 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 plantsNature Walks (Studying animals)Outdoor physics and geography work.Exploring Sleaford Castle | Plant hunting around the local areaNature walks (Landscape hunting for art) |
| English | Cave Baby Astro Girl Send for a SuperheroI Want My Hat BackBilly and the Beast | BeeguThe Odd EggStanley’s StickDinosaurs and all the Rubbish | Lost and FoundPig the PugDogIggy Peck, ArchitectJulian is a MermaidThe Magic Bed |
| Maths | Place Value within 10Addition and subtraction within 10Geometry (Shape)Place value within 20 | Addition and subtraction within 20Place value within 50Measurement (Length, Height)Measurement (Weight and Volume) | Multiplication and divisionFractionsGeometry (Position and direction)Place value within 100Measurement (Money)Measurement (time) |
| Cross Curricular Maths opportunities | Shape linked art work Tables linked to physics work | Tables and comparisons linked to physics workData work in flower journalMeasurement of flowers | Tables and comparisons linked to physics workTime work linked to their lifetime and David Attenborough |
| Science | Biology – Nature/Fairy tale walks collecting and observing common plants and treesIdentifying common fairy tale animalsIdentifying, naming and labelling basic parts of the human body and linking them to sensesChemistry – 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 structureChemistry – Apply the knowledge of materials gained previously to decide what to make different parts of a castle out ofGrouping materialsPhysics – 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 treesExplore 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 botConnect – Participate in the class website page each FridayCollect – Create a simple database of different fairy tale characters  | Code – Control the motion of a sprite in Scratch around a castle including soundsConnect – Participate in class website page and understand the online risks and age rules for sitesCollect – 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 sitesCollect – Collect data about plastics we find around the school. |
| Art  | Drawing/collage/digital mediaUse sketchbooks to master the associated techniques and create Fairy tale based art | Sculpture/printingUse sketchbooks to master the associated techniques and create castle based art | Painting/artist studyUse sketchbooks to master techniques and paint different animalsUse 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? | IslamWhat do Muslims believe about God?How do Muslims worship and celebrate? | Creation/The natural worldCompare the creation stories of Christianity/Islam/Hinduism/ScienceHow should we be treating the world around us? |
| Music(Charanga ) | 1. Hey you2. Rhythm in the way we walk and Banana rap | 1. In the groove2. Round and round | 1. Your imagination2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world2. Celebrating difference | 1. Dreams and goals2. Healthy me | 1. Relationships2. Changing me |
| PE | 1. Games – ball skillsGymnastics 2. Games – throwing, catching and aiming gamesGymnastics  | 1. Dance Games – Bat and Ball skills and skipping with a rope 2. Games – developing partner workDance  | 1. Gymnastics Games/Athletics2. Games/AthleticsDance  |