

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: Character Description Non-fictions: Shopping list (Information)	Non-fiction: Making a puppet Fiction: Stuck in the mud (warning) Focus: Setting nouns Poetry: Fireworks	Non-fiction: Non-chronological report Arctic animals(Topic Link) Fiction: Lost and Found(losing tale) (Topic link) Focus: Openings	Non-fiction: Toys in space (warning) Focus: Character description Poetry: Easter Eggs	Non-fiction: Africa fact file (Topic link) Fiction: Where the wild things are (defeating the monster) Focus: Setting	Non-fiction: Post card Fiction: Lighthouse (Topic link) Keepers Lunch Focus: Dilemma
Maths	Number and Place value (within 10) 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. Identify and represent numbers using objects and	Addition and subtraction 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 addition and	Addition and subtraction Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step	Place Value (within 50) (including multiples of 2, 5 and 10) Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens.	Multiplication and (including multiples of 2, 5 and 10) Count in multiples of twos, 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.	Measurement: Money Recognise and know the value of different denominations of coins and notes. Measurement: Time 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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	<p>pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Topic SC link- Compare, describe and solve practical problems for lengths and heights Measure and begin to record lengths</p>	<p>subtraction, using concrete objects and pictorial representations and missing number problems</p> <p>Geometry (shape) Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). <i>(Link topic- using 3D shapes to build Tudor houses)</i></p> <p>Number and Place value (within 20) 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,</p>	<p>problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Place Value (within 50) (including multiples of 2, 5 and 10) Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals.</p>	<p>Measurement: Length and Height Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Measurement: Weight and Volume Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. 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>	<p>Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume (Topic link-packing a suitcase for Africa/Uk trip-compare weight) [for example,</p>	<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. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. Measure and begin to record time (hours, minutes, seconds).</p>
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		<p>identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>			<p>full/empty, more than, less than, half, half full, quarter].</p> <p>Geometry: Position and Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	
Science	<p><u>Animals incl. Humans (Topic Link- All about me)</u> 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><u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways</p>	<p><u>Animals incl. Humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</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</p>	<p><u>Everyday Materials</u> 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 Compare and group together a variety of everyday materials on the basis of their simple physical</p>	<p><u>Everyday Materials</u> 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 Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><u>Plants</u> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><u>Working scientifically</u> Observing closely using simple equipment</p>	<p><u>Seasonal Changes</u> Observe changes across the four seasons (Topic link-Seaside trips) 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</p>

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	<p>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>carnivores, herbivores and omnivores</p> <p><u>Working scientifically</u></p> <p>Identifying and classifying</p> <p>Observing closely using simple equipment and using observations and ideas to suggest answers to questions</p>	<p>properties Link Topic- good insulators, waterproof</p> <p><u>Working Scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>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><u>Working Scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>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>Identifying and classifying</p> <p>Using observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</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><u>Over the year- seasonal changes</u></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>						

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Working scientifically learning outcomes Observing closely , using simple equipment Using their observations and ideas to suggest answers to questions						
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 - 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>Toys Main Topic</p> <p>Knowledge and interpretation Can give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can find out something about the past by talking to an older person?</p> <p>Can identify objects from the past, such as old toys?</p>		<p>Victorian Seaside</p> <p>Knowledge and interpretation Discuss change and continuity in an aspect of life, e.g. holidays Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, songs, museum displays Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>Historical enquiry/interpretation Victorian seaside mural Can ask and answer questions about old and new objects? Can spot old and new things in a picture?</p>

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		<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>Can answer questions using an artefact/ photograph provided?</p> <p>Can give a plausible explanation about what an object was used for in the past</p>
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</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</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>Geographical skills Use maps, atlases, globes and</p>	

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	<p>physical/human features.</p> <p>To talk about where they live. Locate Guildford in England on a map. Name and locate the 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>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 to locate countries and describe features studied)</p>		<p>digital/computer mapping (google earth to locate countries and describe features studied)</p>	
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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	<p>Christianity God 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 That these images help to answer the question 'What is God like?' That Christian beliefs about God are connected with these images That Christians believe that God loves them, and all people</p>	<p>Christmas: Why is Christmas important to Christians? That Christmas is linked to the account of the birth of Jesus About the key people and events in the birth stories (Nativity) That this story is the focus of the celebration for Christians That Christians believe Jesus is the Son of God</p>	<p>Christianity: Jesus: Who is Jesus That Christians call Jesus the 'Son of God' That Christians believe that Jesus is both human and divine (God) About the main events in Jesus' life That Jesus performed miracles, including healings e.g. water into wine; feeding the 5000; calming the storm; Bartimaeus; the paralysed man; the sick girl; the ten lepers</p>	<p>Christianity: Why did Jesus tell parables? That many people followed Jesus, and still do now That stories can teach people things The Bible contains <u>parables</u> that Jesus told Jesus' parables are found in the New Testament Parables have a deep meaning That Jesus told parables to explain important truths to people That the truths in Jesus' parables have</p>	<p>Judaism: What is the Torah and why is it important to Jews? What it means to treat something with respect The Torah is the Jewish holy book and contains rules for Jews to live by The Torah is in the form of a scroll and is written in Hebrew The Torah can also be found in the Old Testament section of the Bible The synagogue is the place where Jews go to learn, worship God and be together as a</p>	<p>Judaism: Why do Jewish families celebrate in Shabbat? That families celebrate special times in many different ways That Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end Shabbat is a time of rest and recalls how God rested on the seventh day after creation</p>

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	To express their own thoughts and ideas about what God might be like			<p>an impact on a Christian's life</p> <p>Christianity Easter: What do Easter eggs have to do with Easter? That new life is an important theme of Easter celebrations</p> <p>On Good Friday Christians remember Jesus' death</p> <p>On Easter Day Christians celebrate Jesus' resurrection</p> <p>That symbols are used to represent key aspects of</p>	<p>community, and is where the Torah is kept</p> <p>Light is a symbol for God's presence in the synagogue Easter: hot cross buns – Good Friday / the crucifixion Easter eggs – the Garden Tomb; new life; the resurrection</p>	
Music	Hey you!	Rhythm in the way we walk and Banana Rap	In The Groove	Round and round	Your Imagination	Reflect, Rewind and Replay
Art	<p>Portraits (Topic link – All About Me) Focus Artist: Pablo Picasso</p>		Art Week	<p>Still life – painting toys (Topic link) Focus Artist: Vincent Van Gogh</p> <p>To demonstrate an awareness of at least two sketching</p>	<p>Investigating African Art (Topic link) Focus Artist: Esther Mahlangu</p> <p>To develop an understanding of</p>	

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	<p>To investigate portraits by a variety of artists</p> <p>To mix secondary colours</p> <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>techniques (outlining and shading) and the importance of regularly looking at the subject being drawn.</p> <p>To identify and experiment with techniques used by artists (water colour and ink/impressionist style)</p> <p>To be able to select thick and thin paint brushes appropriately</p> <p>To paint a picture of an old toy using a chosen technique</p>	<p>the work of Esther Mahlanghu</p> <p>To comment on Esther Mahlanghu's work (sharing likes/dislikes)</p> <p>To use Esther Mahlanghu'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>	
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<p>PE</p>	<p>PSD) Gymnastics Unit 1</p> <p>Teachers) The PE Hub Games: Attack, defend, shoot Unit 1</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>
<p>DT</p>	<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 design, make and evaluate a home for an eskimo family 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>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>

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	<p>To be able to shape my bread in a variety of ways.</p> <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>Know what a structure is and can find freestanding structures in my environment.</p> <p>Evaluate brick bonds for strengths.</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>Develop, model and communicate their ideas through talking, drawings and mock 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>
<p>PSHE</p>	<p>RELATIONSHIPS To recognise the effect of behaviour on others, what is</p>	<p>Don't forget to let love in</p>	<p>Too much Selfie isn't healthy</p>	<p>Don't rub it in rub it out</p>	<p>Fake is a mistake HEALTH AND WELL BEING</p>	<p>No way through isn't true</p>

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	<p>fair and unfair, kind and unkind, right and wrong and how to deal with unkind behaviour.</p> <p>To understand and follow the school rules and values.</p> <p>To understand how their behaviour affects others.</p> <p>To understand how to be polite and respectful.</p> <p>To understand how to be responsible.</p> <p>To understand the importance for trying hard and not giving up.</p>	<p>HEALTH AND WELL BEING</p> <p>To recognise what goes into our bodies (both good and harmful)</p> <p>To recognise different ways of keeping physically and emotionally safe.</p> <p>To understand what makes them unique and celebrate their success and how to set challenging goals.</p> <p>To understand, describe and manage different feelings. To understand the importance of basic personal hygiene routines and how to look after themselves.</p> <p>To understand how infections are spread and what to do to try to prevent them spreading.</p> <p>To understand the role of household products and medicines and how to stay safe in the</p>	<p>HEALTH AND WELL BEING</p> <p>To understand the importance of keeping themselves safe in different situations. To recognise the different rules for keeping safe (road, environment, online and unfamiliar situations)</p> <p>To understand how special people make a difference to their lives, about the importance of not keeping secrets, only surprises. To recognise who to go to if they are worried.</p> <p>H12 H13</p> <p>RELATIONSHIPS</p> <p>Recognising feelings in self and others; sharing and managing feelings</p>	<p>HEALTH AND WELL BEING</p> <p>Sharing and managing feelings. Recognising likes and dislikes. Making choices that improve their physical and emotional health and the consequences of good and not so good choices. To learn about ways to improve and learn from experiences H2 H3 H4</p> <p>RELATIONSHIPS</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise that their behaviour can affect other people</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H4 H13</p> <p>RELATIONSHIPS</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To recognise that their behaviour can affect other people</p>	<p>HEALTH AND WELLBEING</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing</p>
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		<p>home. H1 H3 H4 H6 H7 H11</p> <p>RELATIONSHIPS Feelings and Emotions Recognising feelings in self and others; sharing and managing feelings. Making choices and the consequences of good and not so good choices. Recognising what is fair and unfair, kind and unkind, right and wrong. To communicate their views and ideas and explaining their viewpoints. Recognising the special people in their lives and how to care for them. R2 R4 R12 R9</p> <p>LIVING IN THE WIDER WORLD To understand how class rules help us, how to take part in a simple class debate and the importance of listening to others.</p>	<p>Recognising the effect of behaviour on others R1 R2</p> <p>LIVING IN THE WIDER WORLD To recognise their contribution to the life of the classroom and school. To understand that living things have rights and that everyone has responsibilities to protect those rights. To understand what it means to have a choice. To recognise the shared responsibilities for keeping themselves and others safe. To understand the responses they can give to ensure their own safety and that of others. To be able to take turns,</p>	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>To offer constructive support and feedback to others</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>To know some strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>R1 R2 R4 R6 R7 R11 R14</p>	<p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>R1 R2 R4 R5</p> <p>LIVING IN THE WIDER WORLD To learn how they can contribute to the life of the classroom and school</p> <p>To know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these</p>	<p>independence may bring</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>H3 H4 H5 H9 H15</p> <p>RELATIONSHIPS To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel</p>
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		To understand their uniqueness. L1 L8	share and return borrowed things. To recognise the groups and communities they belong to. L1 L3 L4		(including conserving energy) To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' L1 L5 L8	uncomfortable, anxious or afraid To offer constructive support and feedback to others. R1 R3 R7 LIVING IN THE WIDER WORLD To know how they can contribute to the life of the classroom and school To know that they belong to different groups and communities such as family and school L1 L4
Forest school, eco/outdoor learning Curriculum links Sc Gg PSHE	Introduction to Forest School. Rules and boundaries-why we need them. How to stay safe. Getting to know our surroundings.	Seasonal changes. Comparing the differences. Understanding why Trees lose their leaves in Winter. Comparing Deciduous and Ever-Green Trees.	Seasonal changes. Comparing the differences. How animals and humans can keep warm in winter. Taking care of ourselves.	Seasonal changes. Comparing the differences. Identifying a range of flora and fauna. How seeds grow. Understanding,	Seasonal changes. Comparing the differences. Using our senses in the outdoors.	Seasonal changes. Comparing the differences. Eco food chains and how we can support this. Our role within the Eco chain.

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<p>Art DT</p>	<p>Taking care of the environment and ourselves.</p> <p>Respecting and listening to others. Values.</p> <p>Harvest -allotment, farmers...</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>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>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>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>

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