



Eastbury Primary School Curriculum Overview Map for Year 1 (September 2022/23)

Year: 1	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: Who Am I?		Term 2: The Magic Toy Maker		Term 3: The Secret Garden	
SECTION A: TITLE and OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and cultural capital experiences Entry point Exit point	Bring in family photos Drawing / painting portraits African sunset Trip to the library	Watch a Pantomime Role-play/recite a poem Create paper mache earth Fruit collage – Arcimboldo Christmas decorations Christmas workshop	Visit to the Museum of Childhood Bring in favourite toy St. George's day year group assembly Paper lanterns Create Van Gogh Starry Night Road safety awareness	Visit Discover Children's Story Centre Make a fruit salad Made mechanism for books	Plant collage Plant a seed Sea life Aquarium Tree rubbings Park – Scavenger hunt – plants	Make a Pizza at Pizza Express Bring in baby pictures Scavenger hunt – seasons Following a recipe Create marshmallow sculpture Making a Jewish artefact (menorah) Clay sculptures Sugar cubes sculptures
Diversity & Global Learning opportunities	RE- learning about Christians and the celebration of Christmas Art – Self-portraits speaking about our backgrounds History - Black history month learning about the lives of significant black individuals from the around the world and the culture that makes them who they are e.g Mae Jemison	Geography- learning about the 7 continents and discussion of how lives may be different for those around the world due to climate PSHE- children's rights day. Learning about life for those whose rights may not be respected and what we can do to help.	RE- learning about Christians and the celebration of Easter English- Reading stories from other cultures and reflecting on the life in other countries Science week – topic TBC BSL – finger spelling	PSHE- peace day learning what life is like for those who are suffering from war Maths day – topic TBC	RE- learning about Judaism and the celebration of Shabbat and Chanukah History: Bessie Coleman fact file – first African American woman pilot Art: Yayoi Kusama – fact file, canvas	Geography- Learning about climate and weather around the world how this effect the individuals that live there

British values and Votes for Schools (check weekly topics published)	Rule of law: Why do we have a school council? Why does our school have rules? How are these rules decided? Votes for schools	Democracy: How do we decide who is in charge? Why is it important to work together? Votes for schools	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us? Votes for schools	Individual liberty: Why is it important for us to be able to make our own choices? Votes for schools	Mutual respect and tolerance: Votes for schools	Rule of law: New class new setting Votes for schools
Weekly celebration assembly focus: Eastbury values	Respect	Enjoyment	Teamwork	Resilience	Aim High	Creativity
Year group whole school performance (RE assembly)	X	X	X	X	St Georges Day Assembly (Year 1)	X
SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS						
ENGLISH Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 English	Unit 1: <i>Transition from Reception to year 1 (See transition planning)</i> Fiction: Story re-telling Fiction Text: Hands Hen, Handa's surprise Non-Fiction: Labels, Lists and Signs: Getting and giving information Non-fiction Text: Not a Stick by Antoinette Portis Poetry: Humorous Poems: Funny Poems	Unit 2: Fiction: Familiar Settings: Family Stories Fiction Texts: Five Minutes' Peace by Jill Murphy Non-fiction: Commands: What You Shouldn't Do at School Non-fiction Text: What You Shouldn't Do at School by Joshua McManus	Unit 3: Fiction: Repeating Patterns: African Settings Fiction Texts: We're Going on a Lion Hunt by David Axtell, Handa's Hen by Eileen Browne, Bringing the Rain to Kapiti Plain by Verna Aardema Non-fiction: Questions & answers about food and Night-time Animals Non-fiction texts:	Unit 4: Fiction: Traditional Tales and Fables: Sharing and Retelling Fiction Texts: <i>This is the House that Jack Built</i> by Simms Taback Non-fiction: Letters and Postcards: Letters in Different Contexts Non-fiction Texts: <i>Here Comes Mr Postmouse</i> by Marianne Dubuc	Unit 5: Fiction: Stories on a Theme: Superheroes Fiction Text: <i>Super Daisy</i> by Kes Gray and Nick Sharrett Non-Fiction: Information Texts: Comparing Non-fiction and Fiction Non-fiction Texts: <i>There's a Tiger in the Garden</i> by Lizzie Stewart, <i>Tigress</i> by Nick Dowson	Unit 6: Fiction: Traditional Tales and Fables: Fairy Tales Fiction Texts: <i>Cinderella</i> , <i>Snow White</i> and <i>The Three Billy Goats Gruff</i> Non-Fiction: Letters and Postcards: Letters: Dear Greenpeace Non-fiction Texts: <i>Dear Greenpeace</i> by Simon James Poetry:

	Text: Oi Frog! and Oi Dog! by Kes Gray and Jim Field	Poetry: Rhyming and Patterns: Poems with repeating patterns and rhymes Text: Hickory Dickory Dock	<i>Usborne Lift-the-Flap Questions and Answers about Food</i> by Katie Daynes <i>Night Animals</i> by Susan Meredith Poetry: Humorous Poems: Express Ideas Creatively	Poetry: Poems on a Theme: Poems about the Senses <i>Text: Sensational! Poems inspired by the five senses</i>	Poetry: Classic Poems: Traditional Poems	Poems on a Theme: Nature Poems
Grammar Focus	Explore sentence building and punctuation. Children study syllables and suffixes –ing and –ed. They begin to understand past/present tense.	Bossy verbs Sentence punctuation Present and past tense verbs	Sentence punctuation Question marks Joining words e.g 'and'	Word endings Join clauses using 'and', Rehearse sentence punctuation Adjectives Punctuation: capital letters and end of sentences	Sentence punctuation Antonyms Word endings Sentence building Using capitals for proper names	Adjectives Punctuation Vocabulary
MATHS Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics (Inspire Maths scheme) Year 1	Unit 1 – Numbers 1 to 10 <i>Transition topics: See also topics missed in Reception due to Lock down (March to July 2020).</i>	Unit 2 – Number bonds Unit 3 – Addition within 10 Unit 4- Subtraction within 10 <i>(Review any gaps)</i>	Unit 5 – Shapes and patterns Unit 6 – Ordinal numbers	Unit 7 – Numbers to 20 Unit 8 – Addition and subtraction within 20 Unit 9 – Length Unit 10 – Mass Unit 11 – Picture graphs	Unit 12 – Numbers to 40 Unit 13 – Mental calculations	Unit 14 – Multiplication Unit 15 – Division Unit 16 – Time Unit 17 – Numbers to 100 Unit 18 – Money (1) Unit 19 – Money (2)
SECTION C: SUBJECTS WITH SCHEMES						
SCIENCE Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science National Curriculum topic title and Collins Snap Science title	Sc1/2.2 NC title: Animals including humans Collins title: Looking at animals Key knowledge:	Sc1/2.2 NC title: Animals including humans Collins title: Using our senses Key knowledge: Sc1/2.2d	Sc1/3.1 NC title: Everyday materials Collins title: Everyday materials (Lessons 1 – 6) Key knowledge: Sc1/3.1a	Sc1/3.1 NC title: Everyday materials Collins title: Everyday materials (Lessons 7 - 12) Key knowledge: Sc1/3.1a	Sc1/2.1 NC title: Plants Collins title: Plant detectives Key knowledge: Describe basic needs of plants for survival and the impact of	Sc1/4.1 NC title: Seasonal Changes Collins title: Sensing seasons Key knowledge:

<p>YEAR 1</p>	<p>To be able to name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.</p> <p>To understand the terms: 'carnivore', 'herbivore' and 'omnivore'.</p> <p>Sc1/2.2c To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Key skills: Sc1/2.2a To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/1.1</p> <p>Asking questions</p> <p>To ask simple questions and recognise that they</p>	<p>To 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>Key skills: To carry out a variety of comparative tests and identifying and classifying enquiries.</p> <p>Communicate learning in different ways, including orally, and using talk tools to record responses.</p> <p>Organise any data that is collect using tables and tally charts as appropriate, and look for simple patterns, for example, about their likes and dislikes.</p> <p>Key vocabulary: body, head, neck, arms, elbows, hands, fingers, legs, knees, feet, face, skin, ears, eyes, nose, nostrils, hair, mouth, teeth, tall, taller, short, shorter, big, bigger, small, smaller, louder, softer, loud, quiet, high, low, senses, taste, hearing, touch, smell, sight, bitter, sweet, sour, sharp, tingly, fizzy, milky,</p>	<p>To be able to distinguish between an object and the material from which it is made.</p> <p>Recognise that the same materials can be made into different objects, for example, a metal can, a metal spoon and a metal car.</p> <p>Follow lesson objectives for lessons 1 – 6.</p> <p>Key skills: Sc1/3.1b To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c Use touch and sight to identify a number of simple properties of materials.</p> <p>Sc1/3.1d Learn how to group and classify materials using separate and overlapping sorting rings, simple tables and Carroll diagrams.</p> <p>Find ways to compare the properties of different materials. Design and carry out simple tests to make fair comparisons.</p>	<p>To be able to distinguish between an object and the material from which it is made.</p> <p>Recognise that the same materials can be made into different objects, for example, a metal can, a metal spoon and a metal car.</p> <p>Follow lesson objectives for lessons 7 - 12.</p> <p>Key skills: Sc1/3.1b To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c Use touch and sight to identify a number of simple properties of materials.</p> <p>Sc1/3.1d Learn how to group and classify materials using separate and overlapping sorting rings, simple tables and Carroll diagrams.</p> <p>Find ways to compare the properties of different materials. Design and carry out simple tests to make fair comparisons.</p>	<p>changing these and the main changes as seeds and bulbs grow into mature plant.</p> <p>Key skills: Sc1/2.1a To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b To identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Group and classify. Notice patterns and use secondary sources of evidence to answer questions.</p> <p>Sc1/1.5 Pattern seeking To use their observations and ideas to suggest answers to questions</p> <p>Key vocabulary: pansy, geranium, busy Lizzie, petunia, begonia, daisy, snapdragon, fuchsia, lily, daffodil, tulip, buddleia, weed, buttercup, thistle, nettle, foxglove, poppy,</p>	<p>To be able to describe weather associated with the seasons and how day length varies.</p> <p>Name the four seasons and link to time of year.</p> <p>Understand what clothing should be worn in different weather conditions and during different seasons of the year.</p> <p>Key skills: Sc1/4.1a To observe changes across the 4 seasons</p> <p>Sc1/4.1b To observe and describe weather associated with the seasons and how day length varies.</p> <p>Sc1/1.6</p> <p>Research using secondary sources</p> <p>To gather and record data to help in answering questions.</p> <p>Use bar charts as a method of presenting data.</p>
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	<p>can be answered in different ways</p> <p>Key vocabulary: Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak</p> <p>(See also Introduction page on Collins Science p52 Looking at animals- for more key words).</p>	<p>(See page 76 Collins Science Using our Senses Module 3 for more key words).</p>	<p>Use comparative adjectives to describe for example, shinier, harder, softer</p> <p>Key vocabulary: materials, wood, wooden, plastic, metal, glass, water, rock, brick, paper, writing, wrapping, shiny, drawing, display, greaseproof, kitchen towel, handkerchief, wallpaper, sand paper, fabric, wool, nylon, silk, fleece fibre, properties, hard, soft, fluffy, rough, smooth, shiny, dull, light, heavy, transparent (see-through), opaque (can't see-through), translucent (see something through), harder, lighter, rougher, stretch, stretchy, elastic, stiff, bend, bendy, not bendy, press, squash, twist, shape, waterproof, absorb, absorbent, soak up, mop up; frozen, freeze, melt, salt, tissue paper, button, glass bead, marble, pebble, pasta</p>	<p>Use comparative adjectives to describe for example, shinier, harder, softer</p> <p>Key vocabulary: materials, wood, wooden, plastic, metal, glass, water, rock, brick, paper, writing, wrapping, shiny, drawing, display, greaseproof, kitchen towel, handkerchief, wallpaper, sand paper, fabric, wool, nylon, silk, fleece fibre, properties, hard, soft, fluffy, rough, smooth, shiny, dull, light, heavy, transparent (see-through), opaque (can't see-through), translucent (see something through), harder, lighter, rougher, stretch, stretchy, elastic, stiff, bend, bendy, not bendy, press, squash, twist, shape, waterproof, absorb, absorbent, soak up, mop up; frozen, freeze, melt, salt, tissue paper, button, glass bead, marble, pebble, pasta</p>	<p>dandelion, daisy, cornflower, periwinkle, bluebell, leaf, stem, flower, bud, root, root system, tap root, fibrous roots, tree, trunk, branch, twig, tall, short, taller, shorter, tallest, shortest, similar, different, compare, group, measure</p>	<p>Communicate outcomes in a variety of different ways, for example, by adding evidence that they collect to a 'season window' wall display, and recording their findings in a 'Weather big book'.</p> <p>Key vocabulary: seasons, autumn, winter, spring, summer, evidence, similar, different, group, compare, change, names of the months of the year, temperature, hot, warm, cold, cool, freezing, frosty, wet, dry, sunny, cloudy, showery, stormy, windy, breeze, gale, rainy, sunny, snow, shower, drizzle, puddle, breeze, gale, thunder, lightning, sleet, fog, mist, hat, gloves, mittens, scarf, muffler, ear muffs, boots, coat, umbrella, wellies, kite, windmill, sunglasses, thick, thin, woolly, furry, warm, waterproof</p>
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COMPUTING Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing (Switched On scheme) Year 1	<p>Topic Title: Introduction to Computing</p> <p>Key knowledge: NC objectives: To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Key Skills: Establish rules of ICT suite Knowledge and skills in using keyboard keys</p> <p>Key vocabulary: Safety Log in Devices (laptop, ipad, desktop) Password Files Folders Typing Keyboard Keys Text Input output Input device/s</p>	<p>Topic Title: Introduction to Computing</p> <p>Key knowledge: NC objectives: To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Key Skills: Establish rules of ICT suite Knowledge and skills in using keyboard keys</p> <p>Key vocabulary: Safety Log in Devices (laptop, ipad, desktop) Password Files Folders Typing Keyboard Keys Text Input output Input device/s</p>	<p>Topic Title: Internet Safety</p> <p>Key knowledge: NC objectives: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies To recognise common uses of information technology beyond school.</p> <p>Key Skills: Understand how to stay safe online Be respectful online Understand what personal information is Know where to go for help and support.</p> <p>Key vocabulary: Internet safety Online Report problems</p>	<p>Topic Title: Internet Safety</p> <p>Key knowledge: NC objectives: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies To recognise common uses of information technology beyond school.</p> <p>Key Skills: Understand how to stay safe online Be respectful online Understand what personal information is Know where to go for help and support.</p> <p>Key vocabulary: Internet safety Online Report problems</p>	<p>Topic Title: We are Painters</p> <p>Key knowledge: NC objectives: To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Key Skills: We are painters: To be able to change the colour and thickness of a brush. To create special effects. To draw a picture to illustrate a story</p> <p>Key vocabulary: Digital media- text, sound, video Drawing Presenting Publishing</p>	<p>Topic Title: Hour of coding</p> <p>Key knowledge: NC objectives: To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Key Skills: Hour of coding: Begin to understand what algorithm is Begin to create simple programs (eg. in Beebots, Hour of coding) Begin to debug simple programs</p> <p>Key vocabulary: Algorithm Program Debug</p>

RE Y1	Autumn 1/2 (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)		Spring 1/2 (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day)		Summer 1/2 (optional religious festivals – to look at Ramadan/Eid/Father’s Day)	
<p>RE - topics taken from discovery RE scheme of work -areas of enquiry targets</p> <p>AT1 & AT2 targets or NC – national curriculum targets starting with Re have been selected.</p> <p>Key (T1) term 1 (T2) term 2</p> <p>Year 1</p>	<p>Topic Title: Places of worship/creation story/Christmas story in Christianity</p> <p>Key knowledge: NC RE1b: To identify how religion and belief is expressed in different ways</p> <p>RE1c: To identify similarities and differences in features of religions and beliefs</p> <p>AT1 A Beliefs, teachings and sources AT2 F Values and commitments</p> <p>Does the world belong to God? Should people take care of the world?</p> <p>Key Skills: to compare between different places of worship. To distinguish different religious symbols. To describe what is different and similar between different places</p>	<p>Topic Title: Christmas story in Christianity</p> <p>Key knowledge: NC RE2c: To identify possible meanings for symbols and other forms of religious expression</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging.</p> <p>What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?</p> <p>Key Skills: To reflect on the Christmas story and decide what gifts would be meaningful for Jesus. What can I learn from stories from religious traditions? To question are symbols better than words at expressing religious beliefs?</p> <p>Key vocabulary:</p>	<p>Topic Title: Jesus as a friend - Christianity</p> <p>Key knowledge: NC RE1a: To retell religious, spiritual and moral stories - Jesus as a friend</p> <p>RE2b: To ask questions about their own and others feelings and experiences</p> <p>Key Skills: To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult To identify was it always easy for Jesus to show friendship? To define when answering the following - What can I learn from religious traditions? Should people follow religious leaders and teachings?</p> <p>Key vocabulary: Jesus, good, friend, bible, Palm Sunday, Easter,</p>	<p>Topic Title: Easter story – Christianity</p> <p>Key knowledge: NC RE1a: To retell religious, spiritual and moral stories – Easter Story</p> <p>RE2b: To ask questions about their own and others feelings and experiences</p> <p>Key Skills: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Show evidence for your answer. To know that Jesus is special to Christians and how his welcome on Palm Sunday shows this</p> <p>Key vocabulary: Jesus, bible, Palm Sunday, Easter,</p> <p>Whole school Easter hat parade.</p>	<p>Topic Title: Judaism – Shabbat/Chanukah</p> <p>Key knowledge: RE1a: To retell religious, spiritual and moral stories</p> <p>RE2b: To ask questions about their own and others feelings and experiences</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identify, diversity and belonging</p> <p>AT1 C Forms of expressing meaning.</p> <p>Key vocabulary: To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p>Key Skills: To identify and describe some symbols in Judaism.</p>	<p>Topic Title: Judaism – Shabbat/Hanukkah</p> <p>Key knowledge: RE1a: To retell religious, spiritual and moral stories</p> <p>RE2b: To ask questions about their own and others feelings and experiences</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identify, diversity and belonging</p> <p>AT1 C Forms of expressing meaning</p> <p>Key vocabulary: To empathise with Jewish children by understanding how it feels for them to take part in Hanukkah activities.</p> <p>Key Skills: To identify and describe some symbols in Judaism.</p>

	<p>of worship and their symbols.</p> <p>To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment</p> <p>Key vocabulary: church, gurdwara, mosque, synagogue, mandir, Buddhist temple</p> <p>Creation story, bible ,7th day, days of the week.</p>	<p>Christmas story, Jesus, Mary, Joseph, 3 wise men, shepherds, angel, stable, presents, characters from the story and role.</p> <p>Christmas concert performances</p>			<p>To reflect and describe how a Jewish child would feel exploring celebrations in Judaism.</p> <p>Key vocabulary: Judaism, synagogue, star of David, the lion of Judah, menorah, mezuzah, Torah scroll, Shabbat/Chanukah</p> <p>Year group assembly – St Georges Day</p>	<p>To reflect and describe how a Jewish child would feel exploring celebrations in Judaism.</p> <p>Key vocabulary: Judaism, synagogue, star of David, the lion of Judah, menorah, mezuzah, Torah scroll, Shabbat/Hanukah</p>
MUSIC Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Music (Charanga scheme)</p> <p>Year 1</p>	<p>Topic Title: Hey you & Christmas song performance</p> <p>Style: Old school hip-hop</p> <p>Key knowledge: NC objective Mu1/1.1/1.2</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>Key Skills:</p>	<p>Topic Title: Hey you & Christmas song performance</p> <p>Style: Old school hip-hop</p> <p>Key knowledge: NC objective Mu1/1.1/1.2</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>Key Skills:</p>	<p>Topic Title: The banana Rap & In the Groove</p> <p>Style: Reggae, Blues, Baroque, Latin, bhangra, folk, funk</p> <p>Key knowledge: NC objective Mu1/1.2/1.3</p> <p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Topic Title: The banana Rap & In the Groove</p> <p>Style: Reggae, Blues, Baroque, Latin, bhangra, folk, funk</p> <p>Key knowledge: NC objective Mu1/1.2/1.3</p> <p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Topic Title: Round and round & Your imagination</p> <p>Style: Bossa Nova and pop</p> <p>Key knowledge: NC objective Mu1/1.4/1.1</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>To use their voices expressively and creatively by singing</p>	<p>Topic Title: Round and round & Your imagination</p> <p>Style: Bossa Nova and pop</p> <p>Key knowledge: NC objective Mu1/1.4/1.1</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>To use their voices expressively and creatively by singing</p>

	<p>Listen and appraise Perform to others To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn about voices, singing notes of different pitches</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Old-School Hip-Hop</p>	<p>Listen and appraise Perform to others To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn about voices, singing notes of different pitches</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Old-School Hip-Hop</p>	<p>Key Skills:</p> <p>Listen and appraise Perform to others Learn about voices, singing notes of different pitches Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop when following a leader</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Reggae, Blues, Baroque, Latin, bhangra, folk, funk</p>	<p>Key Skills:</p> <p>Listen and appraise Perform to others Learn about voices, singing notes of different pitches Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop when following a leader</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Reggae, Blues, Baroque, Latin, bhangra, folk, funk</p>	<p>songs and speaking chants and rhymes.</p> <p>Key Skills:</p> <p>Listen and appraise Perform to others Learn about voices, singing notes of different pitches Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop when following a leader</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Bossa Nova and pop</p>	<p>songs and speaking chants and rhymes.</p> <p>Key Skills:</p> <p>Listen and appraise Perform to others Learn about voices, singing notes of different pitches Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop when following a leader</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Bossa Nova and pop</p>
PHSE Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE	<p>Topic Title: Healthy Me Article 24</p> <p>Key knowledge:</p>	<p>PSHE Taught through Votes for schools once a week Article 19</p>	<p>PSHE Taught through Votes for schools once a week Article 19</p>	<p>PSHE Taught through Votes for schools once a week Article 38</p>	<p>Topic Title: Relationships Article 15 Article 16</p>	<p>Topic Title: Changing me Article 19 Article 31</p>

<p>(JigSaw Scheme)</p> <p>Year 1</p> <p>(Check also additional sessions to complete due to return from Lock-down) – See Sharepoint and read notes above.</p>	<p>Know the difference between healthy and unhealthy choices. Know the dangers of germs and illnesses. Know dangerous household objects. Know how medicines help you. Know the dangers of the road</p> <p>Key Skills: Know skills to make healthy choices. To know how to wash my hands and body. To identify dangerous household objects. Know the steps before crossing the road</p> <p>Key vocabulary: Healthy, unhealthy, fats, carbohydrates, protein, fruit and vegetables, balanced diet, soap, water, shower, bath, bleach, pills, cream,</p>	<p>Topic Title: Anti-Bullying Week</p> <p>Objectives To identify signs of bullying and what we can do to stop it for ourselves and others</p> <p>Activities Depends on the theme for that year</p> <p>Topic Title: Domestic violence awareness day</p> <p>Objectives To understand and challenge gender expectations</p> <p>Activities Use toys to challenge stereotypes held by children</p> <p>Topic Title: Black History Month</p> <p>Objectives To celebrate significant black figures and the diversity in our school.</p> <p>Activities: To research and create a written piece about a significant black figure</p>	<p>Article 31 Topic Title: Children's Mental Health Week</p> <p>Objectives To understand how our mental health is important and strategies to help our mental health</p> <p>Activities Depend on the theme for that year</p> <p>Topic Title: Safer internet week</p> <p>Objectives To understand how to be safe online and make good choices about how to interact online</p> <p>Activities: Depend on the theme for that year</p>	<p>And all of them</p> <p>Topic Title: Peace Day</p> <p>Objectives To understand what peace is and issues that effect the world</p> <p>Activities Depend on the theme for that year</p>	<p>Article 21 Article 22 Article 25</p> <p>Key knowledge: To know that you belong to a family and that there are different types. To know how to make friends and ways of greeting people. To know who to ask help from. To recognise good qualities of a person.</p> <p>Key Skills: To tolerate others and their different families. To know which greeting would be most appropriate to certain individuals. To praise myself and others</p> <p>Key vocabulary: Mum, dad, brother, sister, step- dad, step mum etc. , qualities, greetings, handshake, hug, kiss</p>	<p>Key knowledge: To know lifecycle of animals and humans. To know the difference between me and my peers, know the differences between boys and girls.</p> <p>Key Skills: To understand the changes that I'm going through and to stay calm about this.</p> <p>Key vocabulary: Vagina, penis. Stereotypes, baby, toddler, child, teenage, adult, elderly.</p>
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		<p>Topic Title: children's rights day</p> <p>Objectives To understand children's rights with a global perspective</p> <p>Activities Depends on the theme for that year</p>				
PE Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Year 1	<p>Topic Title: Sport & Games; Gymnastics</p> <p>Key knowledge: Jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills: Catching and throwing bean bags, Target throwing, Co-ordination, Catching a 'tail', Hopping, Skipping, Long jump, Safe landing</p> <p>Key vocabulary: Catching, throwing, safety, movement, position, space, balance</p>	<p>Topic Title: Gymnastics</p> <p>Key knowledge: developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills: Catching and throwing bean bags, Target throwing, Co-ordination, Catching a 'tail', Hopping, Skipping, Long jump, Safe landing</p> <p>Key vocabulary: Catching, throwing, safety, movement, position, space, balance</p>	<p>Topic Title: Team Games - Rounder's, Dodge ball, Bench ball, Tag rugby, Football and Hockey</p> <p>Key knowledge: To participate in team games, developing simple tactics for attacking and defending using skills learnt from Autumn 1 and 2</p> <p>Key Skills: Catching and throwing, Target throwing, Co-ordination</p> <p>Key vocabulary: Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade</p>	<p>Topic Title: Team Games - Rounder's, Dodge ball, Bench ball, Tag rugby, Football and Hockey</p> <p>Key knowledge: To participate in team games, developing simple tactics for attacking and defending using skills learnt from Autumn 1 and 2</p> <p>Key Skills: Catching and throwing, Target throwing, Co-ordination</p> <p>Key vocabulary: Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade</p>	<p>Topic Title: Dance</p> <p>Key knowledge: To perform dances using simple movement patterns.</p> <p>Key Skills: changing direction and Co-ordination and sequencing</p> <p>Key vocabulary: Rhythm, flow, position, co-ordination, movement, pace, fast, slow, height, tall, short, change</p>	<p>Topic Title: Athletics and Sports day</p> <p>Key knowledge: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills: Catching, throwing, Jumping, running, changing direction and Co-ordination and sequencing</p> <p>Key vocabulary: catching, throwing, standing, movement, pace, fast, slow, height, tall, short, change</p>
SECTION D: HISTORY AND GEOGRAPHY						

HISTORY Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Year 1	<p>Topic Title: The lives of significant individuals in the past. E.g Rosa Parks, Mary Seacole, Florence Nightingale, Neil Armstrong.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Focused analysis of the events of a significant individual (Mary Seacole, Rosa Parks) <p>Key Skills:</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Key Vocabulary Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. The Stuarts, Gunpowder plot, Parliament, King James, Protestant, Catholic, treason, Christopher Wren, Mary Seacole, overseas territory,</p>		<p>Topic Title: Changes within living memory.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Explain why people may have acted the way they did. <p>Key Skills:</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Order a set of events or objects. • Use a timeline to place important events (eg. Great Fire of London, Gunpowder Plot) <p>Historical enquiry</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. <p>Key Vocabulary Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, toys, hospitals, new, old, materials, clean, dirty, older, compare, similar, difference, generation, opinion, century, long ago, artefact.</p>		<p>Topic Title: Events beyond living memory. E.g Guy Fawks' and the gun powder plot, First aeroplane landing.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Recall some facts about people/events before living memory. • Explain why people may have acted the way they did. <p>Key Skills:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and 	

	Florence Nightingale, Neil Armstrong.				<p>other people in the past.</p> <p>Historical enquiry</p> <ul style="list-style-type: none"> • Explore events, asking questions “which things are old and which are new?” “what were people doing?” • Look at objects from the past and compare them with modern objects <p>Key Vocabulary Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Protestant, Catholic, treason, Guy Fawks, Gun powder plot, Wright brothers, First flight.</p>	
GEOGRAPHY Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year 1		<p>Topic Title: Who am I?</p> <p>Key knowledge: Location Knowledge</p> <p>Ge1/1.1a To name and locate the world’s 7 continents and 5 oceans.</p> <p>Ge1/1.1b To name, locate and identify characteristics of the 4 countries and</p>		<p>Topic Title: Magic Toymaker</p> <p>Key knowledge: Place Knowledge</p> <p>Ge1/1.2a To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</p>		<p>Topic Title: The secret Garden</p> <p>Key knowledge: Human and physical geography Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator</p>

		<p>capital cities of the United Kingdom and its surrounding seas.</p> <p>Key Skills:</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans</p> <p>Locate countries within the UK and begin to name these and surrounding seas</p> <p>Use picture maps and globes/ Large scale world map</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p> <p>Begin to spatially match</p>		<p>area in a contrasting non-European country.</p> <p>Key Skills:</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p> <p>Begin to compare two areas using information books/ pictures as sources of information</p> <p>Key vocabulary:</p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland, France, Belgium (specific non-European country to be studied)</p>		<p>and the North and South Poles.</p> <p>Ge1/1.3b Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical Skills and Fieldwork</p> <p>Ge1/1.4b To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p>Key Skills:</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary</p>
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		<p>places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Key vocabulary:</p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>		<p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>		<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans</p> <p>Locate countries within the UK and begin to name these and surrounding seas</p> <p>Use picture maps and globes/ Large scale world map</p> <p>Begin to use KS1 atlas</p> <p>Follow and use directional and compass directions (N,S,E,W)</p> <p>Understand simple keys on a map</p> <p>Key vocabulary:</p> <p>Spring, summer, autumn, winter</p> <p>Equator, North pole, South pole</p> <p>Near, far, left, right, north, south, east, west</p>
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						<p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>
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SECTION E: ART AND DT

ART Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art and design</p> <p>Year 1</p>	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Portraits</p>		<p>Topic Title: Firework painting</p> <p>Key knowledge: Ar1/1.2: To use a range of materials creatively to design and make products.</p> <p>This unit will focus on pupils experimenting</p>		<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p>	

	<p>Key knowledge: Ar1/1.1: To use a range of materials creatively to design and make products.</p> <p>This Portraits unit will teach the class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.</p> <p>Key Skills: Sketching, painting, observational drawings, developing fine motor skills...</p> <p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.</p> <p>Key vocabulary: Pablo Picasso, Paul Klee, Henri Matisse, Andy Warhol, portraits,</p>		<p>with colours, creating different shades, still life drawing, creating art inspired by artists.</p> <p>Key Skills: Colour mixing, close observational drawing, learning about different artists, using mixed media to create art.</p> <p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.</p> <p>Key vocabulary: Arcimboldo, Van Gogh, artist, firework painting, fruits, bowls, starry night...</p>		<p>Topic Title: Sculptures</p> <p>Key knowledge: Ar1/1.1: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>This unit will focus on pupils creating various sculptures. They will research, design and create using different materials. Understand that sculptures are not always made from clay.</p> <p>Key Skills: Research about sculptures, planning, designing, choosing material, understanding why some materials are better than others...</p> <p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.</p> <p>Key vocabulary: Sculpture, sculpting, artists, research, design, make, create,</p>	
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	painting, drawing, sketching, observation...				clay, marshmallow, sugar cubes, build...	
DT Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and technology Year 1		<p>Topic Title: Our Fabric Faces (Who am I?)</p> <p>Key knowledge: DT1/1.1a: To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore a range of products • Evaluate existing products • Select a range of tools • Design • Make • Evaluate <p>Key vocabulary: Fabric faces, fabric, materials, mixed media, buttons, explore, products, plan, design, make, create, evaluate...</p>		<p>Topic Title: Toys</p> <p>Key knowledge: DT1/1.2a: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Planning for a new product (toy) • Evaluate existing products • To explore and use mechanisms (for example sliders/ levers) • Making and evaluating moving toys. • Spinning tops • Split pin puppets • Shadow puppets • Board games <p>Key vocabulary:</p>		<p>Topic Title: Healthy Eating</p> <p>Key knowledge: DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To know where food comes from. • Create own health snacks • To use the basic principles of a healthy and varied diet to prepare dishes • Create awareness of safety and hygiene when preparing food. • Fruit salad • Fruit kebabs • Ice a biscuit • Sowing

				Planning, designing, researching, toys, sliders, levers, evaluating, creating...		Key vocabulary: Cooking, healthy eating, nutrition, explore, ingredients, food, fruit, veg, safety, hygiene, prepare, snacks...
BSL		<p>Topics: Non-verbal communication Alphabet Greetings and questions Colours Describing people Feelings</p> <p>Key Knowledge:</p> <p>To fingerspell using BSL alphabet.</p> <p>To learn and understand how to sign basic key words.</p> <p>To describe people and feelings in a short conversation.</p> <p>Key skills:</p> <p>Understand the importance of all forms of non-verbal communication including facial expressions, eye contact and body language.</p>		<p>Topic Title: Review alphabet Numbers (0-20) Classroom objects Classroom topics Asking simple questions</p> <p>Key Knowledge:</p> <p>To understand and sign numbers 0-20 with correct hand shapes.</p> <p>To know basic classroom vocabulary.</p> <p>To understand ask simple questions about class.</p> <p>Key skills:</p> <p>Recognise letters a-z and fingerspell simple words such as their names.</p> <p>Understand a wider range of vocabulary particularly about classrooms.</p>		<p>Topic Title: Food- Fruits Food – vegetables Food - describing Deaf awareness Easter</p> <p>Key Knowledge:</p> <p>To understand and sign the names of fruit and vegetables with accurate hand shapes.</p> <p>To understand about different types of deafness and accessibility for all.</p> <p>To learn and understand key Easter vocabulary.</p> <p>Key skills:</p> <p>Use new vocabulary to describe different foods and their preferences, explaining why they like / dislike something.</p> <p>Understand deafness, different equipment and why they are important.</p>

		<p>To ask simple questions using BSL grammar structure.</p> <p>Use correct hand shapes when signing, understanding the difference between left handed and right handed signs.</p> <p>Have simple conversations describing each other.</p> <p>Key vocabulary:</p> <p>Letters a -z Basic greetings Questions: who, what, where, when, how, why, how much and how old. Colours Adjectives: tall, short, long hair, short hair, eye colours, fat, thin. Feelings: happy, sad, nervous, excited, worried.</p>		<p>Recognise a question sentence and notice how structure may vary between English and BSL –e.g. the question word comes at the end of the question.</p> <p>Understand and respond to a question.</p> <p>Understand that lip patterns are important, particularly if two signs are similar.</p> <p>Perform a simple communicative task.</p> <p>Key vocabulary:</p> <p>Letters a – z. Numbers 1 – 20.</p> <p>Classroom objects: books, paper, pencil, pen, table, chair, door, window, whiteboard, smart screen, projector.</p> <p>Classroom topics: English, maths, science, history, geography, art, music, BSL, language, PSHE.</p>		<p>Understand deaf culture and how to ensure we are accessible as a school for all.</p> <p>Know about deaf history including when BSL was accepted in the UK as an official language.</p> <p>Discuss Easter celebrations and learn some Easter songs in BSL.</p> <p>Key vocabulary:</p> <p>Fruit – apple, banana, strawberry, watermelon, mango, orange, grapes etc...</p> <p>Vegetable – spinach, broccoli, tomato, carrot, potato, peas, aubergine etc...</p> <p>Adjectives – hard, soft, sweet, sour, delicious, sugary, peppery, spicy, bitter, bland, yucky, disgusting, rotten etc...</p> <p>Deaf awareness – cochlear processor, hearing aid, radio aid, receiver, transmitter, mild, moderate, severe, profound, lip reading, signing, facial</p>
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						<p>expressions (tone), lip patterns.</p> <p>Easter – egg, chocolate, flower, chics, spring, bible, hot-cross buns etc...</p>
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