 Year 1 Curriculum overview

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| Term | Autumn | Spring | Summer |
| Topic | Fairy tales | Castles | Explorers |
| Outdoor Learning | Nature walks (resource gathering for collages)  Outdoor Science experiments and resource gathering for biology, chemistry and physics.  Armistice day war memorial trip and church visit | Planting and studying plants  Nature Walks (Studying animals)  Outdoor physics and geography work.  Exploring Sleaford Castle | Plant hunting around the local area  Nature walks (Landscape hunting for art) |
| English | Cave Baby  Astro Girl  Send for a Superhero  I Want My Hat Back  Billy and the Beast | Beegu  The Odd Egg  Stanley’s Stick  Dinosaurs and all the Rubbish | Lost and Found  Pig the Pug  Dog  Iggy Peck, Architect  Julian is a Mermaid  The Magic Bed |
| Maths | Place Value within 10  Addition and subtraction within 10  Geometry (Shape)  Place value within 20 | Addition and subtraction within 20  Place value within 50  Measurement (Length, Height)  Measurement (Weight and Volume) | Multiplication and division  Fractions  Geometry (Position and direction)  Place value within 100  Measurement (Money)  Measurement (time) |
| Cross Curricular Maths opportunities | Shape linked art work  Tables linked to physics work | Tables and comparisons linked to physics work  Data work in flower journal  Measurement of flowers | Tables and comparisons linked to physics work  Time work linked to their lifetime and David Attenborough |
| Science | Biology –  Nature/Fairy tale walks collecting and observing common plants and trees  Identifying common fairy tale animals  Identifying, naming and labelling basic parts of the human body and linking them to senses  Chemistry –  Explore a variety of fairy tale props – what materials are they made of? What qualities does the material have?  Physics –  Observe/collect/discuss autumn and winter as well as the changes associated with the seasons. | Biology –  Grow your own local plants, learning about care (Flower growing journal to record data)  Identify and describe animals we find around us in Lincolnshire and their structure  Chemistry –  Apply the knowledge of materials gained previously to decide what to make different parts of a castle out of  Grouping materials  Physics –  Observe/collect/discuss winter and spring as well as the changes associated with the seasons. | Biology –  As explorers within the local area discuss the idea of deciduous and evergreen trees  Explore the structure of plants  Explore a variety of common animals around the world and discuss and group them by type of animal and behaviours  Chemistry –  Plastic is a new creation – a man-made material made during DA’s lifetime. Explore plastic and its properties in more depth.  Physics –  Observe/collect/discuss spring and summer as well as the changes associated with the seasons. |
| Geography | Extend seasons knowledge with knowledge of the weather  Identify and discuss the physical and human geographical features that can be found in fairy tales. | Extend seasons knowledge with knowledge of the weather  Explore some of the features we met within the fairy tales locally (Sleaford Castle, River, The Rec for a forest, historical houses like Belton) (Lincolnshire map work) | Extend seasons knowledge with knowledge of the weather  Explore the features we have been discussing beyond our locality – especially focused on what we would find in the UK and where  Explore the features we have been discussing beyond our locality - linking with the exploratory David Attenborough theme and the continents. (UK map work) |
| History | Sources of evidence first investigation – using fairy tales to discover that not everything we read is true but can have a purpose. | The history of Sleaford Castle –  (Comparing what it was once like to what is there now. How do we know what it used to be like? What evidence do we have to show us this?)  Who was Henry VIII and why did he visit there? | Who is David Attenborough?  (Why is he a significant person and what has he done? Create a timeline of events that have happened since he has been alive and compare to one based on their own lives). |
| Computing | Code-  Plan the movement of a fairy tale character on a grid map.  Enact this afterwards using a B bot  Connect –  Participate in the class website page each Friday  Collect –  Create a simple database of different fairy tale characters | Code –  Control the motion of a sprite in Scratch around a castle including sounds  Connect –  Participate in class website page and understand the online risks and age rules for sites  Collect –  Create a simple database showing wildlife around the local area | Code –  Create a fact file for an animal which uses text strings, shows and hides objects and changes the features (e.g. PowerPoint)  Connect –  Participate in the class webpage and understand online risks and the age rules for sites  Collect –  Collect data about plastics we find around the school. |
| Art | Drawing/collage/digital media  Use sketchbooks to master the associated techniques and create Fairy tale based art | Sculpture/printing  Use sketchbooks to master the associated techniques and create castle based art | Painting/artist study  Use sketchbooks to master techniques and paint different animals  Use Claude Monet birds as inspiration |
| D&T  (Each D&T area must be split in to design, make, evaluate) | Food/Materials  Children should make gingerbread houses based on story of Hansel and Gretel (Can also link to Christmas Fayre)  Materials is linked to the collage art explained above. | Construction/mechanics/take inspiration from design throughout history -  After finding out about the design of castle features the children should create their own to explore how they worked | Textiles-  Create small animal plushies |
| RE | Christianity  What do Christians believe about God?  How do Christians worship and celebrate? | Islam  What do Muslims believe about God?  How do Muslims worship and celebrate? | Creation/The natural world  Compare the creation stories of Christianity/Islam/Hinduism/Science  How should we be treating the world around us? |
| Music  (Charanga ) | 1. Hey you  2. Rhythm in the way we walk and Banana rap | 1. In the groove  2. Round and round | 1. Your imagination  2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world  2. Celebrating difference | 1. Dreams and goals  2. Healthy me | 1. Relationships  2. Changing me |
| PE | 1.  Games – ball skills  Gymnastics  2.  Games – throwing, catching and aiming games  Gymnastics | 1.  Dance  Games – Bat and Ball skills and skipping with a rope  2.  Games – developing partner work  Dance | 1.  Gymnastics  Games/Athletics  2.  Games/Athletics  Dance |