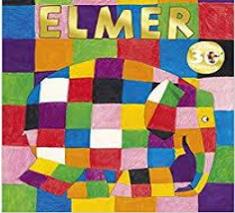# Year 1 Curriculum Overview 2019-20

Autumn Term Global theme(s): Identity + Diversity Focus: Celebrating similarities and differences		Spring Term Global theme(s): Social justice Focus: Care in the Community		Summer Term Global theme(s): Globalisation and interdependence Focus: • Similarities and differences between places in various parts of the world • Links between local community and the wider world	
Autumn 1 Belonging and Identity	**Autumn 2 Belonging and Identity (gender stereotypes)**	**Spring 1 Volunteering and Helping others**	**Spring 2 Contributing to our Community**	**Summer 1**	**Summer 2**
Core texts Elmer Only One You	**Core texts** The Paper Bag Princess	**Core text** Up (Visual Stimulus)	**Core text** Grandad's Secret Giant	**Core text** **The Lonely Beast**	Core text Charlie and the Chocolate Factory
Diversity, Community & Global Project Outcome Create a rockery using children's artwork rocks to	**Diversity, Community & Global Project Outcome** Video for Nursery and Reception - Campaign	**Diversity, Community & Global Project Outcome** Arrange a coffee morning for the local elderly	**Diversity, Community & Global Project Outcome** Children to come up with a plan to improve our	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**

display uniqueness.	'What do you want to be when you grow up?' focus on gender reversal. Children dress up in job roles.	community in order to create links and opportunities for them to volunteer in school. Children to prepare food, arrange games and sing.	school - this could be litter picking where they are on a rota to do it each week or something that the children come up with themselves.		
Writing outcomes Descriptive language Writing captions / speech bubbles Designing 'Superhero Me' Story maps Create superhero story Instructions – How to be a good friend	**Writing outcomes** Narrative Fairytale stories Retell story and innovate with own characters Poetry – Rhymes & Senses Writing lists and letters for Christmas	**Writing outcomes** Posters Invitations Thank you letters Fact files (visitors) Diary Entries	**Writing outcomes** Persuasive letters to SLT to ask for litter picking equipment Posters to deter litter dropping Create questionnaires for children in school to ask what they would like to improve	**Writing outcomes Wanted poster Persuasive writing Newspaper report Stories from other cultures**	**Writing outcomes Poetry - linked to senses Information texts**
SPAG Capital letters, finger spaces and full stops Composing sentences orally Letter formation Using 'and' to extend sentences		**SPAG** Adjectives Joining letters Conjunctions - because, so, but Plurals (s, es) Nouns			
Curriculum Overview The children will explore diversity, their individuality and what makes them special.	**Curriculum Overview** The children will explore ideas and preconceptions about girls and boys toys and jobs. They will then research and discover roles that challenge gender stereotypes and create a video campaign to inspire nursery and reception.	**Curriculum Overview** The children will learn that elderly people may be lonely in society and will develop links with the local elderly community. We hope this will encourage the elderly community to volunteer to come into school on a regular basis either to share their stories of the past or even to read with the children.	**Curriculum Overview** The children will research their school environment and ways to improve inspired by the giants helpfulness in the story. The children will create a mural as their final outcome to improve the playground.	**Curriculum Overview**	**Curriculum Overview**
School Values Outcome Gratitude - Children to be able to speak about things they are grateful for at home and at school. Respect - Children to be	**School Values Outcome** Bravery - Children to be able to speak about a way they can stand up for themselves in the face of adversity.	**School Values Outcome** Kindness - Children will be able to discuss how other are less fortunate than themselves and develop empathy skills to understand how older	**School Values Outcome** Collaboration - The children will work together to improve the school environment. Effort - The children will	**School Values Outcome**	**School Values Outcome**

able to define Respect and give examples of being respectful.	Resilience - Children to be able to define resilience and show an attitude towards this in their work.	people may be lonely Respect - Children to be able to say why they respect their new elderly friends..	be able to explain that it takes hard work to create change.		
Curriculum Drivers **PSHE** To develop a sense of own identity, understand the qualities that make them special and to recognise special people in their families / lives **DT** To create a rock linked to children's identity **Geography** Place knowledge	**Curriculum Drivers** **History** Significant figures and events beyond living memory (Emily Davison, Emily Pankhurst, Rosa Parks, William Shakespeare - gender reversal in the theatre) **Science** Developing scientific enquiry skills based on children's questions	**Curriculum Drivers** **PSHE** - Wellbeing - relationships within the community **History** - Significant events in the lives of our new elderly friends	**Curriculum Drivers** **PSHE -** Caring for our environment	**Curriculum Drivers**	**Curriculum Drivers**
Skills Understanding the differences and similarities between people in our local setting.	**Skills** Begin to contribute to what makes self-identity and belonging. Valuing others as equal and different.	**Skills** To show interest in others outside of our immediate circle and in contexts different to our own. The belief that people can make a difference on their own and when they are together	**Skills** To show concern about the local environment Taking care of resources and not wasting them.	**Skills**	**Skills**
Maths - Place Value to 20 - Addition and subtraction - Geometry: Shape - Problem solving and reasoning		**Maths** - Place value to 50 - Addition and subtraction - Measures: Length and Height - Multiples of 2, 5 and 10 - Measures: Weight and Volume - Problem solving and reasoning		**Maths** - Multiplication and Division - Fractions - Geometry - Position and Direction - Place Value to 100 - Money - Time	
Science Animals Including Humans Identify and	**Science** Scientific Enquiry asking simple questions and	**Science** Seasonal Change observe changes across	**Science** Plants identify and name a variety	**Science** Topic Based Science To know what the solar system	**Science** Everyday Materials Distinguish between an object

name common animals and group them ● IIdentify animals that are carnivores, omnivores and herbivores ● Identify and compare the structure of animals i.e. fish, birds ● Identify parts of the human body and say which parts of the body are associated with each sense	recognising that they can be answered in different ways ● observing closely, using simple equipment ● performing simple tests ● identifying and classifying ● using their observations and ideas to suggest answers to questions ● gathering and recording data to help in answering questions.	the four seasons ● observe and describe weather associated with the seasons and how day length varies. ● Design a shelter for a jungle animal that can protect them in jungle weathers	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.	is ● To be able to name parts of the solar system and the planets ● To understand the job of the Sun ● To know some of the characteristics of planets and moons	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 ● compare and group together a variety of everyday materials on the basis of their simple physical properties.

Geography
- Know the main aspects of the British Isles using maps.
- Explore maps, globes and atlases
- Record what they have seen in simple ways including diagrams with labels.
- Recall and report what they have seen/information they have collected.
- Collect data using simple charts and tables.
- Fill in and use a class weather chart, and discuss changes in weather and seasons.
- Know the main aspects of the British Isles using maps.
- Describe places using their characteristics and simple geographical vocabulary – e.g house, street, wood.
- Describe physical and human features of different areas using some geographical vocabulary.

Geography
- Use digital cameras to take photographs and record what they have seen.
- Draw simple plans and maps of a known area/made up place and talk about them.
- Create a plan to mark a known route.
- Mark the location of a school on a simple local map.
- Describe different types of buildings.
- Know that places are linked by paths or roads.
- Explore maps, globes and atlases

Geography
- Look at and discuss books about places.
- Identify, and with support label the world's continents and oceans.
- Make lists of places with similar/different characteristics – e.g. the seaside and towns.
- Talk about places seen in books, videos, and the internet.
- Understand the concept of close and far away
- Explore maps, globes and atlases
- Identify where they have been on holiday using a map.
- Describe places using their characteristics and simple geographical vocabulary – e.g house, street, wood.
- Describe physical and human features of different areas using some geographical vocabulary.

History.
- Ask questions about what they have heard or seen.

History
- Ask questions about what they have heard or seen.

History
- Use stories, pictures and artefacts for answering questions about the past.

● Develop a simple awareness of the past. ● Recount changes that have occurred in their own lives. ● Know some of the main events and significant people studied in a topic. ● Discuss why significant people acted as they did in the past. ● Use simple words and phrases to describe the past – after, before, between. ● Understand about time passing through birthdays. ● Observe and handle artefacts and use this to ask and answer questions. ● Arrange objects in order of their age.	● Develop a simple awareness of the past. ● Identify some similarities and differences between their own lives and those of people who lived in the past. ● Identify old and new from pictures and artefacts ● Use simple words and phrases to describe the past – after, before, between. ● Begin to use very simple time-lines to order some recent events with some annotations.	● Ask questions about what they have heard or seen. ● Develop a simple awareness of the past. ● Retell stories from the past. ● Know some of the main events and significant people studied in a topic. ● Discuss why significant people acted as they did in the past. ● Use simple words and phrases to describe the past – after, before, between. ● Understand BC and AD.
Computing ● Use a username a password correctly (e.g. school360, mathletics, bug club) and understand that passwords help to keep information safe and secure and that they should not be shared ● Log off computers to keep personal data safe ● Know that some information (full name, address, birthday etc…) is 'special' as it applies to them. ● Know who to tell when worried about using the internet e.g. a trusted adult ● Talk about the differences between real and online experiences ● Understand that there is a right and a wrong way to communicate and this may be different depending on who you are communicating with	**Computing** ● Play computer games ● Move objects around on a screen ● Repeat a series of actions for a purpose ● Recognise things around them which respond to signals and instructions ● Move and control a programmable toy -Give a single instruction to make something happen ● Experience other devices such as sound recording devices, music players, video recording equipment and digital cameras	**Computing** ● Write simple ideas and make lists ● Develop familiarity with the keyboard – spacebar, backspace, shift, enter ● Use a simple art program ● Use shape tools to draw ● Take digital photos ● Use pre-defined layouts or templates for presentations ● Begin to find things on the internet ● Print and save with help ● Search for pictures online e.g. Google safesearchkids.
Music ● Imitate changes in pitch using their voice. ● Use their own voices in different ways. ● Sing simple songs from memory. ● Begin to say what they like and dislike. ● Respond to different moods of music in different ways ● Join in with simple clapping patterns. ● Talk about different music types and how they sound different ● Perform to their peers.	**Music** ● Explore sounds made by tuned and untuned instruments. ● Copy and perform simple rhythm patterns using instruments. ● Follow simple verbal instructions. ● Explore how sounds can be made and changed. ●	**Music** ● Respond to different moods of music in different ways ● Create and choose sounds in response to different starting points. ● Show some imagination in the use of sound. ● Make sounds to represent an image/topic/theme. ● Perform to their peers.
Art ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**Art** ● To continue to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**Art** ● Begin to learn about the work of a range of artists, craft makers and designers. ● Notice similarities and differences between

● Learn about the equipment needed for an art session. ● Help clear away and set up their own work station. ● Load a brush with the correct amount of paint and choose the correct brush size ● Hold a brush correctly and use different types and sizes of brush. ● Try a wide range of art and design techniques with different drawing and painting tools	● Load a brush with the correct amount of paint and choose the correct brush size ● Hold a brush correctly and use different types and sizes of brush. ● Try a wide range of art and design techniques with different drawing and painting tools.	drawings, paintings and sculpture by well known artists. ● Begin to use a range of materials to design and make a range of products. ● To continue to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Design and Technology
- Generate ideas from their own experience
- Talk about their ideas and say what will be done
- Describe what they want to do using pictures and words (T)
- Make a list of materials they will need (T)
- Join two materials together often with glue
- Use scissors or a knife to cut, sometimes with help
- Make simple models not necessarily with a purpose
- Use simple construction kits e.g lego
- Generate ideas from their own experience
- Know how some moving objects work (T)
- Know the features of some familiar products (T)
- Identify materials and mechanisms in familiar products (T)
- Recognise the characteristics of familiar products (T)
- Know the features of some familiar products (T)
- Identify materials and mechanisms in familiar products (T)
- Know about hygiene and safety (T)
- Know the benefits of fruits and vegetables (T)

PE - Gymnastics	PE - Dance	PE - Games / Multiskills	PE - Athletics		
● Begin to be able to work with a partner ● Copy stretching movements and explore making simple shapes with their bodies. ● Begin to develop balance. Jump and roll in different ways. ● Explore and copy simple skills and actions. ● Change their body shape in a range of ways. ● Comment on others' actions. ● Suggest simple improvements. ● Talks about how their body feels during activity. ● Understand that physical activity is good for them	● Begin to be able to work with a partner ● Copy stretching movements and explore making simple shapes ● Explore and copy simple skills and actions. ● Change their body shape in a range of ways. ● Comment on others' actions. ● Suggest simple improvements. ● Talks about how their body feels during activity. ● Understand that physical activity is good for them ● Perform simple and random dance moves. ● Show some rhythm in movement and dance. ● Copy and remember simple actions in a sequence.	● Move a ball using simple throwing techniques. ● Pass a ball to a partner using his/her hands and feet. ● Begin to use simple equipment to move a ball. ● Sometimes catch a ball. ● Play simple ball games involving kicking, catching or throwing ● Begin to be able to work with a partner ● Play simple ball games involving kicking, catching or throwing. ● Start to link skills and actions within simple games ● Begin to understand some concepts of game eg. Opponent, team mate etc. ● Comment on others' actions. ● Suggest simple improvements. ● Talks about how their body feels during activity. ● Understand that physical activity is good for them.	● Explore and copy simple skills and actions. ● Comment on others' actions. ● Suggest simple improvements. ● Talks about how their body feels during activity. ● Understand that physical activity is good for them.		
RE - Christianity	RE - Christianity	RE - Christianity	RE - Christianity	RE - Judaism	RE - Christianity
● The Christian God ● Why Christians think of God as the Creator ● To learn the story of creation	● Festivals and Celebrations ● To learn about the festivals of Christmas and Advent ● To retell the Christmas story ● To learn some religious symbols associated with Christmas/Advent	● To identify and respect everyone's uniqueness and beliefs ● To understand why Jesus is special to Christians	● Festivals and Celebrations ● To understand aspects of the festival of Easter – Lent and Holy Week ● To retell the Easter story	● Festivals and Celebrations ● To learn about Jewish lifestyle and what makes Jewish lifestyle distinctive ● To understand aspects of Shabbat	● Communities-Belonging and being part of a community ● To understand that Christians express their sense of belonging and being part of a community in many ways such as through worship in

					churches

PSHE	PSHE	PSHE
- To be aware of the process of growing from young to old and how people's needs change. - To be aware of family networks and how families can be different - To know what makes a healthy friendship and how to be a good friend - To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. (SEAL) - To know about people who are less fortunate than ourselves and how we can help them. - To have an awareness of current issues in the world - To know who to go to if they are worried and how to attract their attention. (SEAL) - To recognise that they share a responsibility for keeping themselves and others safe - To recognise that there are different types of bullying, that these are wrong and unacceptable. (SEAL) - To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. (SEAL)	- To identify how to act in certain situations which may be difficult - To be aware of compromise and be able to resolve conflicts with peers - To know what is a good and a bad choice and understand own thoughts regardless of peer influence - To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) - To recognise when people are being unkind to them or others, how to respond, who to tell and what to say. (SEAL) - To know what improves and harms their local, natural and built environments and about some of the ways people look after them. - To know about issues affecting the local environment	- To know how to keep themselves clean, hygienic and healthy - To identify what may happen if we do not keep clean, hygienic and healthy - To make healthy food choices and to know what constitutes as a balanced diet - To know the importance of exercise and the effects it can have on the body - To know about the main parts of the body and the physical differences between boys and girls - To know how and why people are different - To recognise similarities and differences including those in minority groups including race, religion, disability

MFL (French)

- Show the beginning of interest and participation
- Begin to maintain attention to words in other languages
- Repeat simple vocabulary for common nouns and verbs
- Repeat simple phrases (sometimes without understanding)

Visit	Visit	Visit	Visit	Visit	Visit
Walk around Ponteland and to park / new school building to develop sense of place	Ask parents to come in to talk about their career. Particular focus on gender reversed roles				