robot	Data and information – Grouping data	
PSHE	**Identity, Community and Belonging** What makes us special, roles & duties, being co-operative, courtesy & manners	**Mental Health and Wellbeing** Different feelings, managing feelings, change or loss	**Relationships and Friendships** Special people, making friends and who can help	**Physical Health and Choices** Healthy bodies & games, sun-safety, dental health (fluoride)	**Keeping Safe and Managing Risk** Safety in familiar situations, personal & digital boundaries	**Economics, Careers and Transition** Where money comes from, saving money, different jobs
Mindmate	Recognise feelings	Recognise how others show feelings and know how to respond	New school/class Making new friends	Recognise what is fair/unfair right and wrong	Celebrating difference	Setting goals and targets
No Outsiders	I like the way I am	To join in	To find ways to play together	Proud of me	I share the world with lots of people	To work together
Preventative curriculum	Pol-Ed Lesson 1 – What do the police do?	Pants are private Jessie & Friends Episode 2 - Sharing pictures (CEOP resource)	Pol-Ed Lesson 2 – What is 999? KS1 – Railway Video	My body, my rules Behind closed doors – 2 sessions (short)	Pol-Ed lesson 3 – How can I speak up? Pants are private	Pol-Ed Lesson 4 – Why are safe hands important?

RE	Which books and stories are important?	Why are festivals important in a community?	What does it mean to belong to a community of belief?		How and why do we care for others?	How do Bible stories show that God keeps promises?
P.E.	**PE Pro** Fundamental movement skills **PE Pro** Multi-skills	**PE Pro** Co-operation **PE Pro** Functional fitness	**iMoves** Dance **PE Pro** Multi-sports term 1	**iMoves** Gymnastics **PE Pro** Multi-sports term 2	**PE Pro** Fundamental movement skills **PE Pro** Target games	**PE Pro** Striking and fielding **PE Pro** Athletics
DT		**Mechanical Systems** **Project Outcome:** Design, make and evaluate a moving Christmas card that has a lever, slider or rotation mechanism.	**Structures** **Designer** Isambard Brunel **Project Outcome:** Design, make and evaluate a structure from outdoor materials	**Drawing and Sculpture (3D)** **Artist:** Andy Goldsworthy **Project Outcome:** To create a natural sculpture, take photograph and draw a section to create a line pattern.	**Collage** **Project Outcome:** To create a collage which depicts a scene of the Great fire of London. Children use basic applique techniques to create texture.	**Food Project** **Designer:** Jamie Oliver **Project Outcome:** Design, make and evaluate a fruit salad. Children to use fork technique to cut fruit safely.
Art	**Drawing and Painting** Art skills through provision e.g., Colour mixing, shading, sketching					
Music	**Jolly Music Level 1 singing games and rhymes – high/ medium/ low pitch, rhythm and beat,** **Christmas Concert** *use voices in different ways/ sing/ understanding beat and rhythm/ perform to an audience*		**Jolly Music Level 1 singing games and rhymes – reinforcing pitch, rhythm and beat, creating new song words** *Use instruments/ sing/ use voices in different ways/ notating rhythms/ drawing the pitch/ improvise*		**Making Sounds – exploring percussion instruments and following a conductor.** *Experiment/ Play and Perform/ Instruments/ Notation* **Class Song performance.** *perform to an audience/ use voice*	
Spanish	Animals		Shapes		I can	