**Year One Curriculum Overview**

**Academic year 2018 / 2019**

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|  | **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 Baptism  UK Day | Visitors: Fire service  Pantomime visit | Exploring the senses: blind tests | Trip to the zoo or farm  Visitors: Pet Shop | Experiences: Grow their own plant  Event: Healthy Picnic | Walk around the local area  Visitors: We are adventurers  Experience: orienteering |
| **English** | Traditional tales  Recounts | Stories with repetitive patterns  Poems on a theme  Range of Non-Fiction texts | Stories with fantasy settings  Poems to learn by heart  Recounts | Stories by the same author  Non-chronological reports  Poems on a theme | Classic stories  Instructions  Traditional Rhymes | Stories with familiar settings  Non-fiction texts: Booklets  Traditional Rhymes |
| **Readers** | Hansel and Gretel, Little Red Riding Hood, Three Little Pigs | Zog by Julia Donaldson  Fire Poems | No-Bot by Sue Hendra  Robot Dog by Mark Oliver  Robot Poems | Rumble in the Jungle and  Commotion in the Ocean  by Giles Andreae | The Enormous Turnip  Jack and the Beanstalk | The Scarecrow Wedding by Julia Donaldson  Playground Rhymes |
| **RE** | Families and celebrations  Cafod - Neighbours | Mary Mother of God | God’s Great Plan | Following Jesus | Resurrection | Miracles  Cafod - Neighbours |
| **Science** | Observing and comparing – Seasonal changes (throughout the year to link with the study of weather and plants in the summer term.) | | Animals – humans  Identify, draw and label basic body parts.  Know humans are animals. Compare and describe differences. Recognise similarities. | Animals – Other animals  Identify 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. | Plants  Nature 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 materials  Distinguish 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 Images  Linked 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 debug  Children 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 sciene  Create 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 time  Understand 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 portraits  Artists such as Käthe Kollwitz, Modigliana  Drawing skills – chalk and charcoal  Painting skills – colours, skin shades, hair, eye | Drawing  Painting  Digital 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.  Drawing  Painting  3D 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 skills  Understanding 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 being  Communicate feelings  Managing feelings  Understanding and sharing feelings | Unit 4 Relationships | Unit 9 Sex and Relationship Education  Personal growth, change and reproduction  Our Changing world |
| **BLP** | Imagining (unicorn) | | Managing Distractions (Ant) | Listening and empathy (Dog) | Making Connections (Spider) | |