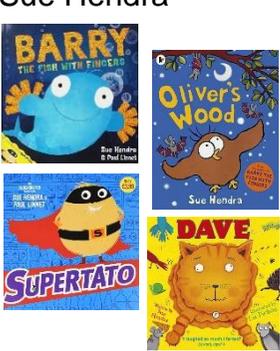
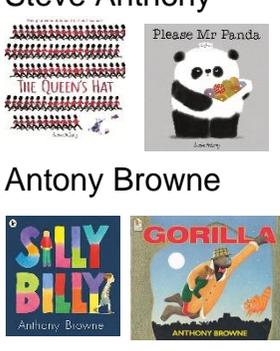




# CURRICULUM OVERVIEW 2023-24

YEAR: 1

Staff: A. Coulling, L. Taylor, T. Martin, K. Beard, M. Smith

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment Experience		Walk to Bulwell bogs. (Geography)	Explorer themed day. (History)	Fruit salad sharing afternoon with parents. (DT)	Partake toy workshop. (History)	Seaside day. (Geography) Animal encounter / Farm trip (Science)
Author of the half term / Class Book	Julia Donaldson 	Oliver Jeffers 	Sue Hendra 	Steve Anthony  Antony Browne	Kes Gray 	David Wiesner 
English	<p><i>The colour monster</i> – transition and emotions.</p> <p><i>Little people, big dreams</i> – Florence Nightingale. Writing a fact file about Florence Nightingale. (Writing to inform)</p> <p><i>Zog and the flying doctors</i> - Julia Donaldson. Retelling the story using a story map.</p>	<p><i>Exploring our local area</i> – writing instructions about how to be safe on a walk from school to Bulwell Bogs. (links to local map made in geography) (writing to inform)</p> <p><i>Lost and found</i>- Oliver Jeffers. Retell the story with some innovation, adding a new character. (Writing to entertain).</p>	<p><i>The man on the moon</i> - Simon Bartram – Retelling using images from the story. (Writing to entertain)</p> <p>Create a non-fiction book about the job of an explorer. (Writing to inform)</p>	<p><i>Apes to Zebras</i> – an A-Z of shape poems. Creating a shape poem about a chosen animal. (Writing to entertain).</p> <p><i>The Queens hat</i>- Steve Anthony – Innovate the story with a new landmark. (Writing to entertain).</p>	<p><i>Dogger</i> - Shirley Hughes – Retelling and sequencing the story. (Writing to entertain).</p> <p>Create instructions for how to make a cup and ball, then use these instructions to make own Victorian cup and ball toy. (Writing to inform)</p>	<p>Write a postcard, sharing information about our day at the seaside. (Writing to inform).</p> <p><i>Flotsam</i> - David Wiesner – innovate and describe the images on the camera. (Writing to entertain).</p>

	(Writing to entertain)					
Handwriting	<p>Penpals Scheme Units: 1, 2, 3</p> <p>Children will practice forming 'long legged giraffe' letters.</p> <p>Developing pencil control and grip as well as developing more stamina for writing.</p>	<p>Penpals Scheme Units: 4, 5, 6</p> <p>Children will practice forming lower and upper case 'long legged giraffe' and 'one-armed robot' letters.</p> <p>Developing pencil control and grip as well as developing more stamina for writing.</p>	<p>Penpals Scheme Units: 7, 8, 9, 10</p> <p>Children will practice forming lower and upper case 'curly caterpillar' letters.</p>	<p>Penpals Scheme Units:11,12,13,14,15</p> <p>Children will practice forming lower and upper case 'zig-zag monster' letters and recap and consolidate the formation of all taught letters.</p>	<p>Penpals Scheme Units:16,17,18,19,20</p> <p>Children will consolidate all taught handwriting so far, and use formation independently in writing of words and phrases. Children will practice formation of numbers 0-9.</p>	<p>Penpals Scheme Unit 21, 22, 23, 24</p> <p>Children will consolidate all handwriting practice in all writing opportunities.</p>
Maths	<p>Children will embed knowledge of place value within 10. Children will explore practical addition and subtraction within 10 and begin to record numbers and number sentences.</p>	<p>Children will explore practical addition and subtraction within 10 and begin to record numbers and number sentences. Children will explore 3D shapes and create patterns using 2D shapes.</p>	<p>Children will develop place value understanding within 20, then 50. They will explore addition and subtraction within 20.</p>	<p>Children will explore length, height, weight, mass and volume in practical ways; comparing and discussing practical learning.</p>	<p>Children will practically explore multiplication and division through sharing and grouping amounts. Children will begin to practically work out a whole, half and quarters of amounts when first exploring fractions.</p>	<p>Children will understand position and direction. They will extend understanding of place value to numbers within 100. Children will explore the measurement of time and of money and amounts.</p>
Science	<p><b>Animals including humans – About Me</b></p> <p>Children will learn about the human body and will be able to name, draw</p>	<p><b>Seasonal Changes</b></p> <p>Children will observe the changes from Summer to Autumn and reflect on their knowledge of other</p>	<p><b>Exploring Everyday Materials</b></p> <p>Children will be naming a variety of every day materials, including wood, plastic,</p>	<p><b>Uses of Everyday Materials</b></p> <p>Children will test and experiment with different materials and assess their suitability for</p>	<p><b>Plants</b></p> <p>Children will identify and describe the structure of flowering, garden and wild plants.</p>	<p><b>Animals including humans – About Animals</b></p> <p>Children will identify and name a variety of animals. They will learn the difference between</p>

	and label simple body parts. We will explore our senses and the body parts linked to each one.	seasonal changes. Children will begin to understand and discuss weather changes and changes in days at different times of the year.	glass, metal, water and rock. We will discuss the properties and uses of different materials.	different purposes and use.	We will link seasonal knowledge to understanding of different types of trees. We will embed knowledge of how to grow and care for plants.	animals and categorise them into fish, reptiles, amphibians, birds, or mammals. Children will understand the diet of different animals and whether they are carnivores, omnivores or herbivores.
Computing	<b>iAlgorithm</b> Children will begin to understand what an algorithm is and how to follow and create a simple algorithm. Children will understand true and false statements and use precise instructions to create and debug algorithms.	<b>iModel</b> Children will understand that computers can be used to share and show real events and information. Children will use a computer to create a computer model to represent an idea, story, game or fantasy. Children will use a mouse to control their program.	<b>iDraw</b> Children will use digital mark-making tools to draw shapes, fill with colour and create images on the computer. Children will learn how to import images to an e-book.	<b>iProgram</b> Children will use prior knowledge of algorithms to give instructions to a programmable toy and a virtual, online toy program.	<b>iWrite</b> Children will recognise that text can be created in various ways. Children will use a word processing program to select and insert text, using a keyboard and learning the functions of the space bar and punctuation in word processing.	<b>iData</b> Children will understand a pictogram and learn to read information on these. Children will collect data and represent this using a pictogram program online. Children will explore other digital tools to represent data.
RE		<b>Celebrations and Festivals</b> Pupils will learn celebrations for Christians and Jewish people. Children will begin to make links in their understanding of the traditions	<b>Myself and Caring for others</b> Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of	<b>Beliefs and Teaching</b> Pupils will learn about some stories of Jesus. They will learn that these stories matter to Christians because of who they believe Jesus was and that they believe that he	<b>Symbols and Worship in practice</b> Pupils will learn about the uses and importance of a place of worship. They will know about worship at a church and a synagogue, and	

		and celebrations in other religions. Pupils will also begin to understand the meanings of religious symbols and artefacts.	caring for others and exploring characteristics such as goodness, kindness and sharing. They will hear and discuss religious stories and teachings.	had come to earth with the power to help people in many ways.	learn the meanings and importance of the symbols, artefacts, music, holy books and other items.	
RSE/PSHE	<p><b>Me and My Relationships</b> Children will describe and discuss their emotions and feelings and recognise how themselves and others feel. We will discuss the people who help us to feel happy and safe and who we can talk to if we need help.</p> <p>Children will understand good hygiene practise relating to self-care.</p> <p>Children will settle into the year one classroom and build their confidence and sense of self.</p>	<p><b>Valuing Difference</b> Children will be able to name and discuss similarities and differences between themselves and others. We will discuss respect and demonstrate this in our classroom.</p> <p>Children will understand the skills needed to make and maintain friendships, including sharing, co-operative play, taking turns, permission seeking and listening.</p> <p>Children will have an awareness of safety in the community.</p>	<p><b>Keeping Myself Safe</b> Children will understand what private means and what their private parts are. They will understand that their private parts are private to themselves and should not be touched by others unless there is a medical reason or they have asked for help from a trusted grown-up with keeping clean.</p> <p>Children will know and be able to list their safe people whom they can speak to if they are worried about something.</p>	<p><b>Being my Best</b> Children will embed their understanding of good hygiene routines to keep themselves and others healthy.</p> <p>Children will understand healthy and unhealthy foods and recognise how to maintain a healthy lifestyle.</p> <p>Children will discuss and reflect upon goals and achievements</p>	<p><b>Rights and Responsibilities</b> Children will understand who to call in an emergency and know how to call the emergency services, understanding the rules for this.</p> <p>Children will understand rules that keep us safe. They will understand the need to pay for the things we have and why this is important in society.</p>	<p><b>Growing and Changing</b> Children will have a growing understanding of the changes from being a baby, to a child to an adult.</p> <p>They will learn the differences between baby boys and girls and learn the scientific names for private body parts of boys and girls.</p> <p>Children will discuss their achievements in year 1 and share their aspirations for year 2. We will discuss the changes as we transition into year 2.</p>

Safeguarding links	Each half term we will discuss safeguarding in school and watch and discuss the school DSL video, ensuring that all children understand this. We will discuss e-safety and ensure that children know safe practices on their devices in school and at home, and know their trusted and safe adults in school and at home.					
Art	Children will understand how to be safe in school. Children will understand the job of doctors and nurses as part of our history and English learning; Children will understand the ways these keep them safe.	Children will consider safety when attending celebrations and events. When exploring the local environment, children will build their awareness of road safety and how to be safe when out and about.	Children will understand permission and consent and when they can say no through PSHE and RSE learning.	Children will understand healthy eating and healthy lifestyles as part of PSHE and DT learning.	In PSHE, children will understand the importance of law and rules in the wider world. They will understand the role of the emergency services and how to contact these sensibly in an emergency.	In PSHE and RSE, children will learn the names of their private parts and the importance of these remaining private.
DT		Children will create a moving gift using a range of tools and techniques, building and adapting their creation with the purpose of creating a Christmas gift for a loved one.	Children will explore simple print making skills, using line, shape, colour and texture to explore pattern, sequencing and symmetry.	Children will plan and make a fruit salad. They will discuss possible ingredients, taste test and put together their recipe. Children will make this healthy snack for a family member and will evaluate together.	Children will explore 3D art to create bird, focussing on the form and texture of a bird. They will use observational art to inform their final piece.	Children will create a freestanding structure of a lighthouse. They will explore the purpose of a lighthouse, plan their model thinking about materials and joins, then create and evaluate their model.

Food for Life	Children will plant and care for food and plants. They will understand safety procedures in the poly tunnel.	Children will plant and care for food and plants. Children will understand autumnal vegetables and crops. They will notice autumnal changes.	Children will plant and care for food and plants. Children will understand the importance of planting at the correct time of year, noticing changes in winter.	Children will plant and care for food and plants. Children will understand the importance of planting at the correct time of year.	Children will plant and care for food and plants. Children will identify the changes in the natural environment as spring ends and summer begins.	Children will plant and care for food and plants. Children will understand the importance of planting at the correct time of year.
Geography		<p><b>Local area</b> Children will describe the location of features and routes on a map.</p> <p>They will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		<p><b>The UK</b> Children will learn to use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Children will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p><b>Beside the seaside.</b> Children will understand geographical similarities and differences through studying the human and physical geography of UK coastlines and coastal towns.</p>
History	<p><b>Nurturing Nurses</b> Children will explore the lives of significant individuals in the past who have contributed to national and international achievements..</p>		<p><b>Great Explorers</b> Children will explore the lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p><b>Toys</b> Children will explore changes within living memory.  Children will explore significant historical events, people and places in their own locality.</p>	

Music	Children will explore creating and responding to vocal sounds. They will develop a sense of steady beat and will be able to continue these. Children will understand pitch and volume.	Children will understand dynamics, in sound. They will use instruments to create sounds and begin to identify a sequence of sounds in music.	Children will play a steady beat with a range of percussion instruments. Children will listen to and discuss and musical terms, fast, slow, loud quiet.	Children will begin to understand how music can help to tell a story. They will create music that matches an event in a story, sequencing sounds in a piece of music and recognising structure.	Children will create two contrasting pieces of music, they will listen carefully to sounds and identify the source. Children will create a soundscape as part of a song performance.	Children will create and respond to pitch changes with movement. They will listen to detail in a piece of orchestral music. Children will rehearse and perform pieces of music to others.
PE	<p><b>Core real PE – unit 1</b> Children will be developing personal skills, following instructions and working safely and independently.</p> <p><b>Fundamental skills</b> We will build coordination in footwork and static balance on one leg.</p>	<p><b>Core real PE – unit 2</b> <b>Real gym – unit 1</b> Children will be developing social skills by working together in teams. Children will build confidence when travelling and forming shapes with their bodies.</p> <p><b>Fundamental skills</b> We will improve our jumping and landing skills and seated static balance.</p>	<p><b>Core real PE – unit 3</b> <b>Real dance – unit 1</b> Children will build cognitive skills and follow instructions in order when performing. They will</p> <p><b>Fundamental skills</b> Children will develop static and dynamic balance and link to real dance and performance skills.</p>	<p><b>Core real PE – unit 4</b> Children will link movements together and begin to be more creative with their movements.</p> <p><b>Fundamental skills</b> We will work on ball control and ball skills.</p>	<p><b>Core real PE – unit 5</b> Children will refine physical skills and work with a partner and at different difficulty levels with smaller balls and changing direction and speed.</p> <p><b>Fundamental skills</b> We will develop coordination when sending and receiving balls and improving our agility when responding and reacting.</p>	<p><b>Core real PE – unit 6</b> <b>Real gym – unit 2</b> We will focus on our health and fitness and the effects exercise has on our bodies. We will explore equipment and ensure safety with this.</p> <p><b>Fundamental skills</b> We will build agility with chasing games and refine our static balance, landing and rotational movements.</p>