



	Childhood Memory Box		Up and Away		Explorers	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Seasonal changes Why does the weather change?	Everyday materials Are all materials the same?	Animals: Sensitive bodies Are humans different to all other animals. Why?	Animals: Comparing animals What did Jane Goodall find out?	Introduction to plants Do beans need water to grow?	Making connections What materials make the best home for an animal?
History	Toys How have toys changed?		Flight How did we learn to fly?		Explorers How have explorers changed the world?	
Geography		Where I live What is it like to live in my local area?		Weather What is the weather like in the UK?		Comparing the UK and China What is it like to live in Shanghai?
Art	Drawing Make your mark		Painting Colour Splash		Craft and Design Woven artwork	
DT		Mechanisms Sliders and levers: Card reveal slider		Freestanding Structures Hot air balloon		Food – selecting and preparing fruit and vegetables Fruit salad
Computing	Programming A – Moving a robot What is a robot?	Creating media – Digital painting How do I create a digital picture?	Computer systems and networks – technology around us What is technology?	Creating media – digital writing Isn't a computer keyboard at school?	Programming B – into animation How can I create my first animation?	Data and information How can I group data?

Music	Keeping the pulse My favourite things	Tempo Snail and mouse	Dynamics Seaside	Sound patterns Fairytale	Pitch Superheroes	Musical symbols Under the sea
PE	Fundamentals Team building	Ball skills Gymnastics	Sending and receiving Net and ball games	Striking and fielding Fitness	Athletics Dance	Target games Invasion games
RE	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
PSHE	Being in My World Celebrating Difference	Dreams and Goals Healthy Me		Relationships Changing Me		

Year 1 curriculum overview for parents and carers

Science curriculum overview

<p>Autumn 1</p>	<p>Seasonal changes</p> <p>Reflecting on their own experiences, the children will learn about the four seasons and the weather associated with each. They will explore how seasonal changes affect trees, daylight hours and what they choose to wear. They will plan and carry out their own weather reports, considering the knowledge required for this job.</p>	<p>Autumn 2</p>	<p>Everyday materials</p> <p>Identifying the difference between objects and materials, the children will explore their surroundings to find examples of each. They will work scientifically by planning tests, making observations and recording data and then use their results to answer questions and group materials based on their properties.</p>
<p>Spring 1</p>	<p>Animals, including humans: Sensitive bodies</p> <p>The children will familiarise themselves with the basic parts of the human body. They will investigate their senses through stimulating experiences that highlight how we interact with the world around them. They will work scientifically, using their senses to make observations, spot patterns and use data to answer questions. The children will develop their understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.</p>	<p>Spring 2</p>	<p>Animals, including humans: Comparing animals</p> <p>Studying both local and global animals, the children will identify common characteristics and physical features and use this information to make comparisons and classify animals. They will consider the most effective way to collect data about class pets and record their findings in a block chart. They will develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.</p>
<p>Summer 1</p>	<p>Introduction to plants</p> <p>Identifying the key features of a plant, the children will describe important structures and make comparisons between different plants. They will use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. They will begin to explore how plants are used by humans and grow their own herb gardens.</p>	<p>Summer 2</p>	<p>Making connections: Investigating science through stories</p> <p>Using picture books and hands-on outdoor activities, the children will broaden their understanding of plants and animals. They will gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. The children will identify animals by closely observing footprints and construct waterproof animal homes with natural materials. They will sort birds according to their diet and seek patterns in their physical characteristics.</p>

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History and Geography curriculum overview

<p>Autumn 1</p>	<p>How have toys changed over time?</p> <p>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.</p>	<p>Autumn 2</p>	<p>What is it like here?</p> <p>The children will locate where they live on an aerial photograph, recognising local features. They will create maps using classroom objects before drawing simple maps of the school grounds. The children will use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>
<p>Spring 1</p>	<p>How did we learn to fly?</p> <p>Children will develop their knowledge of events beyond living memory and reinforce their chronological understanding by looking at significant events in the history of flight on a timeline. They will learn about the individuals who contributed to the history of flight.</p>	<p>Spring 2</p>	<p>What is the weather like in the UK?</p> <p>The children will study the countries and cities that make up the UK and discuss the 4 seasons and their associated weather. They will consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, the children will investigate the UK’s hot and cold places using weather maps with a simple key.</p>
<p>Summer 1</p>	<p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, the children will particularly think about explorers and what makes them significant. They will create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	<p>Summer 2</p>	<p>What is it like to live in Shanghai?</p> <p>The children will use a world map and start recognising continents, oceans and countries outside the UK with a focus on China. They will identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They will then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p>

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Art and DT curriculum overview

<p>Autumn 1</p>	<p>Drawing – Make your mark</p> <p>Developing observational drawing skills when exploring mark-making, the children will use a range of tools to investigate how texture can be created in drawings. They will apply their skills to a collaborative piece using music as a stimulus.</p>	<p>Autumn 2</p>	<p>Mechanisms – Sliders and levers</p> <p>The children will explore using sliders and levers. They will discuss how different mechanisms produce different types of movement. They will use technical vocabulary relevant to the project.</p>
<p>Spring 1</p>	<p>Painting and mixed media- Colour splash</p> <p>The children will explore colour mixing through paint play. They will use a range of tools and work on different surfaces. They will create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>Spring 2</p>	<p>Freestanding structures</p> <p>The children will explore how to make freestanding structures stronger, stiffer and more stable. They will evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original criteria.</p>
<p>Summer 1</p>	<p>Craft and design - Woven artwork</p> <p>The children will learn fibre art skills such as plaiting, threading, knotting and weaving to create 3D woven artworks inspired by artist Cecilia Vicuna and Judith Scott</p>	<p>Summer 2</p>	<p>Food – Selecting and preparing fruit and vegetables</p> <p>The children will learn about a range of fruit and vegetables and discuss where the food originates from. They will use basic principles of a healthy and varied diet to prepare a fruit salad.</p>

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Computing curriculum overview

<p>Autumn 1</p>	<p>Programming A – Moving a robot</p> <p>The children will be introduced to early programming concepts. They will explore using individual commands, both with others and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. The children are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p>Autumn 2</p>	<p>Creating media – digital painting</p> <p>The children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with them considering their preferences when painting with and without the use of digital devices.</p>
<p>Spring 1</p>	<p>Technology around us – The computer system</p> <p>The children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. They will also consider how to use technology responsibly.</p>	<p>Spring 2</p>	<p>Creating media – Digital writing</p> <p>By developing their understanding of the various aspects of using a computer to create and manipulate text, the children become more familiar with using a keyboard and mouse to enter and remove text. They will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, they will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>
<p>Summer 1</p>	<p>Programming B – Introduction to animation</p> <p>The children will be introduced to on-screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds and they will use programming blocks to use, modify, and create programs. The children will also be introduced to the early stages of program design through the introduction of algorithms.</p>	<p>Summer 2</p>	<p>Data and information – Grouping data</p> <p>This unit introduces children to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> <p>During this unit, the children will be logging on to the computers, opening their documents, and saving their documents.</p>

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Music curriculum overview

Autumn 1	Keeping the pulse The children will explore keeping the pulse together through music and movement, by exploring their favourite things.	Autumn 2	Tempo The children will use their bodies and instruments to listen and respond to pieces of music with fast and slow speeds. They will learn and perform a rhyme and a song focussing on fast and slow.
Spring 1	Dynamics The children will make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Spring 2	Sound patterns Through fairy tales, the children will be introduced to the concept of sound patterns (rhythms). They will explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairy tale.
Summer 1	Pitch The children will learn to identify high and low notes and to compose a simple tune to represent a superhero.	Summer 2	Musical symbols The children will combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.

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PE curriculum overview

<p>Autumn 1</p>	<p>Fundamentals In this unit children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as combination. They will work collaboratively with others, taking turns and sharing ideas</p> <p>Team building In this unit children will develop their teamwork skills. They will work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They will develop key skills of communication and problem solving. They will be given the opportunity to discuss and plan their ideas and reflect on their success.</p>	<p>Autumn 2</p>	<p>Ball skills In this unit children will explore and develop ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. They will have the opportunity to work independently, and collaboratively in pairs and small groups.</p> <p>Gymnastics In this unit children will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling will be used individually and in combination to create movement sequences. They will begin to understand the use of levels, directions and shapes when travelling and balancing.</p>
<p>Spring 1</p>	<p>Sending and receiving In this unit children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will be given opportunities to work with a range of different sized balls. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p>Net and ball games In this unit children will develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They will use and develop skills such as throwing, catching, tracking and hitting a ball. They will learn how to score points in these types of games and how to play to the rules.</p>	<p>Spring 2</p>	<p>Striking and fielding In this unit children will develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They will use and develop skills such as throwing and catching, tracking a ball and striking a ball. They will learn to score points in these types of games, how to play to the rules and use simple tactics. They will show respect towards others when playing competitively and develop communication skills to manage small sided games.</p> <p>Fitness In this unit children will develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p>
<p>Summer 1</p>	<p>Athletics In this unit children will develop skills required in athletics such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, they will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Dance In this unit children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases. They will work individually and with a partner to create ideas in relation to the dance.</p>	<p>Summer 2</p>	<p>Target games In this unit children will develop their understanding of the principles of defending and attacking for target games. They will use both underarm and overarm and will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.</p> <p>Invasion games In this unit children will develop their understanding of attacking and defending and what being in possession means. They will use and develop skills such as sending and receiving, as well as dribbling, with both feet and hands. They will have the opportunity to play uneven and even sided games. They will learn how to score points in these types of games and how to play to the rules.</p>

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<p>Autumn 1</p>	<p>How did the world begin?</p> <p>Exploring a range of creation stories in imaginative ways, the children will present their own ideas using art and language. They will consider how creation stories help some people understand what God is like.</p>	<p>Autumn 2</p>	<p>What do some people believe God looks like?</p> <p>The children will explore how other people understand God on Earth; they will consider different representations of God and understand why this is challenging.</p>
<p>Spring 1</p>	<p>What is God’s job?</p> <p>Investigating the roles of God through stories and sacred texts, the children will look at the things God does and what this means to different people.</p>	<p>Spring 2</p>	<p>Why should we care for the world?</p> <p>Building on their understanding of creation stories, the children will explore beliefs about the relationship between humans and nature.</p>
<p>Summer 1</p>	<p>How do we know new babies are special?</p> <p>The children will find out about different ceremonies to welcome home a new baby and explore some of the symbolism in these ceremonies.</p>	<p>Summer 2</p>	<p>Why should we care for others?</p> <p>The children will investigate the importance of taking care of others from different views.</p>

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PSHE curriculum overview

<p>Autumn 1</p>	<p>Being Me in My World</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<p>Autumn 2</p>	<p>Celebrating Difference</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special
<p>Spring 1</p>	<p>Dreams and Goals</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle Can store feelings of success so that they can be used in the future 	<p>Spring 2</p>	<p>Healthy Me</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy

<p>Summer 1</p>	<p>Relationships</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<p>Summer 2</p>	<p>Changing Me</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Understand and accept that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class
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