

Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Memory Box	Splendid Skies	Dinosaur Planet	Bright Lights, Big City!	Enchanted Woodland	Childhood Memories
Literacy Texts	Whiffy Wilson- The Wolf Who Wouldn't Go To School Miss Molly's School of Manners The Enormous Crocodile	Poetry- Who Has Seen the Wind? Writing Lists Whatever Next?	Harry and the Bucketful of Dinosaurs Dinosaur riddles and poetry	The Queen's Hat Topsy and Tim Visit London One Rainy Day Supertato	Hansel and Gretel	The Paper Dolls
Numeracy	Numbers to 10 Part-whole within 10 Add and subtract within 10	2d and 3d shapes Numbers to 20	Add and subtract within 20 Numbers to 50	Length and Height Weight and volume	Multiplication Division Halves and Quarters Position and Direction Numbers to 100	Time Money
Science	Everyday materials	Seasonal Changes	Plants and Animals	Animals including humans	Identifying and classifying plants and animals	Everyday materials
Geography	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	<u>Project – Splendid Skies</u> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use aerial photographs and plan perspectives to		<u>Project – Bright Lights, Big City</u> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,	<u>Project – Enchanted Woodland</u> Draw or read a simple picture map	Describe how a place or geographical feature has changed over time.

	<p>features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		<p>river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>		
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				Identify the similarities and differences between two places.		
History	<p>Project – School Days Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Learn about changes within living memory. Historical enquiry Learn about significant historical events, people and places in their own locality.</p>	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<p>Project – Dinosaur Planet Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Learn about events beyond living memory that are significant nationally or globally.</p>	Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.		<p>Project – Childhood Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Use a range of historical artefacts to find out about the past. Order information on a timeline. Describe an aspect of everyday life within or beyond living memory. Describe a significant historical event in British history.</p>
DT	Making picnic foods; Celebration cards; Making a memory box		Design and Making		Building structures; Making party food	

Art	Drawing; Painting; Collage; Family portraits	Collage; Painting	Large and small-scale modelling	Drawing and modelling	Working with natural materials; Drawing; Painting	Drawing
RE	Creation Story - Christianity	Christmas - Christianity	Christianity- Jesus as a friend	Easter-Palm Sunday Christianity	Shabbat - Jewish	Rosh Hashanah Yom Kipp[ur -Jewish
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Changing Me	Healthy Me	Relationships	Dreams and Goals
Music	Hey You!	Rhythm in the way we walk Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay