

# Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>Street Detectives!</b> 	<b>Up, Up and Away</b> 	<b>Deep in the Forest</b> 	<b>Towers, Tunnels and Turrets</b> 	<b>Under the Sea</b> 	<b>Hakuna Matata</b> 
<b>Wow starter</b>		Making paper aeroplanes and testing them?	Hardcastle Craggs?			
<b>Visitor/trip</b>	Walk around the local area – Piece Hall visit	Yorkshire Air Ambulance / Hot air balloon visit				Blackpool Zoo
<b>Reading into writing process</b>	<b>Beegu</b> Poems and poetic sentences  <b>The Naughty Bus by Jan Oke</b> Fiction: creating a sequel 'The further adventures of Naughty Bus', letters, Non-fiction: non-chronological reports  <b>Iggy Peck, Architect</b> Labels, captions and fact files  <b>Last Stop on Market Street</b>	<b>Sidney, Stella and the Moon</b> Non-fiction- moon fact files Fiction- descriptions, own narratives  <b>The Great Balloon Hullaballo</b> Non-fiction- recount of the journey in the story Fiction- descriptions, own narratives  <b>The Snowman</b> Fiction: descriptions, cartoon strips, speech bubbles, narratives.  <b>The Man on the Moon</b>	<b>The Gruffalo</b> Fiction: three part story, character and setting descriptions Non-fiction: instruction writing 'How to catch a Gruffalo'  <b>Cave Baby</b> Labels and captions, retellings, informal letters, own narratives  <b>Fairy Stories</b> Into the woods – Anthony Browne Hansel and Gretel / Rapunzel	<b>A range of traditional tales:</b> <i>Little Red, Jim and the Beanstalk, The Three Billy Goats Gruff and The Magic Porridge Pot</i>	<b>Commotion in the Ocean</b> <u>Fiction</u> : creating own story to see the different animals, descriptions  <b>Lost and Found</b> Fiction: character descriptions, retellings, own narratives Non-fiction: non-chronological reports	<b>Handa's Surprise</b> <u>Fiction</u> : predictable & patterned language- change setting, description. <u>Non-fiction</u> : non-chronological report.  <b>Bringing the Rain to Kapiti Plain</b> <u>Fiction</u> : Narrative writing, postcards <u>Non-fiction</u> : instructions, recount
<b>Cross-curricular writing</b>	Description of where we live. Road Safety posters. Information about Edward Akroydon.	Postcard from the moon. Fact file about Neil Armstrong.	Fact files about plants & trees. Instructions- growing plants.	Labelling. A day in the life of... Recount of trip. Science investigations.	Flip book about different types of animals in the ocean. Fact files and leaflets linked to Finding Nemo.	Postcards. Fact files about animals. Recount of trip.
<b>Class book</b>	A range of Fairy Tales	Eric Carle books.	Julia Donaldson books.	The Enormous Crocodile by Roald Dahl.	Children's choice.	Mister Mangolia by Quentin Blake.
<b>Maths</b>	Addition & Subtraction within 20. Place value within 50. Multiples of 2, 5 & 10.	Addition & Subtraction within 10. Shape. Place value within 20.	Length & Height. Weight & volume. Consolidation.	Place value within 10. Addition & Subtraction within 10.	Place value within 100. Money. Time. Consolidation.	Multiplication & Division. Fractions. Position & Direction.

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Cross-curricular maths	Sorting and shapes.	Position & Direction	Counting	Position & Direction	Telling the time.	Measuring- looking at the size of different animals.
<p><b>Science</b></p>	<p><b>Animals including humans: Who am I?</b> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense.</p>	<p><b>Animals including humans: Celebrations</b> Say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Identify and describe the basic structure of a variety of common plants, including trees.</p>	<p><b>Animals including humans and everyday materials: Polar places</b> Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p><b>Plants and animals:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Animals including humans and everyday materials: Holiday</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores or omnivores. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials</p>	<p><b>Plants and animals and everyday materials: On Safari</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>
<p><b>Geography</b></p>	<p><b>Locational Knowledge</b> Name the seven continents and identify which continent we live in. Name and locate the four countries of the UK. <b>Human &amp; physical geography</b> Identify the seasonal and daily weather patterns in the UK. Use geographical vocabulary to describe local area: weather, season, hill, valley, town, village, house, office, shop, factory, farm, church, flat <b>Geographical skills &amp; fieldwork</b> Use a map to name the countries of the UK and a world</p>	<p><b>Locational Knowledge</b> Name the seven continents. Name and locate the four countries of the UK using aerial photographs and landmarks. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe key human and physical features that could be seen from an aerial view: beach, sea, forest, field, mountain <b>Geographical skills &amp; fieldwork</b> Use a world map to name to seven continents. Look at aerial photographs to recognise landmarks and</p>	<p><b>Human &amp; physical geography</b> Use geographical vocabulary to describe key physical and human features that could be seen in a forest: forest, hill, soil, vegetation. Compare to features in our local area. <b>Geographical skills &amp; fieldwork</b> Use locational and directional language to describe the location of features on a map. Use simple fieldwork &amp; observational skills to study the geography of the school and its surrounding environment. Look at the different types of trees near school and compare</p>	<p><b>Locational Knowledge</b> Name and locate the four countries of the United Kingdom- look at a famous castle/palace from each and plot on maps. Use aerial photos to recognise different landmarks. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe where castles were built: city, hill, village and town, moat, field. <b>Geographical skills &amp; fieldwork</b> Use a map to name and locate the countries of the UK. Devise a town map with a</p>	<p><b>Locational Knowledge</b> Name the United Kingdom's surrounding seas. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe key human and physical features linked to the sea: beach, cliff, coast, sea, ocean, port, harbour, village, town, shop. <b>Geographical skills &amp; fieldwork</b> Use a map to name to United Kingdom's surrounding seas.</p>	<p><b>Locational Knowledge</b> Name the seven continents with a particular focus on Africa. <b>Place Knowledge</b> Look at similarities and differences between life in Halifax and life in rural Kenya, including human and physical features. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe the key human and physical features in Kenya/Africa compared to England: desert, ocean, river, mountain, weather</p>

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	map to name the seven continents. Use simple fieldwork & observational skills to study the geography of the school and its surrounding environment. Devise a simple map of the school grounds.	physical and human features.	with a city.	castle and use basic symbols in a key. Use locational and directional language to plan a route on a map.		<b>Geographical skills &amp; fieldwork</b> Use a world map to locate Africa
<b>History</b>	<b>Chronology and comparing different periods</b> Compare life in Halifax from the past to now by exploring the Piece Hall. <b>Sources of evidence</b> Photos of the Piece Hall and Halifax from the past compared to now. Piece Hall trip – workshop. <b>Changes within living memory</b> Compare jobs and homes – past and present. <b>Significant historical events, people &amp; places in our local area</b> Piece Hall, Shibden Hall and Anne Lister	<b>Chronology and comparing different periods</b> Timeline of aircraft / space achievements. Look at changes in transport – past and present. <b>Sources of evidence</b> Photos, newspaper headlines/articles, audio clips of events. Ask questions about the first moon landing. <b>Events beyond living memory</b> First man on the moon, first aeroplane flight. <b>Significant individuals in the past who have contributed to international achievements</b> Neil Armstrong, the Wright brothers, Amelia Earhart	-	<b>Chronology and comparing different periods</b> Understand when Queen Elizabeth I reigned and when Queen Victoria reigned. How was life different then to now? <b>Sources of evidence</b> Photos, painting, drawings of castles from the past. Ask and answer questions to explore how they have changed. <b>Significant individuals who have contributed to national achievements</b> Queen Victoria- who she was, when she was queen, what she changed. Compare to Queen Elizabeth I. <b>Significant historical places</b> Wainhouse Tower (Victorian chimney)	<b>Sources of evidence</b> Photos, news reports. <b>Changes within living memory</b> How have the oceans changed over time? Plastic pollution.	<b>Chronology and comparing different periods</b> When did Nelson Mandela live? How was life different for him and others? <b>Sources of evidence</b> Exploring African stories. Revise Black History Month texts. <b>Changes within living memory</b> Explore what life was like for Nelson Mandela. <b>Significant individuals in the past who have contributed to international achievements</b> Nelson Mandela – his achievements
<b>Art</b>	Using an aerial photo of the <b>local area</b> , recreate using a range of materials.	Space art- using a range of observational skills.	<b>Van Gogh</b> - sunflowers- recreate using a range of materials. <b>Photography</b> Forest school area / school grounds.			African art- looking at a range of colours, patterns & techniques.
<b>D &amp; T</b>		Designing own space boot. <a href="#">Junk model rockets/moon buggies</a>		Create a <b>sculpture</b> of a castle.	Research, plan, evaluate and make <b>a farm in a box</b>	
<b>Computing</b>	Grouping and Sorting and e-safety	Pictograms and e-safety	Lego builders and e-safety	Maze explorers and e-safety	Animated stories and e-safety	Coding and e-safety
<b>P.E</b>	Y1 P.E scheme	Y1 P.E scheme	Y1 P.E scheme	Y1 P.E scheme	Y1 P.E scheme	Y1 P.E scheme

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<p><b>Music</b></p>	<p>Learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form</p>	<p>Listen &amp; appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>Learn about different styles of music.</p>	<p>Learn the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Listen and appraise, compose with instruments and perform.</p>	<p>Consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
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*NB: seasons and daily weather patterns discussed daily.*