

Curriculum Overview

Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	All about me Links: Sc/Gg/A/Ma	Great Fire of London Links: H/Ma/A/DT	Polar regions Links: T4W/Gg/Sc/A/DT	Toys Links :H/A	Africa Links: T4W/Gg/A	Seaside Link: Tw4/H/A/DT
English	Fiction: Little Charlie (Journey) Focus: Description Toolkit Non-fictions: Shopping list (Information)	Non-fiction: Letter to Santa. Fiction: Edgar the Dragon (Warning) Focus: Characterisation Toolkit	Poetry: Arctic Spine Poems (Topic Link) Fiction: Pamela the Penguin (Wishing tale) (Topic link) Focus: Setting Toolkit	Non-fiction: Toys Non- Chronological report Fiction: Toys in space (Warning Tale) Focus: Description Toolkit Poetry: Easter Eggs	Non-fiction: Postcards (Recount) Fiction: Meerkat Mail (Journey Story) Focus: Opening and Ending Toolkit	Non-fiction: Advert for the seaside (persuasion) Fiction: Lighthouse (Topic link) Keepers Lunch Focus: Dilemma
Maths	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. • Count objects. • Count objects from a larger group.	Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve	Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number	Count in multiples of two, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Recognise, fine and	Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days

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	<ul style="list-style-type: none"> • Represent objects. • Recognise numbers as words. • Count on from any number within 10. • Count one more. • Count backwards within 10 . • Count one less. • Compare groups by matching. • Fewer, more, same. • Less than, greater than, equal to. • Compare numbers. • Order objects and numbers. • The number line 	<p>addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <ul style="list-style-type: none"> • Introduce parts and wholes. • Part-whole model. • Write number sentences. • Fact families – Addition facts. • Number bonds within 10. • Systematic methods for number bonds within 10. • • Number bonds to 10. • Addition: Add together. • • Addition: Add more. • Addition problems. • Find a part. • Subtraction: Find a part. • • Fact families – 8 facts. • Subtraction: Take away/cross out (how many left?). • Take away (how many left?). • Subtraction on a number line. • Add or subtract 1 or 2. <p>Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).</p>	<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count within 20</p> <ul style="list-style-type: none"> • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15, 16 • Understand 17, 18, 19 • Understand 20 • 1 more and 1 less • The number line to 20 • Use a number line to 20 • <p>Estimate on a number line to 20</p> <ul style="list-style-type: none"> • Compare numbers to 20 • • Order numbers to 20 <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p>	<p>line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens</p> <p>Count from 20 to 50</p> <ul style="list-style-type: none"> • 20, 30, 40 and 50 • • Count by making groups of tens • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less <p>Length and Height Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <ul style="list-style-type: none"> • Compare lengths and heights • Measure length using 	<p>name a half as one of two equal parts.</p> <p>Recognise, find and name a quarter as one of four equal parts.</p> <p>Compare, describe and solve practical problems for measurement.</p> <p>Describe position, direction and movement.</p> <ul style="list-style-type: none"> -count in 2s -count in 10s -count in 5s -recognise equal groups -add equal groups -make arrays -make doubles -makes equal groups-grouping and sharing -recognise a half of a shape or object -find a half of a shape or object -recognise half of a quantity -find half of a quantity -recognise a quarter of a shape or object - find a quarter of a shape or object 	<p>of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. Measure and begin to record time (hours, minutes, seconds).</p> <ul style="list-style-type: none"> -counting from 50 to 100 -tens to 100 -partition into tens and ones -the number line to 100 -1 more, 1 less -compare numbers with the same number of tens -compare any two numbers -unitising -recognise coins -recognise notes -count in coins -before and after -days of the week -months of the year
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		Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Add by counting on within 20</p> <ul style="list-style-type: none"> • Add ones using number bonds • Find and make number bonds to 20 • Doubles • Near doubles • Subtract ones using number bonds • Subtraction – counting back • Subtraction – finding the difference • Related facts • Missing number problems. 	<p>objects</p> <ul style="list-style-type: none"> • Measure length in centimetres • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity <p>Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>	<ul style="list-style-type: none"> -recognise a quarter of a quantity -find a quarter of a quantity -describe turns -describe position (left and right) -describe position (forwards and backwards) -describe position (above and below) -ordinal numbers 	<ul style="list-style-type: none"> -hours, minutes and seconds -time to the hour Time to the half hour
Science	<p><u>Animals incl. Humans</u> (Topic Link- All about me)</p> <p>Identify, name, draw and label the basic parts of the human</p>	<p><u>Animals incl. Humans</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p><u>Everyday Materials</u></p> <p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday</p>	<p><u>Everyday Materials</u></p> <p>Distinguish between an object and the material from which it is made</p>	<p><u>Plants</u></p> <p>I can identify and describe the basic structure of a variety of common</p>	<p><u>Seasonal Changes</u></p> <p>Observe changes across the four seasons (Topic link- Seaside trips)</p>

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	<p>body and say which part of the body is associated with each sense</p> <p><u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><u>Working scientifically</u> Identifying and classifying</p> <p>Observing closely using simple equipment and using observations and ideas to suggest answers to questions</p>	<p>materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Link Topic-good insulators, waterproof</p> <p><u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions</p>	<p>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 Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions</p>	<p>flowering plants including trees. I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p><u>Working scientifically</u> Observing closely using simple equipment Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p>	<p>Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p>
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			Gathering and recording data to help in answering questions	Gathering and recording data to help in answering questions		
<p>Over the year- seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p>Working scientifically learning outcomes Observing closely , using simple equipment Using their observations and ideas to suggest answers to questions</p>						
Foundation Subjects						
History		<p>Great fire of London Main Topic</p> <p>Knowledge and interpretation Can recount some interesting facts from The Great Fire of London.</p> <p>To understand where The Great Fire of London started and why it spread so quickly.</p> <p>Can recount the life of someone famous -</p>	<p>Polar Explorers Main Topic</p> <p>Knowledge and interpretation Can recount some interesting facts from past events</p> <p>Can recount the life of someone famous</p> <p>Can identify objects from the past, such as old boats/climbing/survival equipment</p>			<p>Victorian Seaside</p> <p>NC Objectives to be taught:</p> <p>Knowledge and interpretation Can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>Chronological understanding Can put up to 3 objects in</p>

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		<p>Samuel Pepys who lived in the past giving attention to what they did.</p> <p>Historical enquiry Can answer questions using a range of artefacts/paintings/eye witness accounts/diary extracts.</p> <p>To ask and answer questions about objects from the past.</p> <p>To identify the difference between the past and the present</p>	<p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, songs, museum displays</p> <p>Historical enquiry Can answer questions using a range of artefacts/eye witness accounts/diary extracts.</p> <p>Can find out more about events/people from the past and carry out some research</p> <p>Can ask and answer questions about old and new objects.</p> <p>Can spot old and new things in a picture</p> <p>Can answer questions using an artefact/ photograph provided</p> <p>Can give a plausible</p>			<p>chronological order (recent history) Can use words and phrases like: old, new and a long time ago.</p> <p>Historical enquiry Can answer questions using a range of artefacts/ photographs provided Can find out more about a famous person from the past and carry out some research on him or her Can find out something about the past by talking to an older person</p>
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			explanation about what an object was used for in the past			
Geography	<p>Location/place Knowledge (Link-All about Me) Settling into their new class- talk about and find their way around school showing an awareness of where things belong and the people within the school.</p> <p>Children to express their views on the features of their local environment school. Likes dislikes. Introduce the concept of physical/human features.</p> <p>To talk about where they live. Locate Guildford in England on a map. Name and locate the</p>		<p>Place knowledge Main topic Compare England with a contrasting Country in the world- England compared to Arctic/Antarctica</p> <p>Human and Physical geography</p> <p>Weather- to know where in the world is cold. Discuss in relation to the equator and the North/South poles.</p> <p>To be able to identify patterns in the weather related to the changing seasons in the UK</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping (google earth</p>		<p>Place knowledge Main Topic Compare England with a contrasting Country in the world- England compared to Africa</p> <p>Human and physical geography Weather- to know where in the world is hot. Discuss in relation to the equator and the North/South poles.</p> <p>Location Knowledge: To talk about people and places beyond their local environment</p> <p>Place knowledge: To talk about their homes and families and</p>	

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	<p>four countries making up the British Isles.</p> <p>To talk about their homes and families.</p> <p>Geographical skills and field work Draw Journeys the children go on - to school, to grandparents, friend's house for tea. Use simple local road maps.</p> <p>Develop maps of the local environment.</p> <p>Where are the shops located in Stoughton/Guildford etc?</p>		<p>to locate countries and describe features studied)</p>		<p>compare to those in another country Compare England with a contrasting Country in the world</p> <p>Human and Physical Geography: To express their views on features of the environment of a locality To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments Weather- To know where in the world is cold. Discuss in relation to the equator and the North/South Poles</p> <p>Geographical skills and fieldwork:</p>	
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					Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	
Computing	Purple Mash Scheme Online Safety & Exploring Purple Mash Grouping & Sorting	Lego Builders Pictograms	Maze Explorers	Animated Story Books	Coding	Spreadsheets Technology Outside School
RE	Key Knowledge and Skills: That people sometimes use pictures to convey meaning That there are many different images of God contained within the Bible. That these images help to answer the question 'What is God like?'	NC Objectives to be taught: WHAT DO CHRISTIANS BELIEVE GOD IS LIKE? That people sometimes use pictures to convey meaning That there are many different images of God contained within the Bible	Key Knowledge and Skills Christianity - Who is Jesus? Why did Jesus tell parables? Christianity - What do eggs have to do with Easter?	NC Objectives to be taught: Christianity - Who is Jesus? To know that Christians call Jesus the 'Son of God' To know that Christians believe that Jesus is both human and divine (God)	Judaism: What is the Torah and why is it important? To know what it means to treat something with respect To know the Torah is the Jewish holy book and contains rules for Jews to live by	Judaism: Why do Jewish families celebrate in Shabbat? To know that families celebrate special times in many different ways To know that Shabbat and the Friday night meal are an important part of Jewish family life and

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	<p>That Christian beliefs about God are connected with these images</p> <p>To express their own thoughts and ideas about what God might be like</p> <p>The story of Christmas and why it is important.</p>	<p>That these images help to answer the question 'What is God like?'</p> <p>That Christian beliefs about God are connected with these images</p> <p>That Christians believe that God loves them, and all people</p> <p>To express their own thoughts and ideas about what God might be like</p> <p>WHY IS CHRISTMAS IMPORTANT TO CHRISTIANS</p> <p>That Christmas is linked to the account of the birth of Jesus</p> <p>About the key people and events in the birth stories (Nativity)</p> <p>That this story is the focus of the celebration for Christians</p>		<p>To know about the main events in Jesus' life.</p> <p>To know that Jesus performed miracles.</p> <p>Why did Jesus tell parables?</p> <p>To know that stories can teach people things.</p> <p>To know that the Bible contains parables that Jesus told.</p> <p>To know that Jesus' parables are found in the New Testament.</p> <p>To understand that parables have a deep meaning.</p> <p>Christianity - What do eggs have to do with Easter?</p> <p>To know that new life is an important theme of Easter celebrations</p>	<p>To know the Torah is in the form of a scroll and is written in Hebrew</p> <p>To know the Torah can also be found in the Old Testament section of the Bible</p> <p>To know the synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept</p> <p>To know light is a symbol for God's presence in the synagogue</p>	<p>help Jewish families to feel closer to God</p> <p>To know Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end</p> <p>To know that Shabbat is a time of rest and recalls how God rested on the seventh day after creation</p>
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		That Christians believe Jesus is the Son of God		<p>To know that on Good Friday Christians remember Jesus' death.</p> <p>To know that on Easter Day Christians celebrate Jesus' resurrection</p> <p>To understand that symbols are used to represent key aspects of Easter</p>		
Music	<p>Hey you!</p> <p>To listen and Appraise the song Hey You! and other Hip Hop songs.</p> <p>To learn and/or build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> -Finding the pulse -Listening and responding to rhythms -Using voice to copy sounds 	<p>Rhythm in the way we walk and Banana Rap</p> <p>To learn the song Rhythm In The Way We Walk, an action song about the interrelated dimensions of music.</p> <p>To learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> -Warm up games and singing 	<p>In The Groove</p> <p>Listen and Appraise the song In The Groove and other songs in other styles</p> <p>Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> -Warm up games -Learning to sing the song in different styles -Playing instruments -Improvising with voices 	<p>Round and round</p> <p>Listen and Appraise the song Round And Round and other songs in other styles</p> <p>To learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> -Finding the pulse -listening to rhythms and clapping them back -Using voices to copy and sing back 	<p>Your Imagination</p> <p>Listen and Appraise the song Your Imagination and other songs about using your Imagination</p> <p>To learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> -Vocal warm ups 	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year</p> <ul style="list-style-type: none"> -Listen and Appraise Classical music -Continue to embed the foundations of the interrelated dimensions of music using voices and instruments -Singing

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	<ul style="list-style-type: none"> -Adding movement to songs -Improvising with voice and instruments -Creating compositions -Performing 	<ul style="list-style-type: none"> -Performing -Pitch -Comparing how different songs are structured -Performing 	<ul style="list-style-type: none"> -Composing -Finding the pulse -Clapping back rhythms -Using voices to copy sounds -Play instruments with and without notation -Performing 	<ul style="list-style-type: none"> -Playing instruments with and without notation -Playing instruments in different styles -Improvising with clapping rhythms -Improvising with instruments -Performing 	<ul style="list-style-type: none"> -Learning about and using musical codas -Playing own compositions and improvisations over the coda -Call and response -Finding the pulse -Clapping back rhythms -Slowing down and speeding up the tempo -Improvising with voice, rhythm and instruments -Composing -Performing 	<ul style="list-style-type: none"> -Play instruments within the song -Improvisation using voices and instruments -Composition -Share and perform the learning that has taken place
Art	<p>Portraits (Topic link – All About Me) Focus Artist: Pablo Picasso</p> <p>To investigate portraits by a variety of artists</p> <p>To mix secondary colours</p>		<p>Printing (Topic link – Inuit art) Focus Artist: Kenojuak Ashevak</p> <p>To explore and evaluate the work of Inuit Artist Kenojuak Ashevak</p> <p>To develop a range of tone using sketching pencils using a pencil and use a variety of</p>		<p>Investigating African Art (Topic link) Focus Artist: Esther Mahlanghu</p> <p>To develop an understanding of the work of Esther Mahlanghu</p> <p>To comment on Esther Mahlanghu's work (sharing</p>	

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	<p>To investigate proportions and positioning of facial features</p> <p>To be able to record portraits from observation</p> <p>To be able to identify warm and cool colours on a colour wheel</p> <p>To be able to mix tones of a colour</p> <p>To be able to create moods in drawings and paintings</p> <p>To use colour to express emotion</p>		<p>drawing techniques such as: hatching, scribbling, stippling,</p> <p>To create quick sketches</p> <p>To create a line design from a sketch</p> <p>To create a block print</p> <p>To transfer an image onto a block</p> <p>To create a print from a block</p>		<p>likes/dislikes)</p> <p>To use Esther Malanghu's work as an inspiration to create a pattern</p> <p>To choose a range of appropriate materials to design and put together creatively to make an Ndebele inspired head band</p> <p>To join materials in varied ways to represent ideas</p> <p>To choose a range of appropriate materials to design and put together creatively to make an African inspired mask</p>	
PE	<p>PSD) Gymnastics Unit 1</p> <p>Teachers) The PE Hub</p>	<p>PSD) Games: Attack, defend, shoot Unit 2</p> <p>Teachers) The PE Hub Dance Unit 1:</p>	<p>PSD) Dance: Unit 2</p> <p>Teachers) The PE Hub Gymnastics Unit 2</p>	<p>PSD) Run, jump, throw Unit 1</p> <p>Teachers) The PE Hub Games: Send and Return Unit 1</p>	<p>PSD) Games: Send and Return Unit 2</p> <p>Teachers) Hit, catch, run Unit 1</p>	<p>PSD) Hit, catch, run Unit 2</p> <p>Teachers) The PE Hub Run, Jump, Throw Unit 2</p>

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	Games: Attack, defend, shoot Unit 1					
DT	<p>To design, make and evaluate a bread recipe for the bakery to sell that tastes and looks good (Topic link to Great Fire of London)</p> <p>To taste and evaluate a range of bread recipes.</p> <p>To understand the ingredients that you need to make bread and where they come from.</p> <p>To be able to knead dough and the reasons for completing this</p> <p>To be able to shape my bread in a variety of ways.</p>		<p>To design, make and evaluate a home for an arctic animal that provides shelter from the weather (Topic Link to Polar Regions)</p> <p>To generate ideas based on simple design criteria and their own experiences.</p> <p>To develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p>Skills: Evaluate their product</p> <p>Know what a structure is and can find freestanding structures in my environment.</p> <p>Evaluate brick bonds for strengths.</p>			<p>To design, make and evaluate a picnic basket for a family that is seagull proof. (Topic link)</p> <p>To know what a mechanism is.</p> <p>Describe the movement of a slider (side to side/up and down in straight line) and lever (side to side in a curved motion).</p> <p>Add a pivot to make a lever.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Develop, model and communicate their ideas through talking, drawings and mock</p>

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	<p>To design a healthy bread roll for our parent to buy from our class bakery.</p> <p>To make and evaluate bread.</p> <p>Skills: Evaluate a range of existing bread recipes.</p> <p>Know where the ingredients for bread come from (field to fork).</p> <p>Know how to knead dough and the reasons for completing this.</p> <p>Shape bread in a variety of ways.</p>		<p>Make [shape] and join [shapes] together using a variety of techniques.</p> <p>Know how to make a structure stronger and more rigid.</p> <p>Know what a buttress is and why it is used.</p> <p>Know the importance of triangles in a structure.</p>			<p>ups</p> <p>Select and use tools, explaining their choices, to cut, shape and join their resources</p> <p>Use simple finishing techniques suitable for the product they are creating.</p> <p>Explore a range of existing products that use simple sliders and levers</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</p>
PSHE	<p>Key Knowledge and Skills Understanding the following:</p> <ul style="list-style-type: none"> - Respect - Class rules - Expectations 	<p>NC Objectives to be taught: To understand and follow the school rules and values.</p> <p>To understand the roles of different</p>	<p>Key Knowledge and Skills How to care for others.</p> <p>To recognise what you can do for yourself now you are older.</p>	<p>NC Objectives to be taught: To know how to care for others and support their needs.</p>	<p>Key Knowledge and Skills To understand how food keeps you healthy.</p>	<p>NC Objectives to be taught: To know how to keep healthy based on food and exercise.</p>

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	<ul style="list-style-type: none"> - Unkind behaviour in and out of school - How unkind behaviour makes people feel <p>How to be polite and respectful</p>	<p>people and that there are different types of families.</p> <p>To understand they should feel cared for and care for others.</p> <p>To understand what privacy is and to seek permission for things.</p> <p>To understand that their behaviour affects others and how to be polite and respectful.</p>	<p>To understand why we should look after living things.</p> <p>How to care for the environment.</p> <p>To be able to explain the meaning of reduce, reuse, and recycle.</p> <p>To recognise how we can help look after our planet.</p> <p>To understand people have jobs and explore different ones</p>	<p>To know how and why we care for the environment.</p> <p>To understand how we grow, live and look after our world.</p> <p>To understand how people work in our world.</p> <p>To understand the power of yet- we can't do that YET!</p> <p>To understand that we never give up.</p> <p>What are your strengths and interests?</p> <p>Does this link to any jobs in your local community? What jobs are available?</p>	<p>To understand how exercise keeps us healthy.</p> <p>To understand hygiene and sun safety.</p> <p>To understand emotions and manage them.</p> <p>To Understand rules and keep safe online.</p>	<p>To understand some hygiene routines including sun safety.</p> <p>To recognise what makes them unique and special.</p> <p>To learn how to manage their emotions when things go wrong.</p> <p>To learn ways of keeping safe online.</p> <p>To understand how rules and age restrictions keep us safe.</p>
<p>Forest school, eco/outdoor learning</p> <p>Curriculum links Sc</p>	<p>Introduction to Forest School. Rules and boundaries- why we need them. How to stay safe.</p>	<p>Seasonal changes. Comparing the differences.</p> <p>Understanding why Trees lose their leaves in Winter.</p>	<p>Seasonal changes. Comparing the differences.</p> <p>How animals and humans can keep warm in winter.</p>	<p>Seasonal changes. Comparing the differences.</p> <p>Identifying a range of flora and fauna.</p>	<p>Seasonal changes. Comparing the differences.</p> <p>Using our senses in the outdoors.</p>	<p>Seasonal changes. Comparing the differences.</p> <p>Eco food chains and how we can support</p>

Curriculum Overview

Year 1



<p>Gg PSHE Art DT</p>	<p>Getting to know our surroundings.</p> <p>Taking care of the environment and ourselves.</p> <p>Respecting and listening to others. Values.</p> <p>Harvest -allotment, farmers...</p>	<p>Comparing Deciduous and Ever-Green Trees.</p> <p>Inspiring Land Art (Richard Shilling and Andy Goldsworthy)</p> <p>Fire building. Learning the fire triangle and the key elements needed to make fire. Fire safety.</p> <p>Signs of Autumn- colours, seed dispersal, animals preparing for winter/hibernation</p>	<p>Taking care of ourselves.</p> <p>Den building.</p> <p>Animal home and habitat building. Animals that hibernate.</p> <p>Observing the weather. Signs of Winter- wetter, colder, shorter day length</p> <p>Natural materials – clay bowls/blopsters. Where different materials come from. Comparing materials and grouping.</p> <p>Recycle/reuse - waste management audit</p>	<p>How seeds grow. Understanding, identifying and labelling parts of a flower. Learning the basis of photosynthesis.</p> <p>How we can protect birds in the Spring and support them in nesting season.</p> <p>Planting saplings and wildflowers.</p> <p>Safety in hot weather.</p> <p>Prep allotment/sow seeds Spring- time of new growth. Practical application of conditions required for growth. Map allotment</p>	<p>Nature's rainbow - finding colour in the Great Outdoors.</p> <p>Identifying simple wildflowers.</p> <p>Mini-beast hunting and pond dipping. Learning the basic parts of insects and mini- beasts. Comparing Mini-beasts. Habitat building.</p> <p>Bug survey (biodiversity check) good/bad minibeast for veg growing/organic pest control</p>	<p>this. Our role within the Eco chain.</p> <p>Ladybird life cycles. The importance of Bees. Pollination.</p> <p>Giving nature a voice. Literacy in the outdoors. Sketching and describing.</p> <p>What Forest School means to us. Moving on and sharing memories.</p> <p>The importance of water- impact of summer- less rainfall, hotter, longer day length</p>
<p>Enrichment</p>	<p>Marvellous me celebration/party.</p>	<p>Re-enact the Fire of London- burn a street of model houses</p>	<p>Role play an Arctic Adventure</p>	<p>Invite parent and Grandparents to share their old toys.</p>	<p>Role play a journey to Africa including flight</p>	<p>Seaside experience day</p>