

Year 1 Curriculum Overview 2021-22

<p>Autumn Term Global theme(s): Identity + Diversity</p> <p>Focus: Celebrating similarities and differences</p>		<p>Spring Term Global theme(s): Social justice</p> <p>Focus: Care in the Community</p>		<p>Summer Term Global theme(s): Globalisation and interdependence</p> <p>Focus:</p> <ul style="list-style-type: none"> • Similarities and differences between places in various parts of the world • Links between local community and the wider world 	
<p>Autumn 1 Belonging and Identity</p>	<p>Autumn 2 Gender stereotypes</p>	<p>Spring 1 Volunteering and Helping others</p>	<p>Spring 2 Contributing to our Community</p>	<p>Summer 1 Links between local community and the wider world</p>	<p>Summer 2 Similarities and differences between places in various parts of the world</p>
<p>Core texts Beegu</p> 	<p>Core text The Paperbag Princess</p> 	<p>Core text Up (Visual Stimulus)</p> 	<p>Core text Grandad's Secret Giant</p> 	<p>Core text The Lonely Beast</p> 	<p>Core text Lost and Found</p> 
<p>Diversity, Community & Global Project Outcome Create a rockery using children's artwork rocks to display uniqueness. Children also create self portraits - invite parents into our 'Gallery' to see</p>	<p>Diversity, Community & Global Project Outcome Video for Nursery and Reception - Campaign 'What do you want to be when you grow up?' focus on gender reversal. Children dress up in job</p>	<p>Diversity, Community & Global Project Outcome Arrange a tea party for the local elderly community in order to create links and opportunities for them to volunteer in school.</p>	<p>Diversity, Community & Global Project Outcome Children come up with a plan to improve our new school - this could be a permanent piece of art / litter picking where they are on a rota to do it each</p>	<p>Diversity, Community & Global Project Outcome Create a penpal/buddy system with a school in a different country.</p>	<p>Diversity, Community & Global Project Outcome Raise awareness of climate change and the effect this has on animals e.g. penguins.</p>

artwork.	roles.	Children to prepare food, arrange games and sing.	week.		
Writing outcomes Descriptive language Writing captions / speech bubbles Designing 'Beegu" Story maps Instructions – How to be a good friend / How to help Beegu find her way home.	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 and the PTA to ask for resources for art work / 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 Character Description Story writing Stories from other cultures	Writing outcomes Lost poster Story maps Innovated stories Information texts Non-chronological reports Diary entries
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		SPAG Using a range of punctuation including exclamation and question marks. Read work out loud Write to the genre. use the correct suffixes for words and spell them correctly (ing, ed, er, est, s, and es).	
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 new school environment and ways to improve inspired by the giant's helpfulness in the story.	Curriculum Overview The children will explore the similarities and differences of growing up in various places around the world. They will learn how we all live in different cultures but are fundamentally the same.	Curriculum Overview The children will learn about different places in the world, including the different continents, with a focus on Antarctica. They will learn about the dangers facing the penguins habitat and conservation work to protect endangered animals.
School Values Outcome Gratitude - Children are able to speak about things they are grateful for at home and at school.	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	School Values Outcome Collaboration - The children will work together to improve the school environment.	School Values Outcome Curiosity - Children to show an interest in other cultures. Respect - Children are	School Values Outcome Collaboration - The children will work together to raise awareness of climate change.

<p>Respect - Children to be able to define Respect and give examples of being respectful.</p> <p>Kindness - Children will be able to discuss how they could welcome others and to develop empathy skills.</p>	<p>Resilience - Children to be able to define resilience and show an attitude towards this in their work.</p> <p>Integrity - Children will realise the importance of staying true to their beliefs even if unpopular with others.</p>	<p>understand how older people may be lonely</p> <p>Respect - Children to be able to say why they respect their new elderly friends.</p> <p>Collaboration - Children will understand the importance of working together in order to plan and deliver an event.</p>	<p>Effort - The children will be able to explain that it takes hard work to create change.</p> <p>Responsibility - The children will take ownership of their new school environment.</p>	<p>able to discuss why it is important to respect other people's cultures.</p> <p>Kindness - To develop empathy skills to understand how others may be feeling.</p>	<p>Responsibility - Children to be able to speak about how they can take responsibility to protect the penguins and other animals</p>
<p>Curriculum Drivers</p> <p>PSHE To develop a sense of own identity, understand the qualities that make them special and to recognise special people in their families / lives</p> <p>Art & DT To create a rock / self-portrait linked to children's identity</p> <p>Geography Sense of Place knowledge</p>	<p>Curriculum Drivers</p> <p>History Significant figures and events beyond living memory (Florence Nightingale, Grace Darling)</p> <p>Science Developing scientific enquiry skills based on children's questions</p>	<p>Curriculum Drivers</p> <p>PSHE Wellbeing - relationships within the community</p> <p>History Significant events in the lives of our new elderly friends. Comparisons with our grandparents' early life to the lives of the children</p>	<p>Curriculum Drivers</p> <p>PSHE Caring for our environment</p> <p>Art Creating a permanent piece of art for our new school environment</p>	<p>Curriculum Drivers</p> <p>History Explorers and how our culture has affected others.</p> <p>PSHE To understand that we are all different and to understand how and why people are different.</p>	<p>Curriculum Drivers</p> <p>Geography Comparing different places in the world by their human and physical features.</p>
<p>Skills Understanding the differences and similarities between people in our local setting.</p>	<p>Skills Begin to contribute to what makes self-identity and belonging. Valuing others as equal and different.</p>	<p>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.</p>	<p>Skills To show concern about the local environment Taking care of resources and not wasting them.</p>	<p>Skills To show interest in and develop an understanding of the wider world. To begin to compare the wider world to our local environment and explore links between the communities.</p>	<p>Skills To show interest in and develop an understanding of the wider world. To be able to name the continents and oceans and to have some understanding of the climate and inhabitants.</p>
<p>Maths</p> <ul style="list-style-type: none"> Place Value to 20 Addition and subtraction 		<p>Maths</p> <ul style="list-style-type: none"> Place value to 50 Addition and subtraction 		<p>Maths</p> <ul style="list-style-type: none"> Multiplication and Division Fractions 	

<ul style="list-style-type: none"> ● Geometry: Shape ● Problem solving and reasoning 	<ul style="list-style-type: none"> ● Measures: Length and Height ● Multiples of 2, 5 and 10 ● Measures: Weight and Volume ● Problem solving and reasoning 	<ul style="list-style-type: none"> ● Geometry - Position and Direction ● Place Value to 100 ● Money ● Time 		
<p>Science Scientific Enquiry</p> <ul style="list-style-type: none"> ● asking simple questions and 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. <p>Topic Based Science</p> <ul style="list-style-type: none"> ● To know what the solar system 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 	<p>Science. Everyday Materials</p> <ul style="list-style-type: none"> ● 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 ● compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Science Seasonal Change</p> <ul style="list-style-type: none"> ● observe changes across the four seasons ● observe and describe weather associated with the seasons and how day length varies. 	<p>Science Animals Including Humans</p> <ul style="list-style-type: none"> ● Identify and name common animals and group them ● Identify 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 	<p>Science Plants</p> <ul style="list-style-type: none"> ● 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>Geography What is the geography of where I live like?</p> <ul style="list-style-type: none"> ● 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. 	<p>Geography Why does it matter where my food comes from?</p> <ul style="list-style-type: none"> ● Learn about Fairtrade and the origin of our food. ● 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 	<p>Geography Where is Canada and what human and physical features are there?</p> <ul style="list-style-type: none"> ● 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.
<p>History Concepts of</p> <p>Why is the history of my locality significant?</p> <ul style="list-style-type: none"> ● Ask questions about what they have heard or seen. ● 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. 	<p>History Concept of society</p> <p>How do our favourite toys and games compare with those of our grandparents?</p> <ul style="list-style-type: none"> ● Ask questions about what they have heard or seen. ● 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. <p>Significant historical figures - Florence Nightingale</p>	<p>History Concepts of society and invasion</p> <p>What does it take to be a great explorer?</p> <ul style="list-style-type: none"> ● Use stories, pictures and artefacts for answering questions about the past. ● 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.

<p>Computing</p> <ul style="list-style-type: none"> ● Use a username a password correctly (e.g. school360, 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 	<p>Computing</p> <ul style="list-style-type: none"> ● 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 	<p>Computing</p> <ul style="list-style-type: none"> ● 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.
<p>Music</p> <ul style="list-style-type: none"> ● 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. 	<p>Music</p> <ul style="list-style-type: none"> ● 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. 	<p>Music</p> <ul style="list-style-type: none"> ● 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.
<p>Art</p> <ul style="list-style-type: none"> ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● 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 	<p>Art</p> <ul style="list-style-type: none"> ● To continue to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● 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. 	<p>Art</p> <ul style="list-style-type: none"> ● Begin to learn about the work of a range of artists, craft makers and designers. ● Notice similarities and differences between 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
<p style="text-align: center;">Design and Technology</p> <ul style="list-style-type: none"> ● 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)

<p>PE - Gymnastics</p> <ul style="list-style-type: none"> ● 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 	<p>PE - Dance</p> <ul style="list-style-type: none"> ● 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. 	<p>PE - Games / Multiskills</p> <ul style="list-style-type: none"> ● 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. 		<p>PE - Athletics</p> <ul style="list-style-type: none"> ● 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. 	
<p>RE - Christianity</p> <ul style="list-style-type: none"> ● The Christian God ● Why Christians think of God as the Creator ● To learn the story of creation 	<p>RE - Christianity</p> <ul style="list-style-type: none"> ● 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 	<p>RE - Christianity</p> <ul style="list-style-type: none"> ● To identify and respect everyone's uniqueness and beliefs ● To understand why Jesus is special to Christians 	<p>RE - Christianity</p> <ul style="list-style-type: none"> ● Festivals and Celebrations ● To understand aspects of the festival of Easter – Lent and Holy Week ● To retell the Easter story 	<p>RE - Judaism</p> <ul style="list-style-type: none"> ● Festivals and Celebrations ● To learn about Jewish lifestyle and what makes Jewish lifestyle distinctive ● To understand aspects of Shabbat 	<p>RE - Christianity</p> <ul style="list-style-type: none"> ● 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

<p>PSHE</p> <ul style="list-style-type: none"> • 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) 	<p>PSHE</p> <ul style="list-style-type: none"> • 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 	<p>PSHE</p> <ul style="list-style-type: none"> • 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 			
<p>MFL (French)</p> <ul style="list-style-type: none"> • 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) 					
<p>Visit Walk around Ponteland and to park to develop sense of place. Visit from Ponteland History Society.</p>	<p>Visit Ask parents to come in to talk about their career. Particular focus on gender reversed roles Centre for Life (Science focus).</p>	<p>Visit Grandparents Tea Party - Children invite their Grandparents and Elderly members of the community for a tea party at school..</p>	<p>Visit Visit to Newcastle Quayside (Bridges) & Baltic for Workshop (Made in the North East Week)</p>	<p>Visit Visit to Kirkley Hall Zoo (Science Focus)</p>	<p>Visit Visit to Dobbies Garden Centre (Science focus)</p>