

Warren Wood Primary Academy

Year 1 Curriculum Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	My local area and me	Hospitals and Healthcare	Explorers – Transport, Space, and Pirates		Growing	Kings, Queens, and Castles
Key Question (Intent)	<i>What is special about me?</i>	<i>How has the NHS changed over the past 100 years?</i>	<i>How have legends inspired the stories we share today?</i>		<i>What do living things need in order to grow?</i>	<i>Where did Kings and Queens live throughout time?</i>
English (core texts)	<i>Funny Bones What Makes Me a Me? Only One You Professor Astrocat's Human Body Odyssey</i>	<i>Zog and the Flying Doctors We Love the NHS Florence Nightingale (Usborne) Hooray for Mary Seacole</i>	<i>Space Bob: Man on the Moon Toys in Space Professor Astrocat's Solar System The Pirates Next Door The Night Pirates Pirates Love Underpants The Journey The Hundred Decker Bus</i>		<i>Titch The Growing Story The Tiny seed</i>	<i>Look out! It's a dragon The Princess and the white bear king See Inside Castles - Flap book (Non-Fiction)</i>
Writing genres	<i>Autobiography</i>	<i>Non-chronological reports Newspaper entry (Florence Nightingale)</i>	<i>Narratives (adventure) Dairy entry Description writing</i>		<i>Instructions Recount</i>	<i>Non-chronological report Narrative (Fairy Tales)</i>
Curriculum writing opportunities	<i>Explanation (body parts)</i>	<i>Instructions</i>	<i>Informal Letter</i>		<i>Narrative (Fairy Tales – Jack and the Beanstalk)</i>	<i>Diary entry</i>
Maths (WhiteRose)	<i>Place value</i>	<i>Addition and subtraction Shape</i>	<i>Place value (within 20) Addition and subtraction Place value (within 50) Length and height Mass and volume</i>		<i>Multiplication and division Fractions Position and direction</i>	<i>Place value (within 100) Money Time</i>
Science	Scientists and inventors <i>- I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. I can ask questions and know they can be answered in different ways. I can look closely, using equipment.</i>	Animals Inc. humans part 1 <i>-I can name and group, including identifying and classifying. -I can spot and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) - I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) - -</i>	Everyday Materials <i>- I can tell the difference between an object and the material from which it is made. -I can name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. -I can describe some everyday materials (including simple physical properties) - I can make groups of materials based on what they are like. I can do tests.</i>	Animals Inc. humans part 2 <i>-I can spot and name a variety of common animals that are carnivores, herbivores and omnivores. I can name and group.</i>	Plants <i>-I can name some common wild and garden plants, including deciduous and evergreen trees. -I can name and describe the basic structure of a variety of common flowering plants including trees. I can use my observations and ideas to suggest answers to questions. I can collect and record data to help answer questions.</i>	Seasonal Changes <i>I can explain changes through autumn, winter, spring and summer. I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.</i>
History	Significant individuals & local study <i>I can sequence events from my own life. I can identify different ways to represent the past (photos, stories, adults talking, websites)</i>	Significant individuals <i>I know some reasons why people did things differently in the past. I can sort artefacts into "then" and "now". I can say how I know that an object is 'old' I can communicate my knowledge and understanding through time lines, drama and role play.</i>	Significant individuals & Events beyond living memory <i>I can begin to describe similarities and differences in artefacts. I can match objects to people of different ages I can use a range of sources to ask and answer questions about the past. I can communicate my knowledge and understanding through: writing (reports and recounts), drama and role play, timelines.</i>			Significant individuals and local study <i>I can sequence 3 or 4 artefacts from distinctly different periods of time. I know some reasons why people did things differently in the past. I can use a range of sources to ask and answer questions about the past. I can communicate my knowledge and understanding through: drawing, writing, class display/museum, annotated photographs</i>
Geography	Human and Physical Geography & Locational Knowledge <i>I can use world maps, atlases and globes to identify the United Kingdom and its countries I can identify seasonal and daily weather</i>		Geographical Skills & Map work <i>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area) and of a small area in a contrasting within the UK. (rural/urban) I can begin to discuss and name the seven continents.</i>		Human and Physical Geography <i>I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features.</i>	Locational Knowledge <i>I can name, locate and identify characteristics of the four countries of the United Kingdom. I can follow directions (up, down, left, right, forwards and backwards)</i>

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	<p>patterns in the United Kingdom. I can use world maps, atlases and globes to identify the United Kingdom and its countries</p>				<p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	
Art Inc. Artist	<p>Artists: Frida Kahlo (me) & Paul Sandby (Rochester, Kent)</p> <p><i>I can experiment with a range of mediums to create a variety of marks: pencils, rubbers, crayons, pens, pastels, chalk, and ink.</i></p> <p><i>I can draw a range of lines and shapes.</i></p> <p><i>I can use a range of tools to paint including a variety of brush sizes.</i></p> <p><i>I can name and mix primary colours to create secondary colours.</i></p> <p><i>I can take simple prints of objects. (background could be printed)</i></p>		<p>Artist: Vincent Van Gogh – Starry Night</p> <p><i>I can explore pattern and texture by describing, rubbing and copying</i></p> <p><i>I can use a range of tools to paint including a variety of brush sizes.</i></p> <p><i>I can name and mix primary colours to create secondary colours.</i></p> <p><i>I can experiment with textural techniques.</i></p> <p><i>I can explore constructing by joining recycled, manmade and natural materials. (cross-curricular with DT)</i></p>			<p>Artist: Willard Wigan (micro-sculptor)</p> <p><i>I can manipulate modelling materials in a variety of ways: rolling, joining and kneading.</i></p> <p><i>I can create sculptures of different sizes and shapes.</i></p>
DT		<p>Designer: Robert Sabuda Mechanisms Sliders and Levers</p> <p><i>I can explore objects and designs to identify likes and dislikes.</i></p> <p><i>I can design products that have a clear purpose and have an intended user.</i></p> <p><i>I can create products using levers.</i></p> <p><i>I can demonstrate a range of techniques, such as gluing, hinges, or combining materials to strengthen.</i></p> <p><i>I can evaluate my product, identifying its strength and changes I might make.</i></p>	<p>Designer: Sir Alec Issigonis Mechanisms Wheels and axels</p> <p><i>I can explore and record how wheels and axels are used in everyday life.</i></p> <p><i>I can label the main components: body, chassis, wheels, axels, axel holder</i></p> <p><i>I can cut materials safely using tools provided including scissors and a junior hacksaw.</i></p> <p><i>I can design a product with a given design criteria.</i></p> <p><i>I can evaluate my product against the criteria given.</i></p>		<p>Designer: Adam Henshaw/or Local Farmer</p> <p>Food Preparing fruit and vegetable</p> <p>I understand where food comes from. I can use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>I can design purposeful, functional, appealing products based on design criteria. I can cut, peel or grate ingredients safely and hygienically. I can assemble or cook ingredients.</p>	
Computing	<p>Computing systems and networks – Technology Around Us</p> <p>To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly</p>	<p>Programming A – moving a robot</p> <p>To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem</p>	<p>Creating Media – Digital Painting</p> <p>To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper</p>	<p>Data and Information – Grouping data</p> <p>To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p>	<p>Creating Media – Digital Writing</p> <p>To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper</p>	<p>Programming B – programming animations</p> <p>To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program</p>

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<p>PSHE / RSE</p>	<p>Aiming high</p> <p><i>I can recognise what makes me special. How to manage when things are difficult. I know the similarities and differences between families, communities and traditions. I can be confident when trying new activities. I can show care and concern for living things. I can talk about how to keep safe inside and outside of school.</i></p> <p>Black History Month I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds,</p>	<p>Safety First</p> <p><i>I can recognise the roles of different people. I can identify different roles within the family. I know the importance of family. I can talk about ways to feel safe inside and out of school I know about different jobs in the community I am confident when trying new activities. I know when to tell a trusted adult and not keep things private.</i></p> <p>Road Safety Week</p> <p>I can follow rules and begin to explain why we have rules</p>	<p>Relationships/ Digital well being</p> <p><i>I know how to keep myself safe. I know what it means to ask for permission. I understand how behaviour affects others. I understand age restrictions. I know how to stay safe online.</i></p> <p>Random Acts of kindness and friendship week</p> <p>I am beginning to be sensitive to and respect the feelings of others</p>	<p>Relationships/Teams</p> <p><i>I know the roles that different people play in my life. I understand the different groups I belong to. I know how to treat myself and others with respect I can talk about unkind behaviour like teasing and bullying.</i></p>	<p>Think positive</p> <p><i>I can be confident when trying new activities. I know what it means to be healthy. I can make good choices and consider the impact of my decisions. I understand ways to deal with big feelings</i></p> <p>Mental awareness week</p> <p>I am developing an awareness of my own needs, views and feelings</p>	<p>Diverse Britain.</p> <p><i>I can be safe in the sun. I can be confident when trying new activities. I know how to be polite and respectful. I can describe what it is like to live in the British Isles. I can describe ways that I can help my school and home community</i></p>
<p>Physical Education</p>	<p>Infant Agility Tri-Golf (Indoors)</p>	<p>Football Gymnastics (Indoors)</p>	<p>Tag Ruby Rounders Dance (Indoors) Tennis (Indoors)</p>		<p>Multi-Skills (Indoors) Kwik Cricket</p>	<p>Sports Day prep Athletics</p>
<p>Music</p>	<p>Ballads Amanda Lane</p>	<p>Creating compositions in response to animation</p>	<p>Rounders Amanda Lane</p>	<p>Pitch and Tempo</p>	<p>Vocal and body sounds Amanda Lane</p>	<p>Musical vocabulary</p>
<p>Religious Education</p>	<p>Christianity The Creation Story <i>Does God want Christians to look after the world?</i></p>	<p>Christianity The Christmas Story <i>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</i></p>	<p>Christianity Jesus as a friend <i>Was it always easy for Jesus to show friendship?</i></p>		<p>Judaism Shabbat <i>Is Shabbat important to Jewish children?</i></p>	<p>Judaism Chanukah <i>Does celebrating Chanukah make Jewish children feel closer to God?</i></p>