



*Loving God in all we do*

**St Anne's Catholic Primary School      Year 1 Curriculum Overview**

YEAR 1 2200-2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2
	Healthy Minds						
Topic name	Healthy Bodies, Healthy Minds  (inc We Are Scientists - from previous year group)	Our World  (inc We Are Creative - from previous year group)	We are Explorers!	Animal Kingdom	We are Scientists!	We are creative!	We are eco- warriors and we care
RE	Families  Judaism	Belonging  Waiting	Special People  Meals	Meals (cont)  Change	Holidays & Holydays  Islam	Being Sorry	Neighbours
RSE	Summer Reception Children know and understand that God has made them unique and that although we are all different we are all special to him.		Year One 'God loves each of us in our uniqueness' Children know and understand that they are growing and developing as members of their own family and God's family.				

<b>English</b>	Non-chronological reports  Stories by the same author  Traditional Rhymes	Stories with repetitive patterns  Instructions  Poems on a theme (Christmas) 1	Stories with Fantasy setting 3  Information Text (Letters)  Information booklets 2  Poems to learn by heart 1	Traditional Tales  Poems on a theme (Animals)  Chronological Report	Instructions  Classic Stories  Traditional Rhymes-playground rhymes	Stories with a familiar setting  Poems to learn by heart	Recount- Butterflies
<b>Novels/ poems/ non-fiction texts</b>	Nursery Rhymes  Lost and Found Oliver Jeffers	Zog Julia Donaldson  Fruit Kebabs instructions  Christmas	No-bot the Robot Sue Hendra  The Great Fire of London  London's Burning	Three Billy Goats Gruff  Animals  Alpacas: Visit to School	Plants: How to plant a seed.  The Enormous Turnip  Oranges and Lemons...	The Secret Path, Nick Butterworth  Polly put the kettle on  I'm a little tea pot.	Butterflies and Moths (Nature Explorers series/Non-Fiction) Dorling Kindersley  Dear Greenpeace, Simon James
<b>Maths</b>	Number and Place Value  Addition  Subtraction  Length/Mass/Weight	Sequencing and sorting  Fractions  Capacity and Volume  Money  Time  2D and 3D Shapes	Number and Place Value  Mass/Weight  2D and 3D Shape  Counting and Money  Multiplication  Division	Length and Mass/Weight  Addition and subtraction  Fractions  Position and Direction  Time	Number and Place Value  Addition and Subtraction  Capacity and Volume  Fractions  Position, Direction and Time  2D and 3D Shape	Time  Multiplication/Division  Subtraction – Difference  Measurement  Sorting and Sequencing	Time  Multiplication/Division  Subtraction – Difference  Measurement  Sorting and Sequencing
<b>Science Content</b>	Animals inc. humans	Seasonal Changes	Everyday Materials  Seasonal Changes	Living things and their habitats Classification	Plants	Living things and their habitats Butterflies	Seasonal Changes

<p><b>Year One</b></p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Recognise that humans are animals.</p> <p>Compare and describe differences in their own features (eye, hair, skin colour, etc.).</p> <p>Recognise that humans have many similarities.</p>	<p>Observe and describe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length and temperature varies.</p>	<p>Observe and describe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length and temperature varies.</p> <p>Everyday materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Animals are alive; they move, feed, grow, use their senses and reproduce.</p> <p>Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</p> <p>Find out and describe how animals look different to one another.</p> <p>Group together animals according to their different features.</p> <p>Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).</p>	<p>Animals have senses to explore the world around them and to help them to survive.</p> <p>Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</p>	<p>Observe and describe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length and temperature varies.</p>
<p><b>Working Scientifically</b></p>	<p>Research</p>	<p>Questioning Communicating</p>	<p>Fair and comparative test</p>	<p>Identifying and classifying</p>	<p>Observation</p>		<p>Pattern Seeking</p>

	<ul style="list-style-type: none"> <li>Ask people questions (e.g. an expert or hot-seating). <u>Use simple primary and secondary sources</u> (such as objects, books and photographs) to find things out.</li> </ul>	<ul style="list-style-type: none"> <li><u>Ask simple questions about what they notice about the world around them.</u></li> <li><u>Demonstrate curiosity by the questions they ask.</u></li> <li><u>Communicate their ideas to a range of audiences in a variety of ways.</u></li> <li><u>Complete a pre-constructed table / chart using picture records or simple words.</u></li> <li><u>Contribute to a class display.</u></li> <li><u>Add annotations to drawings or photographs.</u></li> <li><u>Begin to use some simple scientific language from Y1 PoS.</u></li> <li><u>Record simple visual representations of observations made.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>With help, carry out a simple test / comparative test.</u></li> <li>With help, make a simple prediction or suggestion about what might happen.</li> <li>Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection.</li> </ul> <p><u>Talk about ways of setting up a test.</u></p>	<ul style="list-style-type: none"> <li><b>Name</b> / identify common examples and some common features.</li> <li>With help, decide how to sort and <b>group</b> objects, materials or living things.</li> <li><b>Name basic features</b> of objects, materials and living things.</li> <li><b>Say how things are similar or different.</b></li> <li><b>Compare and contrast simple observable features / characteristics</b> of objects, materials and living things.</li> </ul>	<ul style="list-style-type: none"> <li><u>Begin to use simple scientific language (from Y1 PoS) to talk about or record what they have noticed.</u></li> <li>Use observations to make suggestions and / or ask questions.</li> <li><u>Look / observe closely and communicate changes over time.</u></li> <li><u>Look / observe closely and communicate the features or properties of things in the real world.</u></li> <li><b>Observe</b> closely using <u>their senses</u></li> </ul>		<ul style="list-style-type: none"> <li><u>Use recordings to talk about and describe what happened.</u></li> </ul> <p>Sequence photographs of an event / observation.</p>
<b>Art &amp; design</b>	Self portraits (drawing)			Animal Sculptures (sculptures)	observations of plants (drawing and painting)	Seurat – Pointillism (painting)	Seurat – Pointillism (painting)
	Become proficient in drawing, painting, sculpture and other art, craft and design techniques			Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Produce creative work, exploring their ideas and recording their experiences	Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms	Evaluate and analyse creative works using the language of art, craft and design techniques.
	Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects,			Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects,	Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects,	Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.	Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.

	e.g. to apply acrylic paint thickly to add texture. Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.			e.g. to apply acrylic paint thickly to add texture. Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.	pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales.		Talk about the features they like in their own work and in the work of others.  Talk about what they might change in their own work.
<b>Computing (Purple Mash topics)</b>	On-line safety –PM (4) Grouping & sorting (2)	Pictograms (3)	Lego builders(3) Maze Explorers(4)	On-line safety day (1) Animated stories (5)	Coding(6)	Spreadsheets (3)	Technology (2)
	<b>Information Technology</b> Use technology with support, to create, store and retrieve digital content such as text and images. Use a simple search to find information or files.	<b>Information Technology</b> Use technology with support, to create, store and retrieve digital content such as text and images.	<b>Computer Science</b> Understand what algorithms are and develop strategies to help find bugs in them. Make very simple programs. <b>Information Technology</b> Develop understanding of how simulations work through exploring simple examples.	<b>Digital Literacy</b> Understand the rules and responsibilities outlined by the school’s acceptable use policy and begin to understand where to go for help when they have concerns. Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully. <b>Information Technology</b> Use technology with support, to create, store and retrieve digital content such as text and images.	<b>Computer Science</b> Understand what algorithms are and develop strategies to help find bugs in them. Make very simple programs.	<b>Information Technology</b> Use technology with support, to create, store and retrieve digital content such as text and images.	<b>Digital Literacy</b> Recognise common uses of information technology beyond school.
<b>Design Technology</b>		Making a fruit kebab Cooking and Nutrition	Moving vehicle (Design, make & evaluate)	Animal Sculpture (Design, make & evaluate)			

		<p>Group familiar food products e.g. fruit and vegetables.</p> <p>Cut and chop a range of ingredients.</p> <p>Work safely and hygienically.</p> <p>Know about the need for a variety of foods in a diet.</p>	<p><b>Design</b>          Use pictures and words to convey what they want to design / make.          Explore ideas by rearranging materials.          Select pictures to help develop ideas.          Use mock-ups e.g. recycled material trial models to try out their ideas.</p> <p><b>Make</b>          Select materials from a limited range.          Explain what they are making.          Name the tools they are using.          Evaluate          Explore existing products and investigate how they have been made (including teacher-made examples).          Talk about their design as they develop and identify good and bad points.          Say what they like and do not like about items they have made and attempt to say why.</p> <p><b>Technical Knowledge</b>          Start to use technical vocabulary.          Cut out shapes which have been created by drawing round a template.          Join materials in a variety of ways.          Decorate using a variety of techniques.          Know some ways of making structures stronger.          Show how to stiffen some materials.          Know how to make a simple structure more stable.          Attach wheels to a chassis using an axle.          Know some different ways of making things move in a 2-D plane.</p>				
<b>Geography</b>		<p>We are united!</p> <p>Weather Patterns Autumn</p>	<p>Hot and Cold Places.</p> <p>Weather Patterns Winter</p>	<p>Weather Patterns Spring</p>	<p>Around our school</p>		<p>Weather Patterns Summer</p>
		<p><b>Locational and Place knowledge</b>          Name and locate some places in their locality, the UK and wider world.</p> <p><b>Human &amp; physical geography</b>          Use a range of sources such as simple maps,</p>	<p><b>Geographical Skills: Enquiry and Investigation</b>          Ask and answer simple geographical questions.          Describe some similarities and differences when studying places and</p>	<p><b>Geographical Skills: Fieldwork</b>          Observe and describe daily weather patterns.          Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p><b>Geographical Skills: Fieldwork</b>          Observe and describe daily weather patterns.          Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>		<p><b>Geographical Skills: Fieldwork</b>          Observe and describe daily weather patterns.          Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>

		<p>globes, atlases and images.</p> <p><b>Geographical Skills:</b> <b>Interpret a range of sources of Geographical Information</b></p> <p>Know that symbols mean something on maps.</p> <p><b>Geographical Skills:</b> <b>Fieldwork</b></p> <p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p>features e.g. hot and cold places of the world.</p> <p><b>Human &amp; physical geography</b></p> <p>Describe some places and features using basic geographical vocabulary.</p> <p>Express their views on some features of their environment e.g. what they do or do not like</p> <p><b>Geographical Skills:</b> <b>Interpret a range of sources of Geographical Information</b></p> <p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Know that symbols mean something on maps.</p> <p><b>Geographical Skills:</b> <b>Communicate Geographical Information</b></p> <p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>		<p><b>Human &amp; physical geography</b></p> <p>Describe some places and features using basic geographical vocabulary.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> <p><b>Geographical Skills:</b> <b>Interpret a range of sources of Geographical Information</b></p> <p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Know that symbols mean something on maps.</p> <p><b>Geographical Skills:</b> <b>Communicate Geographical Information</b></p> <p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>		
<b>History</b>	The Queen & Royal family (linked with Geography/RE)	Remembrance Day Guy Fawkes' Night	Great Fire of London	Titanic		Homes/household life in the past	

	Changes in living memory Significant People	Events significant nationally/globally Communication	Chronology Changes beyond living memory	Events significant nationally/globally Communication		Changes beyond living memory Enquiry/sources/ Chronology	
	<p><b>Events, People and Changes</b> Describe some changes within their living memory (including aspects of national life where appropriate).</p> <p><b>Interpretation, Enquiry and using sources</b> Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past.</p>	<p><b>Communication</b> Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms.</p> <p><b>Events, People and Changes</b> Retell some events from beyond their living memory which are significant nationally or globally.</p>	<p><b>Events, People and Changes</b> Retell some events from beyond their living memory which are significant nationally or globally.</p> <p><b>Chronology</b> Recognise the distinction between past and present. Order and sequence some familiar events and objects. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p>	<p><b>Communication</b> Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms.</p> <p><b>Events, People and Changes</b> Retell some events from beyond their living memory which are significant nationally or globally.</p>		<p><b>Events, People and Changes</b> Retell some events from beyond their living memory which are significant nationally or globally. Chronology Identify some similarities and differences between ways of life at different times. Order and sequence some familiar events and objects. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. <b>Interpretation, Enquiry and using sources</b> Make simple observations about different people, events, beliefs and communities.  Use sources to answer simple questions about the past.</p>	
<b>Music</b>	Hey You		Round and Round			Your Imagination  Reflective, Rewind and Play	
	<b>PERFORMING</b> Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an		<b>PERFORMING</b> Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to			<b>LISTENING AND REVIEWING</b> Understand how sounds can be made in different ways and described using given	



	awareness of the audience.		changes in the speed of the beat.			and invented signs and symbols. Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.	
	<b>CREATING AND COMPOSING</b> Experiment with creating and copying musical patterns.		<b>LISTENING AND REVIEWING</b> Understand how sounds can be made in different ways and described using given and invented signs and symbols. Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.			<b>CREATING AND COMPOSING</b> Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin ( <i>drum</i> ) and 'shaker' sounds	
	<b>Inter-Related Dimensions:</b> (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)  Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds		<b>CREATING AND COMPOSING</b> Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin ( <i>drum</i> ) and 'shaker' sounds			<b>UNDERSTANDING AND EXPLORING</b> Begin to explore their feelings about music using movement, dance and expressive language. Develop an understanding that music has been composed throughout history.	

			<b>Inter-Related Dimensions:</b> (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure) Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds			<b>Inter-Related Dimensions:</b> (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure) Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds	
<b>PE</b>	Striking and fielding	Invasion games	Gymnastics	Dance	Athletics	Target games	
<b>Developing Skills</b>		<b>Examples of Skills</b>	<b>Application of Skills: Attacking and Defending Strategies</b>		<b>Application of Skills: Linking Actions and Sequences of Movement</b>		<b>Evaluating success</b>
Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> <li>○ Travelling skills.</li> <li>○ Sending skills.</li> <li>○ Receiving skills.</li> </ul> Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.		Examples of FMS may include: Travelling skills - running, hopping, skipping. Sending skills – rolling, kicking, throwing. Receiving skills - catching.	Apply a simple tactic in a 1V1 or 2V2 net type game.  Engage in simple competitive and cooperative activities.		Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity ( <i>for example gymnastic activities</i> ).  Choose appropriate movements for different dance ideas and repeat short dance phrases.		Describe what they have done or seen others doing.