**Year One Curriculum Overview**

**Academic year 2018 / 2019**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **Family Album** | **Fire Fire** | **Robots** | **Penguins, possums and pigs** | **Growth and Green Fingers** | **The Great Outdoors** |
| **Visits /Visitors****Experiences** | Church visit linked to BaptismUK Day | Visitors: Fire servicePantomime visit | Exploring the senses: blind tests | Trip to the zoo or farmVisitors: Pet Shop | Experiences: Grow their own plantEvent: Healthy Picnic | Walk around the local areaVisitors: We are adventurersExperience: orienteering |
| **English** | Traditional talesRecounts | Stories with repetitive patternsPoems on a themeRange of Non-Fiction texts | Stories with fantasy settingsPoems to learn by heartRecounts | Stories by the same authorNon-chronological reportsPoems on a theme | Classic storiesInstructionsTraditional Rhymes | Stories with familiar settingsNon-fiction texts: BookletsTraditional Rhymes |
| **Readers** | Hansel and Gretel, Little Red Riding Hood, Three Little Pigs | Zog by Julia DonaldsonFire Poems | No-Bot by Sue HendraRobot Dog by Mark OliverRobot Poems | Rumble in the Jungle andCommotion in the Oceanby Giles Andreae | The Enormous TurnipJack and the Beanstalk | The Scarecrow Wedding by Julia DonaldsonPlayground Rhymes |
| **RE** | Families and celebrationsCafod - Neighbours | Mary Mother of God | God’s Great Plan | Following Jesus | Resurrection | MiraclesCafod - Neighbours |
| **Science** | Observing and comparing – Seasonal changes (throughout the year to link with the study of weather and plants in the summer term.) | Animals – humansIdentify, draw and label basic body parts.Know humans are animals. Compare and describe differences. Recognise similarities. | Animals – Other animalsIdentify and name a variety of animals. Describe and compare the structure. Group according to differences and similarities. Explore animals senses. Keeping animals alive, treating them with care and sensitivity. | PlantsNature detectives: Observing and comparing plants throughout the year, including flowers, bushes, trees, vegetable borders, weeds, evergreens and deciduous, signs of growth and change. Fruit observation and tasting. Keeping a nature journal | Material properties – everyday materialsDistinguish between an object and what it is made from. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water, rock.Describe the simple properties. Compare and group together on the basis of properties. Simple tests: what is the best material for…? |
| **Computing** | Texts and ImagesLinked to history, create a family album. Recognise common uses of IT beyond the school, including digital images | Digital Research skills:Find out about the Great fire of London. Online safety skills | Programming:Program and debugChildren will carry out several different tasks e.g. controlling robotic devices. | Create, manage and manipulate digital content: Text and images.Understand how to store, edit and retrieve files from the computer, network or online.  | Programming, Simulations and modelling skills. Modelling and simulations linked to science. Key computational concepts used by KS1 children. | Digital Research: linked to materials in scieneCreate content from the researched topic, reinforcing storage, organistaion, manipulation and retrieval of digital content. |
| **History** | Recognise the distinction between past and present.Place a few events and object in order.Use vocabulary of timeUnderstand historical concepts and use them to make connections. | Show their emerging understanding of the past. What was London like. How did the Great Fire of London start and what happened. |  | Sequence key parts of a story into the correct order. Talk about their favourite part of the story and what happened before or after it. |  |  |
| **Geography** | Name and locate the four countries of the United Kingdom, capital ciites and surrounding seas. Use maps and globes |  |  | Inspire a curiosity and fascination about the world. Name and locate the seven continents and five oceans. Knowledge of weather, hot and cold places. |  | Identify seasonal and daily weather patterns.Use simple field work skills including observation and recording to study the geography of the school and its grounds. |
| **Art** | Work on self portraitsArtists such as Käthe Kollwitz, ModiglianaDrawing skills – chalk and charcoalPainting skills – colours, skin shades, hair, eye | DrawingPaintingDigital Art: creating lines and choosing size of tools | Develop observational skills, before building robot figures in DT.Drawing and 3D work.Explore photos *by Larry Wong – Mechanoids* | Observational drawings and paintings to develop better sculptures.DrawingPainting3D clay | Observational drawing of plants and flowers.Artists: Botanical artists from the Victorian period or contemporary artists to encourage close ups.Drawing, Painting, Printing. | Landscape theme:Observational skills using painting and drawing.Study styles of artists:*Monet, Seurat, Cezanne*.Discuss weather changes and their impact on colour. Artists: *Monet, Constable, Turner and Hockney* |
| **DT** |  | Card Engineering:Develop a picture or page with moving parts | Design and make a robot using boxes and recycled materials |  | Food: Prepare and combine foods e.g. finger food fruits for the healthy picnic |  |
| **Music** | Learn about different families of musical instruments and what characteristics they contain that relate them to each other. | Focus on the song, “Londons burning” Children will travel through time to discover how the image of fire has influenced composers | Experiment with creating their own musical notation in the form of lines and mark making. |  |  | Investigate and record sounds from their local environment. Taking a ‘sound walk’ they will play various materials and structures around them. |
| **PE** | Fundamental Skills Baseline | Dance | Gymnastics  | Games | Athletics | Introduction to Trails:Teachers trails, arrow trails, photo trails |
| **PHSE** | Core Unit skillsUnderstanding self and others, working with others, speaking and listening, negotiation | Unit 6: Keeping safe, staying safe, feeling safe | Unit 2: Making a positive contribution | Unit 5 Emotional Health and well beingCommunicate feelingsManaging feelingsUnderstanding and sharing feelings | Unit 4 Relationships | Unit 9 Sex and Relationship EducationPersonal growth, change and reproductionOur Changing world |
| **BLP** | Imagining (unicorn) | Managing Distractions (Ant) | Listening and empathy (Dog) | Making Connections (Spider) |