Year 1 Curriculum Overview
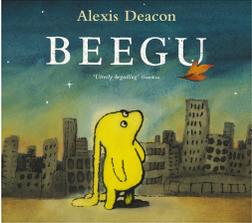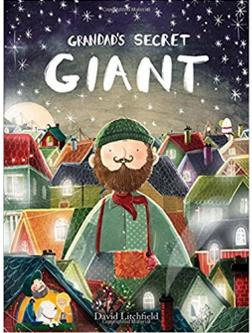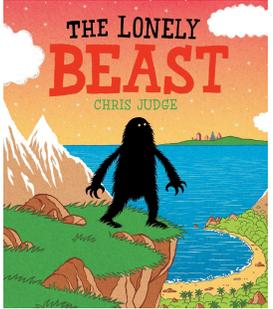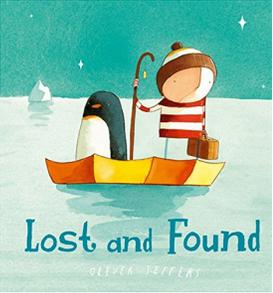
Autumn Term Global theme(s): **Identity + Diversity** Focus: **Celebrating similarities and differences**		Spring Term Global theme(s): **Social justice** Focus: **Care in the Community**		Summer Term Global theme(s): **Globalisation** Focus: • **Similarities and differences between places in various parts of the world** • **Links between local community and the wider world**	
Autumn 1 **Belonging and Identity**	Autumn 2 **Gender stereotypes**	Spring 1 **Volunteering and Helping others**	Spring 2 **Contributing to our Community**	Summer 1 **Links between local community and the wider world**	Summer 2 **Similarities and differences between places in various parts of the world**
Core texts Beegu	**Core text** The Paperbag Princess	**Core text** Up (Visual Stimulus)	**Core text** Grandad's Secret Giant	**Core text** The Lonely Beast	**Core text** Lost and Found

Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview
The children will explore diversity, their individuality and what makes them special.	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.	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.	The children will research their new school environment and ways to improve, inspired by the giant's helpfulness in the story.	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.	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.
Diversity, Community & Global Project Outcome	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**
Children also create self portraits - invite parents into our 'Gallery' to see artwork.	Children to discuss what they want to be when they grow up (linked to gender stereotypes) and present their thoughts to the class.	Arrange a tea party for the local elderly community in order to create links and opportunities for them to volunteer in school. Children to prepare food, arrange games and sing songs.	Children come up with a plan to improve our new school - this could be a permanent piece of art or something for OPAL.	Create a penpal/buddy system with a school in a different country.	Raise awareness of climate change and the effect this has on animals e.g. penguins.

English

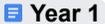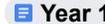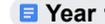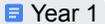| Writing outcomes	Writing outcomes	Writing outcomes	Writing outcomes	Writing outcomes	Writing outcomes
Descriptive language Writing captions / speech bubbles Designing 'Beegu'' Story maps Instructions – How to be a good friend Poetry – Rhymes & Senses	Narrative Fairytale stories Retell story and innovate with own characters Writing lists and letters for Christmas	Narrative Invitations Letters Poetry- being young and old Diary Entries	Persuasive letters to SLT and the PTA to ask for resources Create questionnaires for children in school to ask what they would like to improve Character Description Newspaper report	Wanted/lost poster Story writing Stories from other cultures (Coming to England)	Story maps Innovated stories Information texts Non-chronological reports

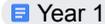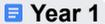| **SPAG**	**SPAG**	**SPAG**
- Combine words to write simple sentences. - Write simple sentences to form a short narrative with support. - Identify capital letters at the beginning of a sentence and full stops at the end of a sentence. - Uses finger spaces to separate words. - Write a question with a question mark - Use capital letters – "I", proper nouns, days of the week. - Write a sentence using "and" to join words and clauses. - Identify simple nouns, adjectives and verbs. - Segment spoken words into phonemes and representing these by graphemes, spelling many correctly - Learn to spell common exception words - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	- Independently combine words to write sentences, using finger spaces to separate the words.. - Sequence sentences to form a short narrative. - Write a word/phrase or sentence with an exclamation mark - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences with support. - Understand what nouns, adjectives and verbs are. - Use nouns, adjectives and verbs in sentences. - Understand what conjunctions are and when they are to be used. - With support, use the conjunctions and, because, so, but in sentences. - Write a simple sentence with a regular simple past tense verb (adding –ed) − He worked in the classroom. - Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) with support. - Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - Learn to spell common exception words - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - Consistently use the conjunctions and, because, so, but in sentences.	- Sequence sentences to form a narrative. - Consistently use capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Explore and apply regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun - Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) in writing. - Have an awareness that the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] - Learn to spell common exception words distinguishing between homophones and near-homophones - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - Learn to spell more words with contracted forms - Consistently use adjectives in sentences.

Maths

Maths curriculum	**Maths curriculum**	**Maths curriculum**
- Place Value to 20 - Addition and subtraction - Geometry: Shape - Problem solving and reasoning	- Place value to 50 - Addition and subtraction - Measures: Length and Height - Measures: Weight and Volume - Problem solving and reasoning	- Multiplication and Division - Fractions - Geometry - Position and Direction - Place Value to 100 - Money - Time

Science

Science	Science	Science	Science	Science	Science
Name the four seasons and describe changes.- *be able to name the 4 seasons they have experienced temperature, light and plants/animals within each season.* **Walk through local environment and record appearance of trees and plant etc associated with each season.**- *recall some of these observations from each season.* **Observe and compare winter and summer weather.**- *understand that weather can change and days in a season can be varied but usually follow a pattern.* **Group animals based on what they do in the winter.**	**-Name some common materials showing they understand materials are all different. -** *Match materials and what they are made from.* **-Identify different everyday materials around school.** - *give some reasons why not all objects are made from the same materials.* **-Identify properties of materials.**- *know the difference between 'solid' and 'hard'* **-Test materials for waterproof properties.**- *give some properties of materials*	**Name the four seasons and describe changes.**- *be able to name the 4 seasons they have experienced temperature, light and plants/animals within each season.* **Walk through local environment and record appearance of trees and plant etc associated with each season.**- *recall some of these observations from each season.* **Observe and compare winter and summer weather.**- *understand that weather can change and days in a season can be varied but usually follow a pattern.* **Group animals based on what they do in the spring.**	- Recognise a variety of common animals from their habitat and some other habitats around the country/world. - *Compare the main differences between different groups of animals e.g. which have features, which have fins.* - Realise that animals eat different things (plants, meat or both) to survive and give some examples - *Understand the terms omnivore, carnivore and herbivore and name some animals based on learning about what they eat.* - Understand how our 5 senses help us, where they are located on our body and explain how each of them is useful to us.Name animals as one of 5 vertebrate groups. - *Create a body map to show an understanding that there are 5 senses and explore their own senses.*	**Name the four seasons and describe changes.**- *be able to name the 4 seasons they have experienced temperature, light and plants/animals within each season.* **Walk through local environment and record appearance of trees and plant etc associated with each season.**- *recall some of these observations from each season.* **Observe and compare winter and summer weather.**- *understand that weather can change and days in a season can be varied but usually follow a pattern.* **Group animals based on what they do in the summer.**	**Understand what a plant is and be able to identify plants in their local environment (both in school and at home) -** *Practically explore a range of plants to identify main parts of structure (naming) through dissection. Name local plants and use a classification key to do this e.g. daisy, tree.* **To identify and name evergreen and deciduous trees in the local environment.**- *understand the terms of deciduous and evergreen and know the difference between these. They will also have identified these trees during the year and commented on what they have noticed.* **Compare leaf size with plant size -** *Realise that plants and trees come in lots of shapes, sizes and structures and notice some simple similarities and differences between them.* <mark>Revisit plants throughout the year in school groups, using clues to identify plants and trees.</mark>

History

What was life like in Ponteland in the past?
- How can I be a good historian?
- What are the similarities and differences between Ponteland now and in the past?
- How do we know what Ponteland was like in the past?
- How did Ponteland change over time?
- What jobs did people have in Ponteland in the past?
- How did people travel in the past?
- What is the significance of Ponteland landmarks?
- Were all the buildings built at the same time in Ponteland?

History

What was life like in the 1960's?
- When were the 1960's?
- What significant events happened during the 1960s?
- What was life like during the 1960's?
- How was life different during the 1960's?
- Who was alive during the 1960's?
- What do people I know remember about the 1960s?
- How do we know what happened during the 1960's?
- How do our most popular toys and games compare to the 1960s?
- Why were there no smart toys or games in the 1960s?
- Who is Sir Tim Berners Lee?

What historical events led to the construction of our key bridges?

- Where is the River Tyne in the North East?
- What bridges are on the River Tyne?
- When were the bridges built?
- Why were the bridges built?
- How are bridges made strong and effective?
- When was the opening of the Tyne Bridge and Millenium Bridge and what happened?
- What are the differences between the Tyne Bridge and the Millenium bridge?

History

What does it take to be a great explorer?
- Who was Ranulph Fiennes?
- Why is Ranulph Fiennes in the Guinness World Records?
- Who was Amy Johnson?
- How do Amy Johnson's achievements compare to Ranulphs?
- Who was Christopher Columbus?
- Why did Christopher Columbus sail across an unknown ocean?
- Who was Neil Armstrong?
- Why was Neil Armstrong's small step also a great leap forward?
- Are you the kind of person who could be a Mars explorer?

Geography

Unit: What is the geography of where I live like? *British Isles focus*

What is Britain and the 4 countries of the UK?
What is the weather like in each place? (daily weather recordings)
What are the physical and human features in each country of the UK? (see key vocab for specific language)
What are the seas that surround the countries of the UK?
What are the capital cities of the UK?
How do the physical and human features compare between capital cities? (Edinburgh and Newcastle)
What are the British Isles?

Geography

Unit: What is it like here?

Where in the world are we?
What can we see in our classroom?
What can we find in our school grounds?
Where are the different places in our school?
How do we feel about our playground? (data collection at climbing frame, bench, field - smiley face/neutral face/ sad face)
What is in the local area of Ponteland?
How do people use Ponteland?
What is the coast?

Geography

Unit: Why does it matter where my food comes from? *Map focus*

What is fairtrade?
Where is the location of India in relation to the UK on a map and a globe?
What are the human and physical features of India? (compare a rural area of Chembakolli and urban area of New Deli)
How does the climate in India compare to the climate in the UK?
What is the equator and how does it affect climates?
What is an aerial photograph?

How can I describe the UK using directional language? (compass and left/right language to describe maps)	How do people use Whitley Bay? *trip* (identify human features - shop, hotel, cafe/restaurant, park, investigate how many people use them using a tally and present findings)	

Computing	**Computing**	**Computing**
Systems and networks	**Creating media**	**Programming**
What is technology around us? **Technology around us** Recognising technology in school and using it responsibly. Learning objectives: - 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 Software required - paintz.app Further resources/tasks: - Find the technology - Make a keyboard - Paper computer	**How can I paint digitally?** **Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally Learning objectives: - 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 Software required - Microsoft Paint (or paint.net) Further resources/tasks: - J2E drawing tool - Tate paint - Twinkl - digital painting	**How does a robot move?** **Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes. Learning objectives: - 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 simply program - to find more than one solution to a problem Software required - Beebots Further resources/tasks: - Create Ozobot maps for the Lonely Beast - Beebot emulator - Barefoot - Beebot activity

Internet safety Self image and identity Online bullying Privacy and security	**Internet safety** Online relationships Managing information online Copyright and ownership	**Internet safety** Online reputation Health, wellbeing and lifestyle

Music
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 What are body percussion and action songs?
   ● Understand how to improvise
	Music
	 📄 Year 1
	
	 How can we perform Christmas songs?
	   ● Build musical confidence through active
		Music
		 📄 Year 1
		 What is a Magic singing box and musical traffic lights?
		
		   ● Sing simple songs, chants
			Music
			 📄 Year 1
			 How can I explore percussion?
			
			   ● Perform short copycat rhythm patterns
				Music
				 📄 Year 1
				 How can patterns of sound be represented visually?
				
				   ● Know how to follow pictures
					Music
					 📄 Year 1
					 The Character of music: Carnival of the animals.
					
					   ● Learn how to listen critically and to give a response to

simple vocal chants, using question and answer phrases. ● Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Learn to sing 'Good to be me' (Including BSL): https://www.youtube.com/watch?v=igmU0b65WCU	engagement with music as performers. ● Perform as a class choir, to a live audience. Learning Christmas songs.	and rhymes from memory, ● Singing collectively and at the same pitch ● Responding to simple visual directions (e.g., stop, start, loud, quiet) and counting in. ● Respond to the pulse in recorded/live music through movement and dance. Songs about growing older and wiser (e.g When I'm Sixty Four - Beatles)	accurately. ● Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. ● Perform word-pattern chants (e.g., ca-ter-pil-lar crawl, fish and chips); ● Create, retain and perform rhythm patterns. 'Mr Big' musical project - exploring the story by Ed Vere using movement and dance. www.youtube.com/watch?v=ZrsMJHL7	and symbols to guide singing and playing. ● Know how graphic notation can represent created sounds. ● Explore and invent their own symbols to represent sounds.	music they hear. ● Gain a deeper understanding of how music is constructed and the impact it can have on the listener. Exploring high middle and low pitch with chime bars. Music story of Three Bears as structure and stimulus.

Art

| What is a line?

Drawing
● To apply increasing/ decreasing pressure when drawing
● To alter the direction of a line using continuous movement
● Recognise curved and straight lines
● Draw lines of different sizes and thickness
● To draw repeated | How can colour be used?

Painting
● To use paint to mix shades and tints of colours
● To use watercolours to create colour washes
● To increase/decrease depth of watercolour
● To use 'wet on wet' technique

Evaluation | How do artists represent clouds?

Painting
● To use a range of tools to apply paint, brushes, sponges, sticks
● To use controlled techniques to achieve an effect

Printing
● To use a range of objects to print using acrylic paint
● To work into prints using a range of tools | What are textiles?

Textiles
● To use wrapped wool to create a landscape
● To weave a landscape using paper
● To create a pattern using a running stitch
● To weave a pattern, using wool, altering colour

Artists' work
● To study artists working across | How can we represent landscapes through collage?

Painting
● To use paint to mix shades and tints of colours
● To use watercolours to create colour washes
● To increase/decrease depth of watercolour
● To use 'wet on wet' technique'
● To recognise the colour wheel | How can we use sculpture to represent the Antarctic?

Drawing
● To apply increasing/ decreasing pressure when drawing
● To explore mixed media while sketching overlaid drawings
● Introduce to oil pastels and begin blending
●

Painting
● To use watercolours to |

patterns using a range of combined shapes and directions **Printing** ● To use monoprinting with oil pastels to produce image	● To recognise the successes in other's work ● To explore challenges within the work and verbalise how to overcome them'	● To edit and reprint to produce layers **Artists' work** ● To study artists working across different disciplines ● To form opinions about artists' work orally	different disciplines ● To form opinions about artists' work orally ● To begin writing words/ phrases about the artist's work	● To identify primary and secondary colours **Collage** ● To use mixed media to produce landscapes ● To cut accurately using scissors ● To overlay paper and paint to produce intended outcome **Evaluation** ● To recognise the successes in other's work ● To explore challenges within the work and verbalise how to overcome them ● To begin to respond to feedback and edit work	create colour washes **Sculpture** ● To use clay to produce intended outcome ● To use clay tools to mark make, carve and indent

DT **Mechanisms:** Levers and Sliders - making celebration cards (eg Christmas) (KAPOW can support)	**DT** **Cooking and Nutrition:** Healthy Eating/Afternoon Tea Criteria: healthy and varied, preparing food, where it comes from **Structures:** Bridges	**DT**

PE **Gymnastics - Points and patches, bouncing, jumping and landing, apparatus work and rocking and rolling.** **Dance – The Magic Faraway Tree** ● I can and copy simple skills and actions.	**PE** **Games- Bat and ball skills and developing partner work.** **Team games – Netball, Dodgeball and Tag Rugby.** ● I can move a ball and use simple throwing techniques	**PE** **Athletics – Jumping, running and field games.** ● I can comment on others' actions. ● I can suggest simple improvements. ● I can talk about how my body feels during activity.

- I can change my body shape in a number of ways. - I can perform simple and random dance moves. - I can show some rhythm in dance. - I can copy and remember simple actions in a sequence. - I am able to work with a partner. - I am able to stretch and explore simple shapes. - I am beginning to develop my balance. - I can jump and roll in different ways.	- I can pass a ball to a partner using my hands and feet. - I can begin to use simple equipment to move a ball. - I can sometimes catch a ball. - I can play simple ball games involving kicking, catching or throwing - I am able to work with a partner - I can start to link skills and actions within simple games. - I have begun to understand some concepts of game eg. Opponent, team mate etc.	I can understand that physical activity is good for me.
RE Christianity: What do Christians believe God is like? **Key questions:** What is a parable? Why is the story of the Lost Son important to Christians? Can we learn anything from the story? How do Christians show that God is loving and forgiving? How do Christians put their beliefs into practice in worship?	**RE** Judaism: Who is Jewish and how do they live? **Key questions:** What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? What stories do Jewish people tell from the Jewish bible? What does the story of Chanukah make us think about? What do Jewish people think about miracles at Chanukah?	**RE** Christianity: Who do Christians say made the world? **Key questions:** What does creation mean? What is the Creation story? What does the story tell Christians about God, Creation and the world? What do Christians do to say thank you to God for the Creation? How can we describe our world?
PSHE **What is the role of families and friendships?** - people who care for me - different types of families - features of family life - who to talk to if worried about their family or friendships - kind friends - making friends	**PSHE** **How can I stay healthy?** - different ways to keep healthy - healthy foods - foods to eat in moderation - risks of eating too much sugar - physical activity - dental care - people who help us be healthy **How can I achieve a good sense of Wellbeing and make positive relationships within my community?**	**PSHE** **What are good and bad secrets?** -secrets vs surprises -secrets that you should keep -who to talk to **What are my private body parts?** -all external body part names including male and female genitalia -parts of body covered by underwear are private -respecting privacy -who to talk to for help

- how unkind words/actions can make people feel - loneliness and how to help - how bullying makes people feel - how to report bullying - being respectful to friends and others - how to ask for permission (consent) with families and friendships **What is individuality and gender stereotypes?** - what makes them special - how people are all unique - strengths and likes (themselves and others) - resilience - gender linked to jobs - strengths needed for particular jobs - what is a job **Internet Safety.** -basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	● groups they belong to ● roles and responsibilities in the community ● what is a job ● what jobs do people do in the community ● loneliness and how to help **What are feelings?** ● -names and characteristics of different feelings ● - how feelings can affect bodies and behaviours ● - others' feelings ● -how to ask for help with feelings ● -how feelings can change ● -change and loss (including death)				

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** Walk around Ponteland and to park to develop sense of place. Ask parents to come in to talk about their career.	**Visit** Seniors Tea Party	**Visit** Visit to Newcastle Quayside (Bridges) & Baltic for Workshop (Made in the North East Week) Visit to Whitley Bay- Geography (fieldwork) and Science (rockpooling)	**Visit** Visit to Kirkley Hall Zoo (Science focus)	**Visit** Visit to Dobbies Garden Centre (Science focus)
Global curriculum					
Values	**Values**	**Values**	**Values**	**Values**	**Values**

Gratitude - Children are able to speak about things they are grateful for at home and at school. Respect - Children to be able to define Respect and give examples of being respectful. Kindness - Children will be able to discuss how they could welcome others and to develop empathy skills.	Bravery - Children to be able to speak about a way they can stand up for themselves in the face of adversity. Resilience - Children to be able to define resilience and show an attitude towards this in their work. Integrity - Children will realise the importance of staying true to their beliefs even if unpopular with others.	Kindness - Children will be able to discuss how other are less fortunate than themselves and develop empathy skills to understand how older people may be lonely Respect - Children to be able to say why they respect their new elderly friends. Collaboration - Children will understand the importance of working together in order to plan and deliver an event.	Collaboration - The children will work together to improve the school environment. Effort - The children will be able to explain that it takes hard work to create change. Responsibility - The children will take ownership of their new school environment.	Curiosity - Children to show an interest in other cultures. Respect - Children are able to discuss why it is important to respect other people's cultures. Kindness - To develop empathy skills to understand how others may be feeling.	Collaboration - The children will work together to raise awareness of climate change. Responsibility - Children to be able to speak about how they can take responsibility to protect the penguins and other animals

Global curriculum skills **Self awareness and reflection** Recognise effects of own behaviour on others and use this to help make choices. Identify matters that are important to self and others. Learn from mistakes and use feedback.	**Global curriculum skills** **Empathy** Show awareness of and concern for people's feelings. Show interest in, and concern for, others outside immediate circle and in contexts different to own**.**	**Global curriculum skills** **Informed and reflective action** Contribute actively and constructively to the life of own class and school. Take action when something is unfair.	**Global curriculum skills** **Communication** Participate in discussions about issues that affect self, others and the wider world. State opinions and start to give reasons for these Listen carefully to others.

Sustainable development goals covered