## <u>Curriculum Overview 2022-23 – Year 1</u>

| Subject       | Autumn term   |   | Spring term   |  | Summer term   |   |
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| Overall Topic | Brilliant<br>Bodies/Brilliant<br>Brains   | Terrific Toys   | Superheroes-<br>People can do<br>amazing things   | Awesome Animals<br>(Paws, claws and<br>Whiskers)   | <mark>Growth and Green</mark><br>Fingers  | The Great Outdoors  |
| English       | Stories by the same<br>author – Harry the Mouse<br>Poems to learn by heart-<br>Nursery rhymes   | Instructions-Bonfire safety<br>Stories with fantasy-<br>Traction Man<br>Labels/captions/ poster   | Non chronological reports<br>on significant people-<br>cross curricular<br>Repetitive patterned<br>stories –Zog/Little Red<br>Hen                                 | Traditional tales-the 3<br>little pigs/The 3 Little<br>Wolves and The Big Bad<br>Pig<br>Recount from trip  | Stories with familiar<br>settings –Enormous turnip<br>Non-fiction texts: booklets                           | Stories from other cultures<br>= Australian folk tales<br>Poems on a theme  |
| Mathematics   | Place Value, Addition and subtraction<br>within 10<br>Shapes<br>Place value within 20   |   | Add and subtraction within 20<br>Place value to 50<br>Length and height<br>Weight and volume  |  | Multiplication/ division<br>Fractions<br>Position and direction<br>Place value within 100<br>Time and money |   |
| Science       | Seasonal Change<br>Animals Inc<br>Humans-<br>Body Parts<br>Senses   | <ul> <li><u>Everyday</u><br/><u>Materials</u>-</li> <li>Identify and name a<br/>variety of everyday<br/>materials, including<br/>wood, plastic, glass,<br/>metal, water, and rock<br/>from the toys topic.</li> <li>Describe the simple<br/>physical properties of a<br/>variety of everyday<br/>materials.</li> <li>Pushing and pulling is a<br/>force.</li> </ul> | Seasonal Change-<br>Amount of light in<br>the seasons and<br>changes in day<br>length.<br>weather record<br>temperature and<br>rainfall.                          | Animals Including<br>Humans-<br>Identify and name<br>animals<br>Compare structure<br>of animals<br>• Identify and name a<br>variety of common<br>animals including fish,<br>amphibians, reptiles,<br>birds and mammals.<br>• identify and name a<br>variety of common<br>animals that are<br>carnivores, herbivores<br>and omnivores | <u>Plants</u> -<br>Naming plants<br>Describe structure<br>of plants   | Seasonal Change   |
| History       | Changes within<br>living memory-<br>To tell the difference<br>between past and present<br>in their own and other<br>people's lives<br>Pics of themselves as | <u>Changes within living</u><br><u>memory-</u><br><u>Significant historical</u><br><u>places in their own</u><br><u>locality-</u><br>Recognising the  | Events beyond living<br>memory that are<br>significant nationally<br>and globally.<br>The lives of significant<br>individuals in the past<br>who have contributed |  |   | Significant historical<br>places in their own<br>locality<br>(Seaside holidays)<br>difference between<br>then and now |

|           | babies  | distinction between<br>past and present.<br>Identifying some<br>similarities and<br>differences<br>between their own<br>present and aspects<br>of the past.<br>Comparing a<br>Victorian home to a<br>new build. | to national and<br>international<br>achievements.<br>Mae Carol Jemison<br>Christopher<br>Columbus and Neil<br>Armstrong |   |   | Morecambe   |
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| Geography |   |   | Seasonal changes<br>Weather in the 4<br>seasons   | seasons<br>-Using maps and<br>drawing an<br>imaginery map<br>with a key<br>- North, South,<br>East, West<br>-Fieldwork in the<br>local area | Name and locate 7<br>continents, oceans<br>and equator.<br>Hot and cold areas<br>of the world | UK and<br>Non EU<br>comparison-<br>Australia<br>Hot and cold areas<br>seasons   |
| DT        |   | Mechanisms - pop<br>ups and simple<br>card levers<br>Lego<br>Use levers and sliders<br>Use scissors (cutting<br>away from self) to cut<br>along lines including<br>zig zags and wavy<br>lines                   | Skill- Bread-<br>sifting/mixing/kneadi<br>ng<br>Know where the<br>ingredients for bread<br>comes from.                  |   |   | Structures -<br>stability and<br>strength-<br>playgrounds<br>Build structures,<br>exploring how they<br>can be made stronger. |
| Computing | Online safety<br>ISafe<br>Logging on<br>Rules in ICT Suite. | Beebots algorithm<br>and programming<br>iAlgorithm<br>Giving and<br>following   | iData<br>Introducing data<br>representation   | iWrite<br>Creating digital<br>text<br>Word Processing<br>in CP  | iProgram<br>Program a set of<br>instructions –simple<br>coding.                               | imodel<br>Adventure games   |

|       |   | instructions  |   | Computer skills<br>Locating, opening,<br>closing, files and folders,<br>programs or apps.<br>Effective use of devices.<br>Use of touch screen<br>(swipe, drag and drop,<br>pinch to enlarge etc.) Use<br>keyboard and mouse,<br>identification of purpose<br>of different keys (space,<br>return, delete, num<br>lock<br>etc.) Basic MS Office skills<br>How to use the internet<br>safely and responsibly.<br>Effective use of remote<br>learning software |   |   |
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| Art   | Faces –<br>Look at various<br>artists, look at<br>drawing, painting<br>and edit digital art<br>using iPad.<br>Look at Giuseppe<br>Arcimboldo using<br>fruit and veg to<br>create a collage<br>face. |   |   | Textiles- painting,<br>collage and textiles<br>including paint<br>mixing-<br>primary/secondar<br>y colours-<br>Henri Matisse  | Colour and pattern<br>drawing leading to<br>printmaking by<br>Orla Kiely. | (Aboriginal art<br>Linked with Eng)   |
| Music | Charanga<br><b>Rhythm in the</b><br><b>way we walk-</b><br>Pulse, rhythm and<br>pitch   | Charanga<br>Hey You-Pulse,<br>rhythm and pitch<br>working together    | Charanga<br>In the Groove<br>Different styles of<br>music | Charanga<br>Round and Round<br>Pulse, rhythm and<br>pitch in different<br>styles.   | Charanga<br>Your Imagination<br>Pop! Imaginative<br>and expression        | Charanga<br>Reflect, rewind and<br>replay-Classical<br>Learn and recap on<br>terms. |
| RE    | Harvest and the<br>Jewish festival of<br>Sukkot   | God and Creation<br>Christmas<br>Why do we give<br>and receive gifts? | Jesus was special   | Easter -<br>Celebrating life  | Joseph  | Why is baptism<br>special?  |
| PE    | Baseline  | Dance-Toy Story-  | Dance- three little                                       | Games- team   | Fundamentals  | Complete baseline   |

|      | assessment-<br>Fundamentals<br>through<br>Games  | link movements,<br>travel, turns and<br>levels into a<br>sequence.<br><b>Gymnastics</b> -<br>travelling, rolling<br>and jumping in a<br>sequence. | pigs-work with a<br>partner to convey a<br>story through dance.<br><b>Fundamentals</b><br>Zog- overarm<br>throw, underarm<br>throw, hopping | games throwing/<br>rolling<br><b>Gymnastics</b> -<br>sequence onto<br>apparatus                   | through Games<br>Underarm<br>throw/bouncing/catc<br>hing<br>Jack and the<br>beanstalk- throwing   | assessment<br>Athletics                                   |
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| PSHE | Me and my<br>Relationships<br>Includes<br>emotions/ conflict<br>resolutions/friend<br>ship | Valuing Difference<br>Includes British<br>Values focus  | Keeping Myself<br>Safe<br>Includes aspects of<br>Relationship<br>Education  | Rights and<br>Responsibilities<br>Includes money,<br>living in the wider<br>world/environmen<br>t | Being My Best-<br>includes keeping<br>healthy/ growth<br>mindset/ goal<br>setting/<br>achievement | Growing and<br>Changing<br>Includes RSE<br>related issues |