

Year 1 Curriculum Overview

	Autumn	Spring	Summer
Educational Visits	<p>Chamberlain Gardens Barber Institute of Fine Arts</p>	<p>Birmingham Conservation Park Exploring the seasons in Cannon Hill Park</p>	<p>Virtual trip to China Shopping at Morrisons Synagogue City Centre Sculpture Walk</p>
History	<p>How am I making History?</p> <p>Children have learnt transport about transport and their family. In Year 1, children will be looking at personal chronology and finding out about the past within living memory by examining photographs and asking questions. They will look at a simple timeline extending back to before they were born. This will allow children when moving to Year 2 to sequence artefacts on a timeline.</p>	<p>How have toys changed?</p> <p>Children have used a variety of different toys. This year children will sequence toys into a physical timeline, investigate artefacts from the past and begin to pose questions. They will learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future. Next year, children will link this knowledge to the present day and how the changes have impacted their daily lives.</p>	<p>How have explorers changed the world?</p> <p>Children have learnt about famous people in History, knowing why they are famous. In Year 1, children will be learning about explorers and why these are significant, creating a timeline and discussing how these significant people could be remembered. In Year 2, children will link this knowledge in discussing important historical events.</p>

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Geography	<p>What is it like here?</p> <p>Children have learnt about the school grounds. This term children will be locating where they live on an aerial photograph and recognise local topological features. They will create maps using classroom objects before drawing simple maps of the school grounds. Children will use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. Next year, children will build on these knowledge and skills to map features in Birmingham.</p>		<p>What is the weather like in the UK?</p> <p>In Reception, children have learned about different types of weather in England. In Year 1, children will be studying the countries and cities that make up the UK. They will discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. They will use weather maps with a simple key. In Year 2, children will then locate some hot and cold areas of the world on a world map, focussing on locating the Equator and North and South Poles.</p>		<p>How is life different in China?</p> <p>Last year, children have looked at world maps and globes and where different animals come from. In Year 1, children will learn how to use a world map to start recognising continents, oceans, and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork. In Year 2, children will describe and will be beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p>	
Science	<p>Seasonal changes</p> <p>Children will be exploring the differences between seasons. They will look at different events that take place within each season and compare the appearance of trees throughout the seasons. This builds on children's prior knowledge of the four types of seasons.</p>	<p>Everyday materials</p> <p>Last year, in Reception, children experimented using different materials for a purpose. In this unit, objects will be named and the materials they are made from. Children will recognise that objects are made from materials that suit their purpose.</p>	<p>Comparing Animals</p> <p>In this unit of study, children will learn about both local and global animals. Pupils will recognise common features and use this information to make comparisons and begin to classify animals. They develop their understanding of classification by comparing the dietary habits of different animals.</p>	<p>Bodies</p> <p>Children will be getting familiar with the basic parts of the human body, investigate senses. They will develop an understanding of the importance of our senses and how Science can support those who have lost sensory function.</p>	<p>Plants</p> <p>The key features of plant are identified in this unit and children describe the structures and make comparisons between different plants. As a class, we will begin to explore how plants are used by humans and grow their own herb garden.</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Autumn				Spring				Summer				
English	Text The Three Little Pigs	Text Estate agent advert to sell pigs' houses.	Text Little Charlie	Text Charlie's Day	Text The Magic Porridge Pot	Text How to make magic porridge	Text Monkey See, Monkey Do	Text Letter persuading monkeys to stop copying.	Text Cat, Bramble and Heron	Text Text about herons	Text The Three Bears	Text Should Goldilocks be arrested?
	Story Pattern Defeating the monster Traditional Tale	Text Type Persuasion	Story Pattern Journey Story	Text Type Recount	Story Pattern Finding Tale	Text Type Instructions	Story Pattern Journey Story	Text Type Persuasion	Story Pattern Traditional Tale	Text Type Information report	Story Pattern Journey story and Traditional tale	Text Type Discussion
	Focus Character description and linking phrases		Focus Describing setting, linking phrases and punctuation		Focus Description adjectives and punctuation		Focus Opening and Ending		Focus Describing action using effective verbs		Focus Dialogue	

	Autumn		Spring		Summer	
Maths	Place Value within 10 Addition and subtraction within 10 Geometry: shape		Place value within 20 Addition and Subtraction within 20 Place value within 50 Measurement: length and height Measurement: mass and volume		Multiplication and division Fractions Geometry: position and direction Place value within 100 Measurement: money Measurement: time	
Computing	Computing systems and networks In Reception, pupils have accessed computers and enjoyed tinkering with them. Children will develop and refine their computing skills: to drag, drop, click, and control their cursor. They will create works of art inspired by Kandinsky and self-portraits.	Programming Last year children explored programming through use of a Bee-Bot and giving instructions. We will explore algorithms, debugging, and decomposition in relatable contexts. Children will learn the importance of specific instructions.	Skills showcase: rocket to the moon Knowing the different parts and functions of a computer, children will develop keyboard and mouse skills through designing, building, and testing individual rockets. We will create a digital list of materials, using drawing software and recording data.	Programming a bee-bot Pupils have looked at the importance of following and giving instructions in Reception. In Year 1, children will use a bee-bot to develop early programming skills.	Creating media: digital imagery In Year 1, children will plan a miniature adventure story and use their photography skills to bring their stories to life. Children learn to enhance photos using editing tools as well as searching for and adding other images to a project.	Data handling: introduction to data Children will learn what data is and the different representations of data. Children will develop an understanding of why data is useful, and how it is gathered and recorded both by humans and computers.
Online Safety	Safer Internet Day <ul style="list-style-type: none"> • Discuss what the internet is and how it can be used. • Recognise that the internet may affect mood or emotions. • Recognise how internet use can affect and upset others. • Identify which information is appropriate to share and post online and which is not. 					

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Art	Drawing: make your mark Children have used primary colours and experimented with them, in Reception. In Year 1, children will be exploring mark making and line, working and experimenting with different materials through observational and collaborative pieces. This will then progress in Year 2 as children will be looking at how different marks can be used to represent words and sounds.		Painting and mixing media: colour splash Previous learning has included learning about famous artists, such as Lowry. This year, children will be exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns. This will mean they are ready to explore how to mix a variety of shades of a secondary colour.		Sculpture and 3D paper play Children will be creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card, building on junk modelling from Reception. They will fold, roll and scrunch materials to make their own sculptures.	
Design & Technology	Mechanisms: moving Story Book Children have learnt how to use recycled material to construct design ideas. In Year 1, children will be Identifying whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. They will clearly label drawings to show which parts of their design will move and how.		Textiles: puppets Last year, children used card to make a product to wear. In Year 1, Children will join fabrics together using pins, staples or glue. They will design a puppet, using a template.		Food: fruit and vegetables In Reception, children learned about different foods and where they came from. In Year 1, children will be describing fruits and vegetables and be able to name places that fruits and vegetables grow. These will be used to make a smoothie.	
Religious Education	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism

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Music	<p>Pulse and rhythm</p> <p>In Reception, children explored music through dance and movement. In Year 1, children will explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>	<p>Classical music: dynamics and tempo</p> <p>Children have been exposed to different types of music and compared them. This year, children will learn to identify the difference between the pulse and rhythm of a song. They will take part in listening and performing activities.</p>	<p>Musical vocabulary</p> <p>Previously children looked at several instruments and discussed their names and sounds. In their learning, this year, children will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They will learn and perform a song together and compose a section of music as a group, with a focus on dynamics and tempo.</p>	<p>Timbre and rhythmic pattern</p> <p>Children have listened to several songs about characters and stories. Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They will clap along to the syllables of words and phrases before creating rhythmic patterns to tell a fairy tale.</p>	<p>Pitch and Tempo</p> <p>In Reception, children were exposed to different types of music and compared them. Children will learn how to identify high and low notes and to compose a simple tune. Children investigate how tempo changes can help tell a story and make music more exciting.</p>	<p>Vocal and body sounds</p> <p>In Reception, children explored making music with their bodies and voices. In Year 1, children will make links between music, sounds and environments. They will use percussion, vocals and body sounds to represent calm or stormy seas.</p>
PSHE	<p>Family and relationships</p> <p>Children would have learnt how to talk about families and discuss why we love them. In Year 1, children will be exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.</p>	<p>Health and wellbeing</p> <p>Children have learnt the ways that we can take care of ourselves. In Year 1, children will be exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy.</p>	<p>Safety and changing body</p> <p>Children know it is important to follow rules. Therefore, in Year 1, children will be exploring what it means to be a safe pedestrian. Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.</p>	<p>Citizenship</p> <p>Children would have learnt why rules are important in school. In Year 1, children will be learning about the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>	<p>Economic wellbeing</p> <p>Children have used money to buy things in shops. Building on this, Year 1 will be learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools..</p>	<p>Transition</p> <p>Helping Year 1 pupils with the transition to a new year and the changes that come with it in Year 2, children will be identifying people who can help us when we are worried about changes.</p>
Anti-Bullying	<p>Anti-bullying week:</p> <ul style="list-style-type: none"> • know that hurtful teasing and bullying is wrong. • Identify whom they might go to, what to say/how to tell if being bullied 					

		Autumn		Spring		Summer	
PE	Gymnastics	Dance	Attack Defend Shoot	Hit Catch Run	Send & Return	Run, Jump, Throw	
	<p>Previously, children have developed their coordination and gross motor skills. They have practiced balancing and rolling.</p> <p>Children will be using simple gymnastic shapes and actions. Apply basic strength to gymnastic actions. Begin to carry apparatus, recognise actions and link them.</p>	<p>In Reception, children copied, repeated, and performed some basic actions to music.</p> <p>Children will respond to a range of stimuli, explore space, direction, levels, and speeds.</p>	<p>Last year, children worked as a team. They must now collaborate and practice competitive sport. To practice basic movements, including running, jumping etc. and begin to engage in competitive activities.</p>	<p>Children have practiced moving and controlling objects like balls and beanbags.</p> <p>Children will be hitting objects with hands or bats, track and retrieve a rolling ball.</p>	<p>Children will be sending an object with increased confidence. They will move towards a moving ball or bat. Sending and returning a variety of balls. In Year 2, children will then apply this knowledge to skills such as, tracking the path of a ball. Also, playing net/wall games.</p>	<p>Previously, children have developed their coordination and gross motor skills using different objects. This year they will begin to link running and jumping, learn and refine the range of running and develop throwing techniques to throw over long distances.</p>	