

## Ingrave Johnstone C of E Primary School Year 1 Curriculum Overview

Year Group: 1			
Subject	Autumn Term Toys/Celebrations	Spring Term Space/Where we live	Summer Term Animals/China
<b>English</b>	Toy story- sentence work  Traditional Tales  Traditional Rhymes  Non-fiction (instructions/recount)  Stories from other cultures	Fantasy stories  Non-fiction (fact file/ persuasion)  Stories with repetitive phrases	Poems on a theme  Stories by the Same Author  Poems to Perform
<b>Maths</b>	Number: Place Value (within 10)  Addition and Subtraction (within 10)  Geometry - Shape	Number: Place Value (within 20)  Addition and Subtraction (within 20)  Number: Place Value (within 50)  Length and Height  Mass and Volume	Multiplication and division  Fractions  Geometry – Position and direction  Place Value (within 100)  Measurement – Money  Measurement – Time
<b>Science</b>	<b>Uses of Everyday Materials</b> -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	<b>Animals inc Humans</b> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -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 (fish,	<b>Plants</b> -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees.  <b>Seasonal Change</b>

+ We can do everything together, loving and learning through God +

	<p>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p style="text-align: center;"><b>Seasonal Change</b></p> <p>-observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.</p>	<p>amphibians, reptiles, birds and mammals, 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.</p> <p style="text-align: center;"><b>Seasonal Change</b></p> <p>-observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.</p>	<p>-observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.</p>
<b>RE</b>	<p><b>Enquiry 1, Philosophy: What do my senses tell me about the world of religion and belief?</b> <i>Christian, Hindu, Jewish</i></p> <ul style="list-style-type: none"> <li>- Explore and compare items using my senses</li> <li>- Identify religious artefacts and discuss what they represent</li> <li>- Explain how and why artefacts are used in worship</li> <li>- Design and create a sensory experience</li> </ul> <p><b>Enquiry 2, Human &amp; Social Science: How does a celebration bring a community together?</b> <i>Muslim, Christian</i></p> <ul style="list-style-type: none"> <li>- describe the events of Christmas and Eid</li> <li>- discuss and compare how Christians celebrate Christmas</li> <li>- Explain how Muslims celebrate Eid</li> <li>- Investigate how a Christian community comes together at Christmas</li> <li>- How does a celebration bring a community together?</li> </ul>	<p><b>Enquiry 3, Theology: What do Jewish people remember on Shabbat?</b> <i>Jewish</i></p> <ul style="list-style-type: none"> <li>-Retell the Jewish story of creation</li> <li>-Examine the artefacts used to celebrate Shabbat</li> <li>- Explain the traditions and rules of Shabbat</li> <li>- Connect ideas of rest and Shabbat to the Creation Story</li> <li>- Discuss the significance of Shabbat to Jewish people</li> </ul> <p><b>Enquiry 4, Theology focus: What does the cross mean to Christians?</b> <i>Christian</i></p> <ul style="list-style-type: none"> <li>- Recall the events of the Easter Story</li> <li>- Compare different Christian crosses and examine their meaning</li> <li>-Investigate the importance of the Easter Festival to Christians</li> <li>-Create a cross which symbolises Christian beliefs in Jesus</li> <li>-Compose a message of Hope to reflect what Easter means to Christians</li> </ul> <p><b>Easter story and activities</b></p>	<p><b>Enquiry 5, Philosophy: How did the universe come to be?</b> <i>Hindu, Christian</i></p> <ul style="list-style-type: none"> <li>- Examine and discuss the Hindu Story of Creation</li> <li>-Sequence and recall the Christian Story of Creation</li> <li>-Compare and contrast the Christian and Hindu Creation stories</li> <li>-Compose a Creation Story inspired by scripture</li> </ul>

**+ We can do everything together, loving and learning through God +**

	Christmas story and activities		
<b>Computing</b>	<b>Internet safety</b> <b>Mouse and Keyboard Skills</b> <b>Digital Art</b> <b>Digital Design</b>	<b>Internet Safety</b> <b>Text and Images</b> <b>Comic Creation</b>	<b>Internet Safety</b> <b>Music Creation</b> <b>Introduction to Programming</b>
<b>History</b>	<p style="text-align: center;"><b>Toys through time</b></p> <p style="text-align: center;"><b>Enquiry question: Were toys better now or in the past?</b></p> <p>Changes in living memory and how they have changed since they were born-focus on toys-comparing modern toys to toys from the past.</p> <p>The focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. We look at ‘How do we know? toys have changed over time – materials, electrics, size etc.</p> <p>Pupils develop the vocabulary to talk about times past and start discussing change over time.</p> <p>I can sequence events in my life  I can sequence 3 or 4 artefacts from distinctly different periods of time  I can match objects to people of different ages  I can recognise the difference between past and present in my own and others’ lives  I know and can recount episodes from stories about the past</p>	<p style="text-align: center;"><b>Outer Space</b></p> <p style="text-align: center;"><b>Enquiry question: Why go to the Moon and back?</b></p> <p>Famous people from the past- Neil Armstrong, Helen Sharman (first Briton in space) Tim Peake .</p> <p>Early travels into space-the space race, Sputnik (1957), Apollo Moon landings(1969), the Space Shuttle (1981), the Space Station(1998).</p> <p>I can sequence events in my life and relate these to the race for space and current and recent events in space in their lifetime.  I can sequence 3 or 4 artefacts from distinctly different periods of time relating to space travel.  I can match objects to people of different ages relating to space exploration.  I can recognise the difference between past and present in my own and others’ lives-related to space travel.  I know and recount episodes from stories about the past related to space exploration.  I can use stories relating to space to distinguish between fact and fiction.</p>	<b>Not taught</b>

	<p>I can use stories so that I can tell the difference between fact and fiction</p> <p>I can compare adults talking about the past – I can ask myself- how reliable are their memories?</p> <p>I can find answers to simple questions about the past from sources of information e.g. artefacts, fact books, pictures</p> <p>I can communicate my knowledge through: discussion, drawing pictures, drama/role play, making models, writing and using ICT.</p>	<p>I can compare adults talking about the past – I can ask myself how reliable are their memories?</p> <p>I can find answers to simple questions about the past from sources of information e.g. artefacts, fact books, pictures</p> <p>I can communicate my knowledge through: discussion, drawing pictures, drama/role play, making models, writing and using ICT.</p>	
<p><b>Geography</b></p>	<p><b>Enquiry question: What is it like here?</b></p> <p>Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions</p>	<p><b>Enquiry question: What is the weather like in the UK?</b></p> <p>Using an atlas to locate the UK. Using an atlas to locate the four countries in the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using simple picture maps and plans to move around the school. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Responding to instructions using directional language to follow routes. Recognising local landmarks</p>	<p><b>Enquiry question: What is it like to live in Shanghai?</b></p> <p>Locating two of the world's seven continents on a world map. Showing on a map which continent they live in. Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents. Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe features on a map in relation to other features (real or imaginary). Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs.</p>

**+ We can do everything together, loving and learning through God +**

	<p>about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</p>	<p>on aerial photographs. Asking questions about the world around them.</p>	<p>Recognising basic physical features on aerial photographs.</p> <p>To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.</p>
<p><b>Art</b></p>	<p><b>Drawing: Exploring line and shape</b>  <i>Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.</i></p> <p>Know a range of 2D shapes and confidently draw these. Know that drawing tools can be used in a variety of ways to create different lines. Know lines can create patterns like zig zags and wavy lines. Know different drawing tools make different marks. Changing pressure when drawing can create light and dark tones.</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely.</p>	<p><b>Sculpture and 3D: Paper play</b>  <i>This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.</i></p> <p>Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Know paper can be shaped by cutting and folding it.</p> <p>Know to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.</p>	<p><b>Painting and mixed media: Colour splash</b>  <i>In this unit children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use. This unit enhances pupils' understanding of colours and their applications in art.</i></p> <p>Know that the primary colours are red, yellow and blue. Know primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> <li>– Red + yellow = orange</li> <li>– Yellow + blue = green</li> <li>– Blue + red = purple</li> </ul> <p>Pattern:      Know a pattern is a design in which shapes, colours or lines are repeated. Know that there are many different shades (or 'hues') of the same colour. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>

**+ We can do everything together, loving and learning through God +**

		Learn that some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.	
<b>Design and Technology</b>	<p><b>Structures: stable structures</b></p> <p>Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for – identifying the user. Stating what they intend to make and why – identifying the purpose. Talking about ideas, with purpose and user in mind. Talking about existing products when generating ideas. Using basic drawing skills to communicate ideas.</p> <p>Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining, etc.). Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick). Refining their grip to cut competently and confidently. Cutting straight and evenly spaced lines. Beginning to cut large shapes and thicker materials like card.</p> <p>Discussing existing products, saying what they like about them. Comparing two products and discussing which is better for a specific purpose. Saying what they like about their peers' designs and products.</p>	<p><b>Smoothies</b></p> <p>Designing smoothie carton packaging by hand. Chopping fruit and vegetables safely to make a smoothie. Juicing fruits to make a smoothie. Identifying if a food is a fruit. Learning where and how fruits and vegetables grow. Tasting and evaluating different foods. Describing appearance, smell and taste. Suggesting information to be included on packaging.</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>That a fruit has seeds and a vegetable does not.</p> <p>That fruits grow on trees or vines.</p> <p>That vegetables can grow either above or below ground.</p> <p>That vegetables are any edible part of a plant.</p>	<p><b>Textiles: Puppets (animal puppets)</b></p> <p>Using a template to create a design for a puppet.</p> <p>Cutting fabric neatly with scissors.</p> <p>Using joining methods to decorate a puppet.</p> <p>Sequencing steps for construction.</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p> <p>Key knowledge</p> <p>To know that 'joining technique' means connecting two pieces of material together.</p> <p>To know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>To understand that different techniques for joining materials can be used for different purposes.</p> <p>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p> <p>To know that drawing a design idea is useful to see how an idea will look.</p>

	<p>Accepting feedback and understanding it is meant to improve their work.</p> <p>Recognising that different structures are used for different purposes. Exploring the features of structures. Describing structures as buildings or freestanding structures. Making stable structures from card. Creating supporting structures to aid stability. Using stable objects like cylinders to create structures.</p>		
<b>PE</b>	<p><b>Autumn 1</b> Unit: Football Unit: Tennis</p> <p><b>Autumn 2</b> Unit: Handball Unit: Gymnastics</p>	<p><b>Spring 1</b> Unit: Fitness Unit: Hockey</p> <p><b>Spring 2</b> Unit: Orienteering Unit: Dodgeball</p>	<p><b>Summer 1</b> Unit: Dance Unit: Netball</p> <p><b>Summer 2</b> Unit: Athletics Unit: Rounders</p>
<b>Music</b>	<p><b>My Musical Heartbeat</b> -How Can We Make Friends When We Sing Together? Play, improvise and compose using a selection of these notes: C, D, E, F, G</p> <p><b>Dance Sing and Play</b> -How Does Music Tell Stories About the Past? - Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p><b>Exploring Sounds</b> -How Does Music Make the World a Better Place? -Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p><b>Learning To Listen</b> -How Does Music Help Us to Understand Our Neighbours? -Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p><b>Having Fun With Improvisation</b> What Songs Can We Sing to Help Us Through the Day? Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p><b>Let's Perform Together</b> How Does Music Teach Us About Looking After Our Planet? Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B</p>

+ We can do everything together, loving and learning through God +

<p style="text-align: center;"><b>PSHE</b></p>	<p style="text-align: center;"><b>Relationships</b></p> <p><b>Be Yourself</b> Talk about what makes me special, name some of the different feelings I have and describe how they feel, talk about things I like that make me happy, talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings, discuss how change and loss make me feel, share what I think and feel with confidence.</p> <p><b>TEAM</b> Talk about the teams I belong to, be a good listener, explain how to be kind and why it is important, talk about unkind behaviour like teasing and bullying, explain how to be a positive learner, identify good and not-so-good choices.</p>	<p style="text-align: center;"><b>Living In The Wider World</b></p> <p><b>Aiming High</b> Think of star qualities I already have and those I would like to develop, explain how a positive learning attitude can help me, talk about jobs people can do and tell my friends what I want to be when I grow up, understand that it is a person's interests and skills that make them suited to doing a job, think about things I would like to achieve in the future, think about changes which might happen to me and consider how I feel about them</p> <p><b>Diverse Britain</b> Describe ways that I can help my school community, describe ways that I can be a good neighbour, identify things that help and harm my neighbourhood, describe what it is like to live in the British Isles, explore how people living in the British Isles can be different and how they are the same, talk about being British and living in the British Isles.</p>	<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p><b>Its my body</b> Know I can choose what happens to my body, make healthy choices about sleep and exercise, make healthy choices about food and drink, know how to keep my body clean, know what is safe to eat or drink, choose to keep my mind and body healthy and safe.</p> <p><b>Think Positive</b> Understand how happy thoughts can make me feel good, make good choices and consider the impact of my decisions, set myself goals and consider how to achieve them, discuss my feelings and opinions with others and cope with difficult emotions, discuss things I am thankful for and focus on what I do have rather than what I don't have, focus on what is happening now and how I am feeling.</p>
--	--	---	--