



Eastbury Primary School Curriculum Overview Map for Year 1 (September 2023/24)

Year: 1	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
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 (need to check)	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 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 four countries and capital cities of the United Kingdom and its surrounding seas. Music – preparing songs for the Christmas concert.	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	Geography – learning about a village in Kenya and the differences between Kenya and the UK. Maths day – topic TBC	RE- learning about Judaism and the celebration of Shabbat and Chanukah History: The sinking of the Titanic and the Gunpowder Plot. Art: Yayoi Kusama – fact file, canvas	Geography- Learning about physical and human geographical features and comparing villages, towns and cities.

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

PLEASE NOTE:

Curriculum: Schemes and plans below specify what pupils will do each half term. Wider curriculum subjects will start as stated below with the topics. Any knowledge gap for these subjects will be covered during special days or special weeks during the academic year where possible. In most cases missed topics and skills re-occur. Year groups will continue to ensure to create and plan links between subjects where possible to close the knowledge gap.

Assessment: Assessment judgements in the wider curriculum will continue to use a triangulation approach, using topic assessment questions, plenary exit questions at the end of lessons, end of topic evaluations and progress check list. These will support the teacher judgements made on SIMS (Spring 1 and Summer 1).

SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS

ENGLISH Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Year 1 English</p>	<p>Unit 1: <i>Transition from Reception to year 1 (See transition planning)</i></p> <p>Fiction: Story re-telling Fiction Text: Hands Hen, Handa’s surprise</p> <p>Non-Fiction: Labels, Lists and Signs: Getting and giving information Non-fictionText: Not a Stick by Antoinette Portis</p> <p>Poetry: Humorous Poems: Funny Poems Text: Oi Frog! and Oi Dog! by Kes Gray and Jim Field</p>	<p>Unit 2:</p> <p>Fiction: Familiar Settings: Family Stories Fiction Texts: Five Minutes' Peace by Jill Murphy</p> <p>Non-fiction: Commands: What You Shouldn't Do at School Non-fiction Text: What You Shouldn't Do at School by Joshua McManus</p> <p>Poetry: Rhyming and Patterns: Poems with repeating patterns and rhymes Text: Hickory Dickory Dock</p>	<p>Unit 3:</p> <p>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</p> <p>Non-fiction: Questions & answers about food and Night-time Animals Non-fiction texts: <i>Usborne Lift-the-Flap Questions and Answers about Food</i> by Katie Daynes <i>Night Animals</i> by Susan Meredith</p> <p>Poetry: Humorous Poems: Express Ideas Creatively</p>	<p>Unit 4:</p> <p>Fiction: Traditional Tales and Fables: Sharing and Retelling Fiction Texts: <i>This is the House that Jack Built</i> by Simms Taback</p> <p>Non-fiction: Letters and Postcards: Letters in Different Contexts Non-fiction Texts: <i>Here Comes Mr Postmouse</i> by Marianne Dubuc</p> <p>Poetry: Poems on a Theme: Poems about the Senses Text: <i>Sensational! Poems inspired by the five senses</i></p>	<p>Unit 5:</p> <p>Fiction: Stories on a Theme: Superheroes Fiction Text: <i>Super Daisy</i> by Kes Gray and Nick Sharrett</p> <p>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</p> <p>Poetry: Classic Poems: <i>Traditional Poems</i></p>	<p>Unit 6:</p> <p>Fiction: Traditional Tales and Fables: Fairy Tales Fiction Texts: <i>Cinderella, Snow White and The Three Billy Goats Gruff</i></p> <p>Non-Fiction: Letters and Postcards: Letters: Dear Greenpeace Non-fiction Texts: <i>Dear Greenpeace</i> by Simon James</p> <p>Poetry: Poems on a Theme: Nature Poems</p>
<p>Grammar Focus</p>	<p>Explore sentence building and punctuation.</p> <p>Children study syllables and suffixes –ing and –</p>	<p>Bossy verbs Sentence punctuation Present and past tense verbs</p>	<p>Sentence punctuation Question marks Joining words e.g ‘and’</p>	<p>Word endings Join clauses using ‘and’, Rehearse sentence punctuation Adjectives</p>	<p>Sentence punctuation Antonyms Word endings Sentence building Using capitals for proper names</p>	<p>Adjectives Punctuation Vocabulary</p>

	ed. They begin to understand past/present tense.			Punctuation: capital letters and end of sentences		
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	Unit 2 – Number bonds Unit 3 – Addition within 10 Unit 4- Subtraction within 10	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

<p>Science National Curriculum topic title and Developing Experts</p> <p>YEAR 1</p>	<p>NC title: Animals including humans</p> <p>DE title: Animals including humans- All about me</p> <p>Key knowledge: 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: Perform simple tests Identify and classify Using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p>Key vocabulary: Head, body, skeleton, limb, joint, brain, eyelash, eye, sight, pupil, sound, ear, sign language, vibration, deafness, tongue, mouth, taste, flavour, sweet, touch,</p>	<p>NC title: Animals including humans</p> <p>DE title: Animals including humans- All about animals</p> <p>Key knowledge: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Key skills: Asking simple questions and recognise that they</p>	<p>NC title: Everyday materials</p> <p>DE title: Exploring everyday materials 1</p> <p>Key knowledge: Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Key skills: Perform simple tests Identify and classify Using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p>Key vocabulary: Material, fabric, wood, plastic, metal, object, glass, property, brick, elastic, property,</p>	<p>NC title: Everyday materials</p> <p>DE title: Exploring everyday materials 2</p> <p>Key knowledge: Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Key skills: Perform simple tests Identify and classify Using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p>Key vocabulary: Solid, strong, brick, clay, wind, waterproof, absorbent, roof, slate,</p>	<p>NC title: Plants</p> <p>NC/DE title: Plants</p> <p>Key knowledge: Identify and name a variety of common and wild and garden plants, including deciduous evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Key skills: Asking simple questions and recognise that they can be answered in different</p> <p>Observe closely, using simple equipment</p> <p>Identify and classify,</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>NC title: Seasonal Changes</p> <p>NC/de title: Seasonal Changes</p> <p>Key knowledge: Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Key skills: Perform simple tests Identify and classify Using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions.</p> <p>Key vocabulary:</p>
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	<p>fingertips, skin, organ, brain, smell, odour, nose, nostril, nose hair</p>	<p>can be answered in different</p> <p>Observe closely, using simple equipment</p> <p>Identify and classify,</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p> <p>Key vocabulary</p> <p>fish, amphibian, reptile, mammal, bird, feather, warm-blooded, characteristic, backbone, hatchling, amphibian, reptile, gills, scale, cold-blooded, herbivore, carnivore, omnivore, predator, canines, pet, wild, shelter, veterinary, natural, similarities, differences, compare, unsuitable, climate</p>	<p>opaque, transparent, dull, stiff, natural, man-made, factory, rubber, polyester, predict, float, sink, submerge, buoyant, absorbent, sponge, waterproof, umbrella, soak</p>	<p>transparent, opaque, suitable, window pane, window frame, fabric, furniture, cotton, mattress, soft, wool, weather, jumper, suitable, waterproof, evaluate, material, properties, tile, garden</p>	<p>Gather and record data to help in answering questions</p> <p>Key vocabulary:</p> <p>Seed, plant, tree, soil, predict, stem, petal, leaf, root, flower, environment, weed, daisy, dandelion, wild, deciduous, evergreen, seasons, branch, bush, supermarket, fruit, vegetable, farm, tractor, growth, seedling, young plant, adult plant, observe</p>	<p>Season, spring, summer, autumn, winter, hibernate, weather, protect, harvest, winter, weather, frost, sleet, temperature, spring, compare, changes, grow, chick, summer, warm, sun protection, temperature, heatwave, rainfall, measuring, record, results, graph,</p>
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COMPUTING Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing (Kapow) Year 1	<p>Topic Title: Improving mouse skills</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that: <ul style="list-style-type: none"> “log in” and “log out” means to begin and end a connection with a computer A computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. Passwords are important for security and to keep us safe. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Using a basic range of tools within graphic editing software. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. 	<p>Topic Title: Programming 1: Algorithms unplugged</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that an algorithm is when instructions are put in an exact order. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To know that we call errors in an algorithm ‘bugs’ and fixing these ‘debugging’. <p>Key skills:</p> <ul style="list-style-type: none"> Recognising that some devices are input devices and others are output devices. Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Developing the skills associated with sequencing in unplugged activities. 	<p>Topic Title: Skills showcase: Rocket to the Moon</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software. To know that a spreadsheet is an electronic ‘table’ for sorting data. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. 	<p>Topic Title: Programming 2 – Option 1: Bee-Bot</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand the basic functions of a Bee-Bot. To know that you can use a camera/tablet to make simple videos. To know that algorithms move a Bee-Bot accurately to a chosen destination. <p>Key skills:</p> <ul style="list-style-type: none"> Learning how to explore and tinker with software to find out how it works. Learning how to operate a camera to take photos and videos. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. <p>Key vocabulary: algorithm, artificial intelligence, Bee-Bot, clear, code, debug, demonstration, filming, inputting, instructions, pause, precise, predict,</p>	<p>Topic Title: Creating media: Digital imagery</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that holding the camera or device still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Developing the skills associated with sequencing in unplugged activities. Developing control of the mouse through dragging, clicking 	<p>Topic Title: Data handling: Introduction to data</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects. To know that computers understand different types of ‘input’. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard. Developing control of the mouse through dragging, clicking and resizing of

	<ul style="list-style-type: none"> Developing understanding of different software tools. Recognising devices that are connected to the internet. Logging in and out and saving work on their own account. <p>Key vocabulary: account, click, ctrl, cursor, drag, drag and drop, digital photograph, drop, duplicate, keyboard, layers, log on/ in, log out/ off, menu, mouse, mouse pointer, password, right click, screen (monitor), software, tool, username</p>	<ul style="list-style-type: none"> Following a basic set of instructions. Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. <p>Key vocabulary: algorithm, automatic, bug, chunks, clear, code, debug, decompose, decomposition, device, directions, input, instructions, manageable, motion, order, organise, output, precise, programming, problem, robot, sensor, sequence, solution, specific, steps, tasks, virtual assistant</p>	<ul style="list-style-type: none"> Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. Recognising devices that are connected to the internet. Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Logging in and out and saving work on their own account. <p>Key vocabulary: annotate, cells, components, create, data, debug, designing, digital content, digital image, document, e-document, edit, editing program, evaluate, folder, input, instructions, log in, photo, program, order, robot, save, sequence, share, software, spreadsheet, table</p>	<p>program, tinker, video, video recording</p>	<p>and resizing of images to create different effects.</p> <ul style="list-style-type: none"> Developing understanding of different software tools, Searching and downloading images from the internet safely. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Using a basic range of tools within graphic editing software. Taking and editing photographs. <p>Key vocabulary: Fruit, seed, root, smoothie, carton, flavour, vegetable, leaf, stem, healthy, design, peel, slice</p>	<p>images to create different effects.</p> <ul style="list-style-type: none"> Developing understanding of different software tools. Recognising devices that are connected to the internet. Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using data representations to answer questions about data. Using software to explore and create pictograms and branching databases. <p>Key vocabulary: bar chart, block graph, branching database, categorise, chart, click and drag, compare, count, data, data collection, data record, data representation, edit, input, keyboard, line graph, mouse, information, label, pictogram, pie chart, process, record, resize, sort, table, tally, values</p>
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RE Y1	Autumn 1/2 (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes) AUTUMN 2 – VISIT TO CHURCH		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 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.</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 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</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>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>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 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</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 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</p>

	<p>To distinguish different religious symbols. To describe what is different and similar between different places 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>religious traditions? To question are symbols better than words at expressing religious beliefs?</p> <p>Key vocabulary: 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>VISIT TO CHURCH</p>	<p>Key vocabulary: Jesus, good, friend, bible, Palm Sunday, Easter,</p>		<p>and why it is important to them.</p> <p>Key Skills: To identify and describe some symbols in Judaism. 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>part in Hanukkah activities.</p> <p>Key Skills: To identify and describe some symbols in Judaism. 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>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>Topic Title: The banana Rap & In the Groove</p> <p>Style: Reggae, Blues, Baroque, Latin, bhangra, folk, funk</p>	<p>Topic Title: The banana Rap & In the Groove</p> <p>Style: Reggae, Blues, Baroque, Latin, bhangra, folk, funk</p>	<p>Topic Title: Round and round & Your imagination</p> <p>Style: Bossa Nova and pop</p>	<p>Topic Title: Round and round & Your imagination</p> <p>Style: Bossa Nova and pop</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: 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: 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.</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: 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: 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.</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>Key Skills: 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: Pulse – the regular heartbeat of the music; its steady beat.</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>Key Skills: 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: Pulse – the regular heartbeat of the music; its steady beat.</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 songs and speaking chants and rhymes.</p> <p>Key Skills: 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>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 songs and speaking chants and rhymes.</p> <p>Key Skills: 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>
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	Old-School Hip-Hop	Tempo – the speed of the music; fast or slow or in-between. Old-School Hip-Hop	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	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	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	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
PHSE Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE (JigSaw Scheme) Year 1 (Check also additional sessions to complete due to return from Lock-down) – See Sharepoint and read notes above.	Topic Title: Healthy Me Article 24 Key knowledge: Know the difference between healthy and unhealthy choices. Know the dangers of germs and illnesses. Know the dangers of household objects. Know how medicines help you. Know the dangers of the road Key Skills: Know skills to make healthy choices. To know how to wash my hands and body. To identify dangerous household				Topic Title: Relationships Article 15 Article 16 Article 21 Article 22 Article 25 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. Key Skills:	Topic Title: Changing me Article 19 Article 31 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. Key Skills: To understand the changes that I’m going through and to stay calm about this. Key vocabulary:

	<p>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>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>Vagina, penis. Stereotypes, baby, toddler, child, teenage, adult, elderly.</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</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>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>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>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,</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,</p>

	<p>'tail', Hopping , Skipping, Long jump, Safe landing</p> <p>Key vocabulary: Catching, throwing, safety, movement, position, space, balance</p>	<p>Key vocabulary: Catching, throwing, safety, movement, position, space, balance</p>	<p>Key vocabulary: Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade</p>	<p>Key vocabulary: Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade</p>	<p>slow, height, tall, short, change</p>	<p>running, changing direction and Co-ordination and sequencing</p> <p>Key vocabulary: catching, throwing, standing, movement, pace, fast, slow, height, tall, short, change</p>
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SECTION D: HISTORY AND GEOGRAPHY

HISTORY Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p>Year 1</p>	<p>Topic Title: The lives of significant individuals in the past.</p> <p>Key knowledge: Focused analysis of the events of a significant individual - Rosa Parks, Neil Armstrong)</p> <p>Key Skills: The lives of significant individuals in the past who have contributed to national and international achievements. Some</p>		<p>Topic title: Changes within living memory</p> <p>To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Key knowledge: Recall some facts about people/events before living memory. Explain why people may have acted the way they did.</p>		<p>Topic title: Events beyond living memory</p> <p>To understand events beyond living memory that are significant nationally or globally <i>e.g. events commemorated through festivals or anniversaries, the Gunpowder Plot, The Titanic</i></p> <p>Key knowledge: Explain why people may have acted the way they did.</p>	

	<p>should be used to compare aspects of life in different periods.</p> <p>Key Vocabulary Past, Rosa Parks, bus, culture, America, freedom, Neil Armstrong, space, rocket, moon.</p>		<p>Key Skills: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Chronological understanding Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past.</p> <p>Historical enquiry Explore events, asking questions “which</p>		<p>Key Skills: Significant historical events, people and places in their own locality.</p> <p>Chronological understanding Order a set of events or objects. Use a timeline to place important events (eg. The Titanic, Gunpowder Plot)</p> <p>Historical enquiry Identify different ways in which the past is represented.</p> <p>Key Vocabulary Gunpowder, plot, Catholics, King, Guy Fawkes, soldiers, prison, Titanic, sank, iceberg, lifeboats, passengers</p>	
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			<p>things are old and which are new?" "what were people doing?" Look at objects from the past and compare them with modern objects</p> <p>Key Vocabulary</p> <p>Decade, timeline, living memory, inventions, modern, century, long ago, toys, materials, plastic, cloth, metal, wood, electronic, safety.</p>			
GEOGRAPHY Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year 1		<p>Key knowledge: Location Knowledge</p> <p>Ge1/1.1b To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</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 area</p>		<p>Key knowledge: Human and physical geography</p> <p>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 and the North and South Poles.</p>

		<p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>Key Skills: Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Learn names of some places within/around the UK. E.g. Home town, cities, countries. e.g. Wales, London.</p> <p>Locate countries within the UK and begin to name these and surrounding seas</p> <p>Identify the seasonal and weather patterns in the UK.</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 places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Key vocabulary:</p>		<p>in a contrasting non-European country.</p> <p>Key Skills: 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>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>Barking, hospital, school, cemetery, shops, shopping centre, town, Maasai, village, animals, passport, compass, address, local area, near/far, photograph, Africa, plain, dry, protect.</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: 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.</p> <p>Key vocabulary:</p>
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		England, Scotland, Wales, Ireland, Northern Ireland English Channel, North Sea, Irish Sea, North Atlantic Ocean Seasons, weather, spring, summer, autumn, winter				beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. city, town, village, factory, farm, house, office, port, harbour and shop
SECTION E: ART AND DT						
ART Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and design Year 1	Topic Title: Drawing: Make your mark Key knowledge: <ul style="list-style-type: none"> To know that an outline is a joined up line that shows a 2D shape. To know that drawing tools can create different marks. To know that you can draw different types of lines. To know that texture means 'what something feels like'. To know that different marks can 		Topic Title: Sculpture and 3D: paper play Key knowledge: <ul style="list-style-type: none"> To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. Key Skills: <ul style="list-style-type: none"> Using their hands to manipulate a range of modelling materials, including paper and card. 		Topic Title: Painting and mixed media: colour splash Key knowledge: <ul style="list-style-type: none"> To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated. Key Skills:	

	<p>be used to represent the textures of objects.</p> <ul style="list-style-type: none"> • To know that different drawing tools make different marks. • To know that things we see have darker and lighter areas. <p>Key Skills:</p> <ul style="list-style-type: none"> • Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. • Developing observational skills to look closely and reflect surface texture through mark-making. • Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. 		<ul style="list-style-type: none"> • Exploring how to join and fix materials in place. • Creating 3D forms to make things from their imagination or recreate things they have seen. • Selecting colours, shapes and materials to suit ideas and purposes. • Designing and making something that is imagined or invented. • Beginning to develop skills such as measuring materials, cutting, and adding decoration. • Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. • Describing and comparing features 		<ul style="list-style-type: none"> • Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. • Beginning to explore colour mixing. • Selecting colours, shapes and materials to suit ideas and purposes. • Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. <p>Key vocabulary: Blend, kaleidoscope, mix, print, shade, space, hue, patte</p>	
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	<ul style="list-style-type: none"> Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. Describing and comparing features of their own work and other's art work. <p>Key vocabulary: 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots...</p>		<p>of their own work and others' artwork.</p> <p>Key vocabulary: artist, concertina, cylinder, loop, overlap, spiral, tube, carving, curve, imagine, mosaic, sculpture, 3D...</p>			
DT Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and technology Year 1		<p>Topic Title: Structures – Constructing a windmill</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure. To understand that axles are used in structures and mechanisms to make parts turn in a circle. 		<p>Topic Title: Textiles - Puppets</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials 		<p>Topic Title: Food – Fruit and vegetables</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand the different between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits. To know that a blender is a machine which mixes ingredients together into a smooth liquid.

		<ul style="list-style-type: none"> • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. <p>Key Skills:</p> <ul style="list-style-type: none"> • Learn the importance of a clear design criteria. • Include preferences and requirements. • Make stable structures. • Learn how to turn 2D nets into 3D structures. • Follow instructions to cut and assemble. • Make functioning turbines and axles. <p>Key vocabulary: axle, design, model, packaging, template, stable, bridge, design criteria, net, structure, unstable, strong, weak</p>		<p>can be used for different purposes.</p> <ul style="list-style-type: none"> • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. <p>Key Skills:</p> <ul style="list-style-type: none"> • Use a template to create a design for a puppet. • Cut fabric neatly with scissors. • Use joining methods to decorate a puppet. • Sequence steps for construction. • Reflect on a finished product, explaining likes and dislikes. <p>Key vocabulary: Decorate, fabric, model, safety pin, stencil, design, glue, hand</p>		<ul style="list-style-type: none"> • To know that fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant. <p>Key Skills:</p> <ul style="list-style-type: none"> • Design smoothie carton packaging by-hand or on ICT software. • Chop fruit and vegetables safely to make a smoothie. • Identify if a food is a fruit or a vegetable. • Learn where and how fruits and vegetables grow. • Taste and evaluate different food combinations.
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				puppet, staple, template		<ul style="list-style-type: none"> Describe appearance, smell and taste. Suggest information to be included on packaging. <p>Key vocabulary: Fruit, seed, root, smoothie, carton, flavour, vegetable, leaf, stem, healthy, design, peel, slice</p>
BSL (To be added half-termly)		<p>Topics: Five Minutes Peace. What you shouldn't do at school. BSL Basic Skills.</p> <p>Key Knowledge:</p> <p>To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p>Key skills:</p> <p>Receptive:</p>	<p>Topics: We're going on a lion hunt. Night animals BSL Basic Skills.</p> <p>Key Knowledge:</p> <p>To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p>Key skills:</p> <p>Receptive:</p>	To be added		

		<p>To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary: Five Minutes Peace Elephant Bath Bath-hat Mrs Large is relaxing Bubbles Taps Flannel What can you see?</p> <p>Bear Slug Teacher School Violin Toilet The boy is naughty</p> <p>True/false</p>	<p>To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary: We're going on a lion hunt What happened next? Long grass Lake Swamp A big dark cave Lion Sleep Try again tomorrow</p> <p>Nocturnal animals What are they doing? Howling Hiding Flying Digging Hunting Sleeping listening Eating Jumping</p> <p>True/false</p>			
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