


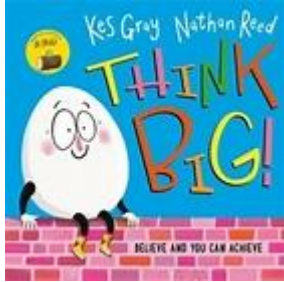
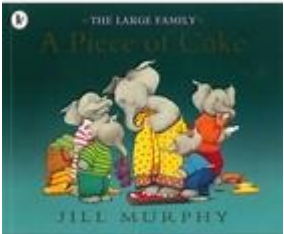





CURRICULUM OVERVIEW 2022-23

YEAR: 1

Staff: Miss Prince, Miss Nangle, Miss Martin, Mrs Beard, Mrs Smith

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nurturing Nurses	Our local area	Great Explorers	Our Country	Toys	Beside the Seaside
<p>Geography: To keep a daily weather chart throughout the year. To identify and discuss changes throughout the seasons. (Go on a nature walk each term) – Use of Barnaby Bear as a tool to travel through the seasons (Geography Association resources)</p>						
Enrichment Experience		Walk around our local area. Links to geography.	Explorer themed day. Links to history.		Toy workshop (Partake). Links to history.	White Post Farm. Links to science.
Author of the Half Term / class book	Nick Butterworth 	Julia Donaldson 	A range of traditional tales that we don't cover in English. 	Kes Gray 	Jill Murphy 	Claire Freedman 
English	<p>To create a fact-file detailing the life of a famous nurse</p> <p>To rewrite the story innovating the problem section (Zog and the Flying Doctors)</p>	<p>To rewrite the story innovating the Wolf character. (Little Red Riding Hood)</p> <p>To rewrite the story innovating the main character and verb. (Three Little Pigs)</p>	<p>To retell the story of the Man on the Moon innovating the events of the story.</p> <p>To write a fact file about Great Explorers.</p>	<p>Poetry- Senses/Materials/Season</p> <p>Fiction- To innovate the places visited in The Queen's Hat</p> <p>Inform- To write a fact file about an area of the UK</p>	<p>To retell the story of Kipper's Toybox, including adjectives</p> <p>To write a letter to a museum about an old toy</p>	<p>To retell the story of Katie Morag Delivers the Post-changing the parcels</p> <p>Inform- Why should you go to the seaside?</p>

Handwriting	Penpals Scheme Unit 1, 2 and 3 Long legged giraffe letters	Penpals Scheme Unit 4, 5 and 6 One-armed robot letters Long legged giraffe letters Introducing capitals for one-armed robots	Penpals Scheme Unit 7, 8, 9 and 10 Curly caterpillar letters Writing words with ff Writing words with double ss Capitals for curly caterpillar	Penpals Scheme Unit 11, 12, 13, 14 and 15 Recapping previous units Practising zig-zag monster letters Writing words with zz Mixing of the letter families Practising all the capital letters	Penpals Scheme Unit 16, 17, 18, 19 and 20 Practising all the number 0-9 Writing words with ck and qu Long vowel phonemes Practising vowels with adjacent consonants End of term check	Penpals Scheme Unit 21, 22, 23, 24 Practising numbers <i>Ch</i> unjoined Introducing diagonal join Practising <i>ai</i> unjoined
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Number: Place Value (within 50)	Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions	Geometry: position and direction Number: Place Value (within 100) Measurement: money Time
Science	Animals including humans – About Me To identify, name, draw and label the basic parts of the human body To say which part of the body is associated with each sense To identify and name a variety of common animals including, fish, amphibians,	Seasonal Changes To observe changes across the 4 seasons To observe and describe how day length varies To observe and describe weather associated with the seasons	Exploring Everyday Materials To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock To describe the simple physical properties of a variety of everyday materials	Uses of Everyday Materials To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock To describe the simple physical properties of a variety of everyday materials To perform simple tests To compare and group together a variety of everyday materials on the basis of their simple physical properties.	Plants To identify and describe the basic structure of a variety of common flowering plants To identify and name a variety of common wild plants To identify and name a variety of common garden plants including deciduous and evergreen trees	Animals including humans – About Animals To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores,

	reptiles, birds and mammals To identify and name a variety of common animals that are carnivores.		To compare and group together a variety of everyday materials on the basis of their simple physical properties. To distinguish between an object and the material from which it is made			herbivores and omnivores.
	Working scientifically: <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 					

Computing	<p>iAlgorithm To understand that algorithms are precise instructions that can be followed. To follow a simple algorithm. To devise a simple algorithm. To understand that program execute by following precise and unambiguous instructions. To plan, test and debug a simple algorithm. To make predictions about an outcome based on a simple algorithm. To understand conditions and outcomes. To understand that some statements can only be true or false.</p>	<p>iModel To understand that computers can show real events and things. To use a mouse to move things accurately on-screen. To understand that computers can be used to make choices. To understand that a computer can be used to model an environment where choices can be made. To understand that a computer model is not an exact replica of real-life environments and/or scenarios. To create a representation of a real or fantasy game or story.</p>	<p>iDraw To investigate simple digital mark-making tools. To explore shape and fill tools. The children draw shapes and fill them in to recreate a vector image. To explore a range of digital drawing tools. To import images an eBook.</p>	<p>iProgram To understand that algorithms are implemented as programs on a range of digital devices. To give instructions to a programmable toy. To plan a simple algorithm to that controls a toy. To program a virtual object to move to on-screen objects. To record a sequence of instructions in a common format.</p>	<p>iWrite To recognise that text can be created in a number of ways. To use word processing software to create text. To understand that a computer can be connected to a printer. To select and insert text into a word processing application. To open and save a word processing document. To understand the value of using a word processor to produce text.</p>	<p>iData To understand why pictograms are useful. To collect and organise information to solve a problem. To create a graph using digital tools. To create a pictogram using collected data. Sort information on criterion. Present data using a graph.</p>
RE		<p>Celebrations and Festivals Pupils will learn simply about annual or weekly</p>	<p>Myself and Caring for others Pupils will learn about their uniqueness as a</p>	<p>Beliefs and Teaching Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the</p>	<p>Symbols and Worship in practice Pupils will learn from visiting and studying</p>	

		<p>celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</p> <p>Skills: Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</p>	<p>person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p>	<p>Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</p> <p>They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.</p>	<p>churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p>	
RSE/PSHE	<p>Me and My Relationships</p> <p>To understand how disrespectful behaviour can hurt others.</p> <p>To demonstrate courtesy and manners in school.</p> <p>To use a range of</p>	<p>Valuing Difference</p> <p>To describe what a relationship is and give some examples of the relationships I am involved in. To describe the ways that I am similar</p>	<p>Keeping Myself Safe and iSafe</p> <p>To understand that private parts should not be touched by others unless there is a medical reason or I have asked for help from a trusted grown-up</p>	<p>Being my Best</p> <p>To know that germs can be spread through sneezing and coughing and can demonstrate how to prevent this by using tissues and washing my hands. To demonstrate how to wash my hands well.</p>	<p>Growing and Changing</p> <p>To know how to keep clean and look after oneself.</p> <p>To understand that babies become children and then adults and know the differences</p>	<p>Rights and Responsibilities</p> <p>To identify and name the different coins and notes we use (maths – summer 2). To know that we have to pay for what we buy. To</p>

	<p>feeling words. To describe a range of feelings. To recognise and describe how I feel. To describe things that make me feel happy and positive. To list people who I can talk to if I need support with my feelings To ask questions and listen carefully to the answers. To play a full part in the life of their classroom. To contribute to and follow rules for my group and classroom.</p>	<p>and different to others. To know what respect is and can demonstrate it in the classroom. To describe ways to show respect and things that show disrespect. To understand how disrespectful behaviour can hurt others. To demonstrate courtesy and manners in school. To state a range of reasons why friendships are important. To demonstrate some of the skills needed to make friends and maintain friendships, including sharing, co-operative play, taking turns, permission seeking and giving and listening. To explain why families are important and how they help children as they grow up. To describe my</p>	<p>with keeping clean. To understand that my body belongs to me and should not be touched by others without my permission, unless I am causing harm to myself or others. To understand that I cannot touch others without their permission. To list people I can go to if I am worried about something.</p>	<p>To be able to name a range of fruits and vegetables. To list a variety of healthy snacks. To make a healthy food choice. To demonstrate some of the skills needed to make friends and maintain friendships, including sharing, co-operative play, taking turns, permission seeking and giving and listening.</p>	<p>between boy and girl babies. To know there are different types of families and which people we can ask for help. To use scientific names to describe private body parts (including 'private' parts - penis, testicles, vulva, vagina, nipples, anus – school to decide on terms and when introduced). To state which parts of my body are private.</p>	<p>know how to keep money safe. To know that I don't have to spend my money but can save it to use later. To know when it is appropriate to get help from an adult if someone is hurt. To list a range of adults I can approach for help and how to access them. To know how to make a phone call to emergency services and understand the rules for this. To clean my teeth well and follow a teeth cleaning routine at home or at school. To list the people in my life that support and care for me. To know what respect is and can demonstrate it in the classroom. To describe ways to show respect and things that show disrespect.</p>
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		own family and how it is similar and different to my friends.				
Art	<p>Access Art: Spirals</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks</p>		<p>Access Art: Simple Printmaking</p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry</p>		<p>Access Art: Playful Making</p> <p>Exploring materials and intention through a playful approach</p>	
DT		<p>Moving Pictures</p> <p>Select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking and drawings and templates.</p>		<p>Dips and Dippers</p> <p>Explore and evaluate a range of existing products. To understand where foods comes from. Use the basic principles of a healthy and varied diet. Select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new dip. Generate, develop, model and communicate</p>		<p>Freestanding Structures</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication</p>

		Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		their ideas through talking and drawings. Evaluate their ideas and products against design criteria		technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable.
Food for Life	Spring flower bulbs	Check on bulbs	Check on bulbs & use flowers for science targets Plant potatoes in bags	Plant peas late March. Looking after potatoes.	Looking after peas & planting more.	Harvesting
Geography		Our Local Area To use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features		The United Kingdom To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm,		Beside the Seaside To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas To understand geographical similarities and

		<p>and routes on a map.</p> <p>To 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>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		<p>house, office, port, harbour and shop</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p>differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
History	<p>Nurturing Nurses</p> <p>To explore the lives of significant individuals in the past who have contributed to national and</p>			<p>Great Explorers</p> <p>To explore the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Toys</p> <p>To explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	

	international achievements.				To explore significant historical events, people and places in their own locality.	
Music	Exploring, creating and responding to vocal sounds. Recognising & developing a sense of steady beat. Understanding pitch and making high and low vocal sounds. Exploring & developing an understanding of pitch using voice and body movements.	Understanding dynamics in sound, exploring and controlling dynamics. Exploring and controlling timbre with voice and body percussion. Use instruments to create descriptive sounds. Identifying a sequence of sounds (structure) in music. Sequencing sounds in a piece of music recognising structure.	Playing a steady beat at different tempi. Identifying changes in pitch and responding to them with movement. Understanding pitch by singing a song with high & low melodies. Listening and discussing musical terms, fast, slow, loud quiet. Playing and maintain a steady beat on various percussion instruments.	Understand how music can help to tell a story. Exploring descriptive sounds. Using instruments to make descriptive sounds to accompany a song. Playing instruments fast, slow, loud & quiet. Creating music that matches an event in a story. Sequencing sounds in a piece of music recognising structure	Exploring different sound sources and materials. Analyse the dynamics and duration of sounds. Explore dynamics and duration on instruments. Create two contrasting textures. Listen carefully to sounds and identify source. Create a soundscape as part of a song performance.	Listening and responding to pitch changes with movement. Listen and respond to a falling pitch signal. Distinguish between pitched and un-tuned percussion. Listening to detail in a piece of orchestral music. Creating word rhythms & performing them with movement. Rehearsing and performing to others.
PE	<p>Unit 1 Personal Skills</p> <p>I enjoy working on simple tasks with help.</p> <p>I can work on simple tasks by myself.</p> <p>I can follow instructions and practise safely.</p>	<p>Unit 2 Social Skills</p> <p>I can play with others and take turns and share with help.</p> <p>I can work sensibly with others, taking turns and sharing.</p>	<p>Unit 3 Cognitive</p> <p>I can follow simple instructions.</p> <p>I can name some things I am good at.</p> <p>I can understand and follow simple rules.</p>	<p>Unit 4 Creative</p> <p>I can observe and copy others.</p> <p>I can explore and describe different movements.</p> <p>I can select and link movements together to fit a theme.</p>	<p>Unit 5 Physical</p> <p>I can move confidently in different ways.</p> <p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or</p>	<p>Unit 6 Health and Fitness</p> <p>I use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p>

	<p>I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>I can help, praise and encourage others.</p>	<p>I can begin to order instructions, movements and skills.</p> <p>With help, I can recognise similarities and differences in performance.</p>	<p>I can begin to compare my movements and skills with those of others.</p>	<p>movement with some control.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a range of skills with some control and consistency.</p>	<p>I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>
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