



Year 1 Curriculum Overview 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Local London	Family Histories	Powerful people	Great Explorers	Awesome Animals	Transport Through Time
Educational Visits						
English Core Text	The Boy The Mole The Fox And The Horse (whole school text (2 weeks)) Parrots don't live in the City! – Lucy Reynolds	Coming to England: An Inspiring True Story celebrating the Windrush	Wangaari's Trees of Peace	Pirates Next Door	There's a tiger in the Garden	Storm Whale
Core Text Themes to explore	Local Life	Immigration / Cultural Identity	Sustainable Environments / Cultural Diversity / Empowerment / Gender Equality	Cultural Identity / Judgements and Acceptance / Stereotypes	Sustainable environments / fear	Empathy / Caring for Animals
English Writing	<p>End of Unit Writing Outcome: Alternative Context Story</p> <p>Writing Opportunities: Non- Fiction: letter and Postcards: Letters in different contexts Descriptive setting Question 5 W's Descriptive writing</p>	<p>End of Unit Writing Outcome: Informal letter</p> <p>Writing Opportunities: Non- Fiction: letter and Postcards: Letters in different contexts Descriptive setting</p>	<p>End of Unit Writing Outcome: Information Text (Non – Chronological report)</p> <p>Writing Opportunities: Comparing between Non-Fiction and Fiction</p>	<p>End of Unit Writing Outcome: Story from a different Perspective</p> <p>Writing Opportunities: Descriptive setting Alternative ending Recount fact file Character description</p>	<p>End of Unit Writing Outcome: Rhyming and patterns: repeated patterns</p> <p>Writing Opportunities: Instructions Discussions Descriptive writing</p>	<p>End of Unit Writing Outcome: Diary Entry</p> <p>Writing Opportunities: Non- Fiction: letter and Postcards: Letters in different contexts Descriptive setting</p>



SPaG	See SPaG Progression Planning					
Maths (White Rose)	Number: Place Value (Within 10) Number: Addition and Subtraction (within 10)	Geometry: Shape Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Number: Place Value (within 50)	Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
Science	Who am I? – Senses Year 1 Objectives: In this topic, children will learn about the basic parts of the human body and explore their five senses using a wide range of activities, which can be spread over a half term and from which the teacher can choose where appropriate. <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body. • Say which part of the body is associated with each sense • Observe closely, using simple equipment. Identify and 	Celebrations – Senses and Materials Year 1 Objectives: This topic uses the theme of celebrations to explore a number of curriculum areas, including everyday materials, plants and light. There are a number of activities to choose from, all offering opportunities for cross-curricular work. This topic covers the following learning objectives: <ul style="list-style-type: none"> • Say which part of the body is associated with each sense. • Distinguish between an object and the material from which it is made. 	Polar Places – Materials and Animals incl Humans Year 1 Objectives: In this topic, children plan an expedition to the polar regions, learning about properties of different materials, and a range of living things in the polar regions. This topic covers the following learning objectives: <ul style="list-style-type: none"> • Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. • Identify and name common animals that are carnivores, herbivores and omnivores. 	Plants and Animals Year 1 Objectives: In this topic, children explore their local environment (school grounds or local park) to find out about the plants and animals that live in their locality. Many of the activities could also be carried out in a local botanic garden or arboretum, which has a section on local plants. Children will learn to name and identify common wild and garden plants, including trees, so they are familiar with common names and able to use these in Year 2 and beyond. Plants <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden 	On Safari - Animals Year 1 Objectives: Children go on safari to explore invertebrates and other plants and animals in the local area. This topic could be completed in half a term, choosing activities relating to children’s experience and interests. It would be more appropriate carried out in the spring or summer months when there is a greater abundance of invertebrates for children to observe <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 	Holiday – Materials and Animals Year 1 Objectives: In this topic, children will plan what they need to pack for a holiday, and explore the different animals they might encounter at the seaside and the human impact on the environment. You could begin by voting on where in the UK or the world children would like to visit on holiday and work with the most popular place, researching where it is, climate, food, etc. with children deciding what they would need to take. <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish,



	<p>classify.</p> <ul style="list-style-type: none">• Gather and record data to help in answering questions.	<ul style="list-style-type: none">• 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.• Identify and describe the basic structure of a variety of common plants, including trees.	<ul style="list-style-type: none">• Describe and compare the structure of a variety of common animals.• Describe the simple properties of a variety of everyday materials.• Compare and group together a variety of everyday materials on the basis of their simple properties.	<p>plants, including deciduous and evergreen trees.</p> <ul style="list-style-type: none">• Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals (including humans)</p> <ul style="list-style-type: none">• 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, amphibians, reptiles, birds and mammals, including pets).	<ul style="list-style-type: none">• 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, amphibians, reptiles, birds and mammals, including pets)	<p>amphibians, reptiles, birds and mammals.</p> <ul style="list-style-type: none">• 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
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PRE	See PRE Overview					
History		<p>My Family History</p> <p>"End of Year 1, expected: Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. Demonstrate a secure understanding of the words used. Will require little prompting to use these words. Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment."</p>		<p>The Greatest Explorers</p> <p>"End of Year 1, expected: Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order." "End of Year 1, expected: Can plan a small enquiry by asking relevant questions. Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' Can use appropriate historical vocabulary."</p>		<p>Great Inventions – Transport</p> <p>"End of Year 1, expected: Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways." "End of Year 1, expected: In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available. "</p>
Geography	<p>Our Local Area</p> <p>"End of Year 1, expected: Know about the local area and can name and</p>		<p>People and their Communities</p> <p>"End of Year 1, expected: Can locate some major</p>		<p>Animals and their Habitats</p> <p>"End of Year 1, expected: Show limited</p>	



	<p>locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</p> <p>Describe the physical and human geography of a distant place. "</p>		<p>cities, oceans and continents on a UK and world map.</p> <p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans. "</p> <p>"End of Year 1, expected: Can name most of the nations and capitals of the UK.</p> <p>Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas. "</p> <p>"End of Year 1, expected: Show limited awareness of weather differences.</p> <p>Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</p> <p>Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which</p>		<p>awareness of weather differences.</p> <p>Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</p> <p>Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area.</p> <p>Identify seasonal weather patterns. "</p> <p>"End of Year 1, expected: Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).</p> <p>Can use appropriate</p>	
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			continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns. "		vocabulary in relation to the human and physical features of local and distant locations. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit. "	
Art & Design Technology	Art Patterns Look at the work of Piet Mondrian – making patterns using primary colours. Look at the colours and patterns of parrots against a contrast of cities	Art Self Portraits Mixing colours/the colour wheel Experimental mark making, sketching with a variety of different lines e.g. curved, straight, light, dark. Take a line for a walk. Use of mirrors to draw self-portraits. Drawing what you see	D&T Fruit Salad Look at where food comes from, taste different fruit, design their fruit salad using just 4 fruits, make their fruit salad and then evaluate it.	D&T Create a Town Spend time looking at their local town, design their own town, make their own town using junk material and then look at what needs to be improved etc.	Art Animal Sculptures Modelling with clay Experimentation with clay – squeeze, press, roll, twist, print etc. Simple animal model	D&T Rockets Different feature, movements, design with main features, build, launch, evaluate,
PE	See PE scheme taught by outside agency					



<p>Computing</p>	<p>1.1: We are treasure hunters</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>1.2: We are TV chefs</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>1.3: We are digital artists</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>1.4: We are publishers</p> <p>recognise common uses of information technology beyond school</p>	<p>1.5: We are rhythmic</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies</p>	<p>1.6: We are detectives</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies</p>
<p>PSHE</p>	<p>Healthy Lifestyles</p> <p>To learn:</p> <ul style="list-style-type: none"> about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) about making healthy choices about different kinds of feelings simple strategies to manage feelings about basic personal hygiene routines and why these are important 	<p>Growing and Changing</p> <p>To learn:</p> <ul style="list-style-type: none"> to recognise what they are good at and set simple goals about how it feels when there is change or loss about growing, changing and becoming more independent <p>Keeping Safe</p> <p>To learn:</p> <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used correctly about rules for keeping safe (in familiar and 	<p>Rights and Responsibilities</p> <p>To learn:</p> <ul style="list-style-type: none"> about group and class rules and why they are important about respecting the needs of ourselves and others about groups and communities that they belong to that everybody is unique about the ways we are the same as other people about the people who work in their community how to get their help, 	<p>Environment</p> <p>To learn:</p> <ul style="list-style-type: none"> about looking after the local environment <p>Money</p> <p>To learn:</p> <ul style="list-style-type: none"> about where money comes from and what it is used for about how to keep money safe 	<p>Feelings and Emotions</p> <p>To learn:</p> <ul style="list-style-type: none"> about recognising how other people are feeling about sharing feelings their own feelings with others about different types of behaviour and how this can make others feel that bodies and feelings can be hurt about listening to others and playing cooperatively 	<p>Healthy Relationships and health</p> <p>To Learn:</p> <ul style="list-style-type: none"> about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid about appropriate and inappropriate touch that hurtful teasing and bullying is wrong what to do if teasing and bullying is happening the correct names for the main parts of the body of boys and girls <p>Valuing Difference</p> <p>To learn:</p> <ul style="list-style-type: none"> to share their views



		unfamiliar situations) how to ask for help if they are worried about something about privacy in different contexts	including in an emergency			and opinions with others about the importance for respect for the differences and similarities between people
Music	See Music scheme taught by outside agency					