Year 1 - Curriculum Overview 2018-19
(Skills and Topic)

	Autumn Term **Under The Sea /Antartica**	Spring Term **Dinosaurs**	Summer Term **Superheroes/ The Enchanted Woodland**
English	Texts: Tiddler Bright Stanley Finding Nemo etc. Descriptive writing – composing sentences Sequencing sentences to form short narratives Non Chronological Reports/ information texts – captions and labels	Texts: Information texts Tyrannosaurus Drip The Dinosaur that Pooped a Planet Stegosaurus Stan Gigantosaurus Ordering alphabetically Story settings Poetry – rhyme Instructions	Texts: Traction Man SuperTato Traditional Tales Descriptive Writing – character/ setting Narrative Poetry
Maths	See separate planning overview	See separate planning overview	See separate planning overview
History	• Describe some events which took place in the past and the lives of famous people on the past • Sequence a series of events from a story about the past • Identify some of the differences between life now and life in the past • Identify some of the changes that have taken place within living memory • Use sources such as pictures to answer simple questions about the past	Sequence a series of events from a story about the past • Use a series of common words and phrases to describe and convey the passing of time e.g. before I was born, When I was little, the past	• Changes within living memory. • Identify some of the differences between life now and life in the past • Identify some of the changes that have taken place within living memory • Use a series of common words and phrases to describe and convey the passing of time e.g. before I was born, When I was little, the past • Compare adults talking about the past – how reliable are their memories? • Use stories to encourage children to distinguish between fact and fiction
Science	• to collect evidence to try to answer a question • to test ideas suggested to them and say what they think will happen • to make observations using appropriate senses; • to make some measurements of length using standard and non-standard measures; • to present some findings in simple tables and block graphs • to make simple comparisons and groupings that relate to differences and similarities between living things and objects; • in some cases to say what their observations show, and whether it was what they expected; • to draw simple conclusions and explain what they did *Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates* *Identify and name a variety of common animals that are carnivores, herbivores and omnivores* *Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles,*	• to collect evidence to try to answer a question • to test ideas suggested to them and say what they think will happen • to make observations using appropriate senses; • to make some measurements of length using standard and non-standard measures; • to present some findings in simple tables and block graphs • to make simple comparisons and groupings that relate to differences and similarities between living things and objects; • in some cases to say what their observations show, and whether it was what they expected; • to draw simple conclusions and explain what they did *Distinguish between an object and the material from which it is made* *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock* *Describe the simple physical properties of a variety of everyday materials* *Compare and group together a variety of everyday materials on the basis of*	• to collect evidence to try to answer a question • to test ideas suggested to them and say what they think will happen • to make observations using appropriate senses; • to make some measurements of length using standard and non-standard measures; • to present some findings in simple tables and block graphs • to make simple comparisons and groupings that relate to differences and similarities between living things and objects; • in some cases to say what their observations show, and whether it was what they expected; • to draw simple conclusions and explain what they did *Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen* *Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.* *• Identify and name a variety of*

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	mammals and invertebrates, and including pets) • *Observe the apparent movement of the Sun during the day* • *Observe changes across the four seasons* • *Observe and describe weather associated with the seasons and how day length varies.*	*their simple physical properties* • *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching*	*common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates* • *Identify and name a variety of common animals that are carnivores, herbivores and omnivores* • *Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)* • *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*
Art and Design	Textiles • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • **Textiles/collage** Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc • TEXTURE, COLOUR • **Painting** Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name, Mix primary shades and tones. <u>Texture</u> Create textured paint by adding sand, plaster	Clay • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Begin to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • **3 D form** Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. • <u>Form -</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2- D shapes to create a 3- D form. • <u>Texture.</u>- Change the surface of a malleable material e.g.give texture to your dinosaur. **Drawing** • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk • Control the types of marks made with the range of media • **Drawing** <u>Lines and Marks</u> • Name, match and draw lines/marks from observations, Invent new lines • Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations.. • <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <u>Texture</u> • Investigate textures by describing, naming, rubbing, copying.	Digital Maipulation • Explore ideas using **digital sources** i.e. internet, CD- ROMs • Record visual information using digital cameras, video recorders • Use a simple graphics package to create images and effects with • <u>Lines</u> by changing the size of brushes in response to ideas • <u>Shapes</u> using eraser, shape and fill tools • <u>Colours and Texture</u> using simple filters to manipulate and create images • Use basic selection and cropping tools • **Painting** Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name, Mix primary shades and tones. <u>Texture</u> Create textured paint by adding sand, plaster
Geography	• Name and locate the world's seven	• Name and locate the world's seven	• Understand geographical

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	continents • Name and locate the world's seven continents • Name, locate the four countries and capital cities of the United Kingdom • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Use world maps, atlases and globes to identify the United Kingdom and its countries	continents • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] • Use simple fieldwork and observational skills to study the geography of their school and its grounds • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	similarities and differences through studying the human and physical geography of a small area of the United Kingdom • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area. **MAP SKILLS** **FIELD SKETCHING** **MEASUREMENT**
Music	Tell toy story using sounds • identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus • begin to focus their listening and recognise and control how sounds can be made louder, quieter, faster and slower • make strong contrasts in sounds, but will need help to control more subtle changes Seascape • identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus • begin to focus their listening and recognise and control how sounds can be made louder, quieter, faster and slower Winter soundscape	Dinosaur chant • make and control long and short sounds using voices and instruments; work in partnership with another child to create a sequence of long and short sounds • make and control long and short sounds using voices and instruments; create a sequence of long and short sounds with help • identify pulse in music; repeat and create short rhythmic phrases • confidently recognise and respond to changes in tempo (speed of the pulse) • carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics • make strong contrasts in sounds, but will need help to control more subtle changes	
Computing	See switched on planning	See switched on planning	See switched on planning
DT	Moving pictures • Generate, model and communicate their ideas through talking, drawing, templates, mock-ups • Design purposeful, functional, appealing products for themselves • use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate their ideas and products Textiles • Colour fabrics using a range of techniques e.g. fabric paints, painting	Eat more fruit and vegetables • *Use the basic principles of a healthy diet to prepare dishes* • *Understand where food comes from.* • Develop a food vocabulary using taste ,smell, texture and feel • Group food products e.g. fruit and vegetables • Measure and weigh food items, non-standard measures e.g. spoons, cups • Work safely and hygienically	

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	• Join fabrics by using glue, staples, over sewing, tape • Decorate fabrics with buttons, beads, sequins, braids, ribbons •		
PSHE	KiVa Unit 1 Elements/ Jigsaw Curriculum		
PE	1st half Ball Skills/ Real PE 2nd half Real Gym / Real PE	1st half Kwik Cricket / Real PE 2nd half Winter Dance / Real PE	1st half Golf / Athletics 2nd half Multi Skills / social dodgeball
RE	**Christianity CC** God What do Christians believe God is like? UC 1.1 **Christianity** Incarnation Why does Christmas matter to Christians? UC 1.3	**Judaism/Belonging** Mitzvot/tzedakah Why is learning to do good deeds so important to Jewish people? **Christianity** Creation Who made the world? UC 1.2	**Judaism / Leaders** Torah/Rabbi Why is the Torah such joy for the Jewish community? **Christianity** **Baptism/Church** Why is belonging to God and the church family important to Christians?
MFL	School language – French		