

CURRICULUM OVERVIEW – YEAR 1

SUBJECT ↓	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
TOPIC →	<b>Basketful of memories</b>		<b>Ice world</b>		<b>Yum Yum</b>	
English Genre	<ul style="list-style-type: none"> <li>Traditional tales and other books as models</li> <li>class compositions</li> <li>free writing</li> <li>Chronological recount</li> <li>Letter writing (Father Christmas)</li> <li>Listening for rhyming in class books and songs. (Shape poems)</li> </ul>		<ul style="list-style-type: none"> <li>Traditional tales and other books as models</li> <li>simple planning layout for own stories linked to texts/ topics</li> <li>Writing questions / fact files</li> <li>Exploring a range of poems together.</li> <li>Acrostic Poems</li> </ul>		<ul style="list-style-type: none"> <li>Traditional tales and other books as models</li> <li>simple planning layout for own stories linked to texts/ topics for own stories</li> <li>Instructions (Recipes)</li> <li>Joint or individual free verse. (Food Poems)</li> <li>Simple simile poems</li> </ul>	
Science	<p>Materials- <b>naming, comparing, properties</b></p> <p>Seasons (<b>Autumn</b>)</p>		<p>Animals- <b>ID &amp; name, basic structure, human body parts &amp; senses</b></p> <p>Seasons (<b>Winter – Spring</b>)</p>		<p>Plants- <b>ID &amp; name, basic structure</b></p> <p>Seasons (<b>Summer</b>)</p>	
History	<p>Changes in living memory <b>Looking back in time from themselves to Victorian time, Homes, transport, clothes, traditions</b></p> <p>Events beyond living memory that are significant nationally or globally <b>Remembrance Sunday , first flight</b></p> <p>Lives of significant individuals in the past who have contributed to the national and international achievements <b>Queen Victoria and Elizabeth II</b></p> <p>Significant historical events, people and places <b>Cardington Hanger and the R101</b></p>		<p>Changes in living memory <b>Changes in Inuit life and Arctic exploration</b></p> <p>Events beyond living memory that are significant nationally or globally <b>Global warming ,</b></p> <p>Lives of significant individuals in the past who have contributed to the national and international achievements <b>Sir Scott of Antarctic v Prince Harry</b></p>		<p>Significant historical events, people and places <b>Bedfordshire clanger</b></p> <p><b>One day KS1 activity</b> <b>Dovecote stables and church</b></p>	
Geography	Studying our where we and are families		Study of Arctic, Bedford and Willington.		Study of UK, China, Africa(Kenya),	

	<p>live. (UK), Willington and the school grounds</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</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>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</li> <li>• key human features, including: city, town, village, factory, farm, house, office</li> </ul>	<p>Italy/South America and Willington/Bedford</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</li> <li>• key human features, including: city, town, village, factory, farm, house, office</li> </ul>
Art	<p>Textiles – (DT - Puppets.</p> <p>Painting and colour</p> <p>Self-portraits in pencil and water colour.</p> <p>Observational drawings of old people.</p> <p>Drawing</p> <p>Life drawing, Old objects and fruit</p> <p>Form 3D</p> <p>Clay / modroc poppies (link remembrance)</p> <p>Form 3D and collage.</p> <p>Frank Stella 3D pictures of memories</p>	<p>Collage</p> <p>Sandra Meech - collage</p> <p>Drawing , Colour, Painting and Colour</p> <p>Drawing and painting of polar bears</p>	<p>Printing</p> <p>Vegetable printing, leaf printing rubbings</p> <p>Drawing</p> <p>Paul Cezanne</p> <p>Pablo Picasso</p> <p>Life drawing fruit</p> <p>Form 3D.</p> <p>Clay / Modroc - fruit bowls</p> <p>.</p>
DT	Puppets	Wheels and Axles	Windmills

	<p>Make a puppet with edges joined by gluing.</p> <p>Moving Storybook: Creating different movements using a slider (up, down, along and around).</p>		<p>Create a small wheeled vehicle. Know what materials make good wheels.</p>		<p>Assemble different components to work together to create motion.</p> <p>Fruit and Vegetable Chopping fruit and vegetables to make a smoothie. Describe and group fruits by texture and taste. Understanding the difference between fruit and vegetables.</p>	
Music	Charanga Hay You	Charanga Rhythm in the way we walk Banana rap	Charanga In the grove	Charanga Round and Round	Charanga Your imagination	Charanga Reflect, rewind and replay
PE	Dance, games Cambridge scheme	Gym and Games Cambridge scheme	Dance Games Cambridge scheme	Gym and Games Cambridge scheme	Games and Athletics Cambridge scheme	Athletics ad prep for sports day Cambridge scheme
RE	Places and Objects What makes some places significant? What makes some places sacred to believers	Festivals and worship Why does Christmas matter to Christians? How and why do we celebrate special times?	Fundamentals of faith What do Christians believe God is like?	Festivals and worship Why does Easter matter to Christians?	Faith and Life Who is Jewish and how do they live? (Double unit, schools to choose 3 or 4)	Faith and Life Who is a Muslim and how do they live? (Double unit, schools to choose 3 or 4)
PSHE	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)

	Learning Charter		challenges Identifying and overcoming obstacles Feelings of success	happiness	friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Linking growing and learning Coping with change Transition
Computing	Espresso coding unit 1 Computer driving licence- internet safety Understand what algorithms are. Create simple programs Debug simple programs Use technology safely and respectfully, know where to go for help and support Recognise common uses of IT beyond school	Espresso coding Unit1b Internet safety – Presentation  Understand what algorithms are Create simple programs Debug simple programs Use technology safely and respectfully, know where to go for help and support Recognise common uses of IT beyond school Create and store digital content Add text/labels			Espresso – Data logging – internet safety  Use technology safely and respectfully, know where to go for help and support Recognise common uses of IT beyond school Create and store digital content Add text/labels Block Graphs	