

## Year 1 Curriculum Overview

YEAR 1	1 <sup>st</sup> half Autumn	2 <sup>nd</sup> half Autumn	1 <sup>st</sup> half Spring	2 <sup>nd</sup> half Spring	1 <sup>st</sup> half Summer	2 <sup>nd</sup> half Summer Forest School
ART	ART: Drawing - Castles	ART: Painting – Mixing primary colours to make secondary colours	ART: Printing - Africa		ART: 3D Modelling – Under The Sea	
COMPUTING	Key Skills and using IT	Online-safety	Algorithms	Data collecting Link to Science	Creating content Link to Humanities	Computer Science
DT				DT: Freestanding Structures - Stadiums		DT: Food – preparing fruit + vegetables: picnics
GEOGRAPHY			UK, Capital Cities & BCP		Under The Sea – (Eco thread)	Heath & Harbour
HISTORY	Castles & Conquerors	Festivals – Guy Fawkes		AFC Bournemouth - (Living memory)		Heath & Harbour
MUSIC	Hands, Feet Heart– Charanga	Christmas performance	I wanna play in a band – Charanga (With Pirates experience day and African drumming experience)	Zoo Time – Charanga	Friendship song – Charanga	Reflect, Rewind and Replay – Charanga
P.E.	Gymnastics Invasion Games IG: Football - p.m.	Dance Sending and Receiving Skills	Swimming Team Building	Swimming. Yoga	Athletics NW: Net Wall Skills	FITNESS SF: Striking & Fielding Skills Forest School
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	CHRISTIANITY: The Creation story	CHRISTIANITY: The Christmas story	CHRISTIANITY: Jesus as a friend	CHRISTIANITY: Easter – Palm Sunday	JUDAISM: Shabbat	JUDAISM: Chanukah
SCIENCE	Seasonal Change States of Matter (Materials)	Seasonal Change States of Matter (Materials)	Seasonal Change Animals	Seasonal Change Animals, including humans	Seasonal Change Animals	Seasonal Change Plants

## Year 1 Curriculum Overview

Art & DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Castles - ART: Drawing	Festivals - ART: Painting Mixing primary colours to make secondary colours	Africa - ART: Printing	AFC Bournemouth DT: Freestanding structures – Stadiums	Under the Sea - ART: 3D Modelling <b>DT Link – structures</b>	Heath & Harbour DT: Food – preparing fruit and vegetables: picnics <b>* Allergies check required</b>
Overarching Question	How can I show patterns and texture in a drawing?	How can I make different colours using paint?	What is printing and how can I use it to create images?	How can I make a structure strong enough to stand up by itself?	How can I send a message through art?	What healthy food can I make that is perfect for a picnic?
Key Concepts & Vocab	Texture, pattern, correct use of pencil	Using a paint brush appropriately, colour mixing	Creating Patterns. Developing impressed images. Relief printing	Purpose, frameworks, strengthening, stiffening, design, make, use of tools	using materials to make known objects for a purpose. Clay work – pinch, roll and coil, slab	Nutrition, eatwell plate, models, evaluate,
Key artists, designers, artwork, objects	Castles, Pencil sketches Bayeux Tapestry	Matisse – The Snail, Kandinsky - Circles, Alexei Von Jawlensky- Schokko, Robert Delaunay- Rythme : Joie de Vivre.	Kente Cloth (See PowerPoint)  Images of African masks	Architects who have built iconic stadia e.g. <a href="#">Beijing National Stadium</a> - Herzog & de Meuron.	Link to Eco thread in Geography unit. Highlight examples of art using recycled materials.	Focus on well-known chefs/cooks that promote healthy eating – e.g. Jamie Oliver, Hugh Fearnley-Whittingstall
Precis	Children are taught how to use texture and pattern to create the idea through drawing and painting of how something might feel. Children will explore man-made and natural patterns. Pupils will develop the skill of looking closely at an object and depicting what seen	The correct use of a paint brush and etiquette when mixing colours is explicitly taught & practised. Key artwork used to investigate colour. Primary and secondary colours introduced. Clean brushes are used to create own work using bold colours.	Relief printing is a family of printing methods where a printing block, plate or matrix that has had ink applied to its surface, but not to any recessed areas, is brought into contact with paper. Pupils experiment with creating patterns using African colour combinations and are taught to use equipment appropriately: Dip trays; Paint brushes; rollers, etc.	Investigate free standing structures. Build & explore a variety of structures Research stadia around the word – identify purpose and features. Generate plans for a model of a new stadium for AFCB. Children will visit the current AFCB stadium so will have first-hand experience.	Children given opportunities to develop clay techniques, through making 3D sea creatures, and tile work based on slab technique. Extend to use scratching to add texture. Link to Geography work on the threat of plastic to ocean wildlife. Discuss ways to use plastic waste to create a variety of sea creatures and seascapes to reinforce the message of need to take action to protect the oceans.	Examine a range of fruit & and veg allowing children to handle, smell and taste fruit and veg. Provide opportunities to practise food-processing skills such as washing, grating, peeling, slicing, squeezing. Make picnic items and evaluate against criteria before selecting favourites to prepare and share on class picnic.
Outcome:	Create a class Bayeux tapestry, portraying a day in the life of Talbot Primary School.	Self-portrait or Joie de vivre painting using secondary colours the children have mixed	Product: Print of an African mask	Design, make & evaluate a model of new stadium for AFCB	Create a sea creature or element of seascape using plastic waste materials.	Design, make and evaluate a range of food items for a class picnic on the Heath
NC Skills & knowledge	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  About the work of a range of artists, describing the differences and making links to their own work.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  To use a range of materials, creatively to design and make products.	To generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.  To build structures, exploring how they can be made stronger, stiffer and more stable.	- To use a range of materials, creatively to design and make products.  - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	To select from and use arrange of tools and equipment to perform practical task (e.g. cutting, shaping, joining and finishing).  To explore and evaluate a range of existing products.  To use the basic principles of a healthy and varied diet to prepare dishes.  To understand where food comes from.
Art Assessment Fundamentals	<b>Vocabulary:</b> To know, understand and use the following vocabulary accurately and with confidence: texture, pattern, primary colours, secondary colours, self-portrait, relief printing, printing block, pinching, coiling, rolling, slabs, images <b>Drawing:</b> * Know how to look closely at an object or image and represent what is seen when drawing <b>Painting:</b> * Know how to mix primary colours to make secondary colours. * Know how to mix colours matched to artist paintings they are studying. * Know how to use a brush respectfully and appropriately. <b>3-D:</b> * Know how to create clay pieces using pinching, rolling, coiling and slabbing. * Know how to join 3-D works so that they remain in one piece. * Know how to create a representational sea creature out of waste materials <b>Printing:</b> * Know how to use a roller, dip/ink tray, Styrofoam when printing. * Know how to reflect on African art colour, pattern and form and use it in their prints.					
DT Assessment Fundamentals	<b>Vocabulary:</b> To know, understand and use the following vocabulary accurately and with confidence: cut, fold, join, structure, wall, tower, weak, strong, base, top, underneath, side, edge, corner, straight, curved, metal, wood, plastic, design, make, evaluate, fruit and vegetable names, sensory vocabulary e.g. soft, juicy, crunchy, peel, grate, cut, squeeze. <b>Freestanding structures:</b> * Know how to generate ideas based on simple design criteria and their own experiences, explaining what they could make. * Know how to build and explore a variety of freestanding structures using construction kits. * Know how to fold, join and roll paper and card to create freestanding structures <b>Food &amp; nutrition:</b> * Handle, smell and taste fruit and vegetables to be able to describe them through talking and drawing. * Know how to carry out basic food-processing skills such as washing, grating, peeling, slicing, squeezing.					

## Year 1 Curriculum Overview

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Key Skills and using IT	Online-safety	Algorithms	Data collecting Link to Science	Creating content Link to Humanities	Computer Science
Overarching question	KQ – How does technology play a part in our lives?	KQ – Why do we have to stay safe online?	KQ – Why are algorithms important?	KQ – How can we use technology to create data?	KQ – How can we use software to create digital content?	KQ – How can we program and debug using knowledge of algorithms?
Key Concepts	Evaluate unfamiliar technology. Recognise the role it plays in today's world.	Responsible users of IT	Can understand and apply the fundamental principles and concepts of computer science	Competent users of technology	Competent and creative users of technology	Apply principles and concepts of Computer Science
Precis	What can we do with technology in school? iPads, cameras, various programmes. What can we represent? Label different examples of technology in the school. Move on to tech at home, bring in examples for discussion points. Move on to key skills, opening programs, logging on, finding information, using QR codes, creating pictures, using the mouse.	Introduction to Online-safety – what it is, why they need to stay safe online. Look at the sharing of personal information online, creating golden rules of being on a computer. Discussions about who children need to talk to if they are worried, and the trustworthy people around them. Look at 'online life' and what the internet can be used for. Create an avatar for their 'online profile'.	Discuss what algorithms are, and look at simple instructions in day to day life (making breakfast, brushing teeth etc. Give peers instructions to follow. Children to write simple instructions alongside images for a recipe, game, app. Link to how computers use algorithms. Explain they work the same way as we have been, by following clear instructions. Daisy the Dino – programming characters to follow commands. Introduce debugging – what's gone wrong, how do we fix it.	Children to collect data in connection with their Science lessons – display on paper. Look at the different types of graphs that can be used on computers, seeing which is the easiest to access. Children to experiment using class data uploaded by teacher to see which is their preferred method of create data.	Linked to topic lessons for the half term. Children to recap how to use paint, 2paint and other various programs. Move onto book creator. Create a book all about the humanities topic, adding images, sentences. CHALLENGE – can they create a Kahoot! Quiz?	iPad based lessons. Using 3 different app which each focus on a different area of programming and debugging. Starting with Cargo-Bot – looks at the basics of programming. Children to look at Daisy the Dinosaur, using a sprite to create unique programs.
NC Skills & Knowledge	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To recognise common uses of information technology beyond school	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To recognise common uses of information technology beyond school	To create and debug simple programs.  To use logical reasoning to predict the behaviour of simple programs
Computing Assessment Fundamentals Knowledge	<ul style="list-style-type: none"> <li>- What is an algorithm?</li> <li>- How do computers use algorithms?</li> <li>- How do we stay safe online? Who do we talk to if we are worried?</li> <li>- What technology is in our lives? How do we use it?</li> </ul>					
Skills	<ul style="list-style-type: none"> <li>- Create digital content e.g. an interactive book with images.</li> <li>- Program computers using simple algorithms e.g. program a beebot to move from one play to another.</li> <li>- To be able to explain the golden rules of online safety and follow them.</li> </ul>					

## Year 1 Curriculum Overview

Geography History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	The Rule of Law - Is the King always right?	Democracy - Parliament	Mutual respect – recognise and celebrate similarities & differences	Individual Liberty – The power of community	Tolerance - Judaism – Its beliefs and community in UK	Local government – mayor. Some basic rules and understanding
Area of Focus	Castles & Conquerors	Festivals – Guy Fawkes	BCP & UK	AFC Bournemouth - (Living memory)	Under The Sea – (Eco thread)	Heath & Harbour
Overarching Question	KQ : How did William the Conqueror change Britain?	KQ: Why do we celebrate Bonfire Night?	KQ: What is the UK?	KQ: How has football affected Bournemouth?	KQ: How can we help save our seas?	KQ: Why is Poole a great place to live?
Key Concepts & Vocab	Invasion / Sources	Parliament / Rebellion	Habitat / Vegetation Landscape / Climate	Community Culture / Primary sources	Biome / Habitat / Landscape / Erosion / Global Citizenship	Community / Habitat / Tourism / Trade
Precis	<p>Focused around the invasion of William the Conqueror, and his influence on England. Key focus on Battle of Hastings, Castles Especially White Tower – part of Tower of London),</p> <p>Sources: Domesday Book, Bayeux Tapestry &amp; differences in then and now.</p>	<p>Understand the key events for Guy Fawkes, why the plot was needed, and why we recognise still today. Introduce key concepts within the story of Guy Fawkes.</p>	<p>Children look at location of where the United Kingdom is on a world map and where their town is in relation to the U.K – use of key vocabulary; south, north, west and east. They will learn the countries and capital cities of the UK and recognise that we live on the coast of an Island.</p>	<p>Key focus around change in living memory, and the impact of AFC Bournemouth success on the town, from nearly going out of business in 2008 to the Premiership 2015-present. Use of primary sources (parents, siblings for opinions). Look at Eddie Howe's contribution from player to manager.</p>	<p>This topic will identify that the UK is surrounded by 'sea', which is a large body of saltwater and identify the animals that live in this particular habitat. Children will look how much water covers the Earth's surface and what dangers/threats are damaging the habitat of the animals in the sea. Focus on plastic waste and what we can do to help.</p>	<p>The history and uses of Poole Harbour. Key focus on local history and its importance to the birth of the town. Look at - Brownsea Island - Wildlife (RSPB) – Sunseeker - Trade The Heath to understand why it is protected, and the history of the site</p>
<p><b>NC Skills &amp; knowledge</b></p> <p><b>ALL GEOGRAPHY:</b> To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</p> <p><b>ALL HISTORY:</b> To develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>To know where the people and events they study fit within a chronological framework.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Learn about events beyond living memory that are significant nationally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To know where the people and events they study fit within a chronological framework</p> <p>Learn about events beyond living memory that are significant nationally, events commemorated through festivals or anniversaries.</p>	<p>To use simple compass directions (NSEW) &amp; locational &amp; directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p>Be able to name and locate the United Kingdom, its countries and their capital cities</p>	<p>To ask questions, choosing and using parts of stories and other sources to show that they know and understand the key features of each event.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To learn about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Learn about significant historical events, people and places in their own locality.</p>	<p>To name and locate the world's seven continents and five oceans.</p>	<p>To ask questions, choosing and using parts of stories and other sources to show that they know and understand the key features of event.</p> <p>To learn about changes within living memory.</p>
Geography Assessment Fundamentals	<p>Vocabulary: To know, understand and use the following vocabulary accurately and with confidence.... Habitat, Landscape, Climate, Tourism</p> <p>* To be able to identify the UK (including the four countries that make up the UK) and its surrounding seas on a map, globe or atlas. * To be able to describe differences and similarities between their local environment and other places studied. * To understand and explain the issues/problems that are affecting the seas especially an animal's habitat. * To be able to use simple compass directions (north, south, east, west). * To identify animals that live in the sea.</p>					
History Assessment Fundamentals	<p>Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: Sources, Invasion, Community, Trade</p> <p>* To be able to put up to three objects in chronological order. * To be able to use common words and phrases relating to the passing of time including: yesterday, last week, last year, a long time ago, before, after, etc. * To be able to explain ways in which we know about things that happened in the past. * To describe key people and events studied: Who was William the Conqueror? Guy Fawkes? What happened at the battle of Hastings? * To identify the key features of a castle and their uses. * To identify key facts about the history of their local area.</p>					

## Year 1 Curriculum Overview

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Hey You! – Charanga	Christmas performance	African drumming unit – with specialist teacher/ drumming day	Round and Round -- Charanga	Imagination – Charanga	Reflect, Rewind and Replay – Charanga
Overarching Question	Can you recognise pulse within the basic style of Hip Hop music?	Can you tell the story of Christmas through music?	What are the roots, context and cultural importance of music played on the Djembe in African society?	What is tempo? Is this important in Latin based music?	What is the structure of a song?	What is classical music? Does it tell a story and have emotion?
Key Concepts & Vocab	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Style, rap, chants, pulse, rhythm, rhymes, verse.	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Christmas, Nativity, carols, chorus, verse, loud, quiet.	<u>Key concepts:</u> Play and perform with instruments Compose and Improvise Listen, recall and respond <u>Vocabulary:</u> Djembe, drum, pulse, rhythm, beat, call and response,	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Latin, Jazz, tempo, speed, tuned percussion, pulse, rhythm, glockenspiel, xylophone	<u>Key concepts:</u> Sing, play, perform Improvise and compose Listen, recall and respond <u>Vocabulary:</u> Musical theatre, verse, chorus, coda, song structure, texture, actions, pulse, rhythm, call and response	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Classical music, flute, clarinet, trumpet, orchestra, feelings, emotions, composers, texture, tempo.
Precis	Focussing on being able to hear and move to a pulse within different Hip Hop songs and raps. Exploring the use of the voice in different ways; such as speaking, singing and chanting. Discovering how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.	Work towards a performance for parents to include both traditional carols and modern Christmas songs to celebrate the Nativity.	Lessons to include investigating how the instrument is played, the sounds it can make and learning basic rhythms through call and response. Taking part in an African cultural day to include drumming and dancing with 2 professionals. To identify patterns and improvise drum rhythms.	Listen and appraise music from the Latin/jazz style. Be able to find the pulse within the music. Listen and clap back rhythms. Discuss music with focus on tempo (fast and slow) Use voices to sing and perform a Latin styled song. Use tuned percussion to accompany a song.	Using songs from musical theatre, to learn about the structure of songs. These songs will include verse and chorus for the first time and a coda (special ending) that adds texture to the songs. Use actions to indicate pulse and rhythms. Use call and response singing activities and perform and share together.	A consolidation of the year's work and look at the history of music. Study various classical pieces, try to identify orchestral instruments and find out the stories behind the pieces and their composers. How does each piece make you feel? Do they produce an emotional response? (could miss out lesson 3- overlaps with yr6 curriculum)
FUNDAMENTAL SKILLS and KNOWLEDGE	Listen with concentration and understanding. Can listen to different types of music and describe them in basic terms. Use voice expressively by singing simple songs, chants and rhymes.	Find out how to sing with expression, confidence and creativity to an audience.	Listen with concentration and understanding. Play instruments showing an awareness of others. Has worked out how to make different sounds and rhythms from a range of different instruments.  Repeat and investigate simple beats and rhythms. Understand how to play an instrument with care & attention.	Listen with concentration and understanding. Can listen to different types of music and describe them in basic terms. Can work with others to combine sounds to accompany a song and play tuned instruments. Use the voice expressively and creatively.	Listen with concentration and understanding. Can listen to different types of music and describe them in basic terms. Investigate making sounds that are very different (loud and quiet, high and low etc Create a sequence of long and short sounds with help, including clapping longer rhythms.	Explore own ideas and change as desired. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music.
Music Assessment NC Primary Curriculum	Keep a pupil evidence log/ bubble ups in a scrapbook per year group to evidence work and performances. Where possible photograph and video key pieces from the end of a unit. <b>Key stage 1</b> - Pupils should be taught to: *Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Play tuned and untuned instruments musically. * Listen with concentration and understanding to a range of high-quality live and recorded music. * Experiment with, create, select and combine sounds using the inter-related dimensions of music.					

## Year 1 Curriculum Overview

P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Gymnastics Y1 Unit 1 - GS4P.E.	Dance Y1 - GS4P.E.	Swimming (See Swimming Plan)	Swimming (See Swimming Plan)	Athletics Yr 1 - GS4P.E.	Fitness Y1/2 - GS4P.E.
Overarching question	Which jumps, rolls and balances can I perform safely?	How does counting help us when dancing?			How fast am I? How far can I throw? How far can I jump?	What is fitness? Can I improve it?
Key Concepts, Skills & vocab	<b>Physical:</b> Travelling actions / Shapes / Balances / Jumps / Barrel roll / Straight roll / Forward roll progressions <b>Social:</b> Sharing / Working safely <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback / Selecting and applying actions	<b>Physical:</b> Travel / Copying and performing actions / Using shape <b>Social:</b> Co-operation / Communication / Coming to decisions with a partner / Respect <b>Emotional:</b> Confidence / Acceptance <b>Thinking:</b> Counting / Observing and providing feedback / Selecting and applying actions			<b>Physical:</b> Running at varying speeds / Agility / Balance / Running over obstacles / Jumping, hopping and leaping in combination and for distance / Throwing for distance <b>Social:</b> Working safely / Collaborating with others <b>Emotional:</b> Working independently / Honesty and playing to the rules <b>Emotional:</b> Determination <b>Thinking:</b> Exploring ideas	<b>Physical:</b> Agility / Physical: Balance / Co-ordination / Speed / Physical: Stamina Skipping <b>Social:</b> Taking turns/ Encouraging and supporting others <b>Emotional:</b> Determination / Perseverance Challenging myself <b>Thinking:</b> Identifying strengths and areas for improvement / Observing and providing feedback
Precis	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.			In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.
Assessment statements	I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.	I am beginning to use counts. I can copy, remember & repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I recognise changes in my body when I do exercise. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.			I am able to throw towards a target. I am beginning to link running and jumping movements. I am beginning to show balance and co-ordination when changing direction. I am developing over arm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap or a hop and can choose which allows me to jump the furthest.	I can change direction when running. I can recognise changes in my body when I do exercise. I can run at different speeds. I can show hopping and jumping movements. I show coordination when trying hula hoop skills. I try my hardest to keep working over longer periods of time. I use co-ordination to turn a skipping rope. I work with others to turn a rope.
Health & Safety	For gymnastic activities, pupils should remove shoes and socks. * Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.'	For dance lessons, children should remove their shoes and socks. It is also good practice for teachers to do this. Ensure children work in their own safe space. Base stations can help to aid this.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	For dance lessons, children should remove their shoes and socks. It is also good practice for teachers to do this. Ensure children work in their own safe space. Base stations can help to aid this.		Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.

## Year 1 Curriculum Overview

Area of Focus	IG: <b>Football - p.m.</b>	IG: Large Ball skills Netball	NW: Badminton - racket skills and co-ordination.	Gymnastics - jumping landing travelling.	SF: Cricket- co-ordination and small ball skills	NW: Tennis- small ball skills.
Area of Focus	Invasion Games <b>Football - p.m.</b>	Sending and receiving GS4PE Y1/2	Team Building GS4PE Yr 1	Yoga Yr/1 GS4PE	Net/Wall GS4PE – Yr 1/2	Striking & Fielding GS4PE Yr 1/2
Overarching question	What does it mean to be in possession of the ball?	How many ways can I send and receive a ball?	What is more important, talking or listening?	When I am calm and in control how does it make me feel?	What skills are needed when playing net/wall games?	Why do I sometimes need to use different ways to throw a ball?
Key Concepts, Skills & Vocab	<b>Physical:</b> Throwing and catching / Kicking / Dribbling with hands and feet / Dodging <b>Social:</b> Co-operation / Communication / Supporting and encouraging others / Respect and kindness towards others / <b>Emotional:</b> Honesty and fair play / Managing emotions <b>Thinking:</b> Connecting information / Decision making Recalling information	<b>Physical:</b> Rolling / Kicking / Throwing / Catching Tracking <b>Social:</b> Cooperation / Communication / Keeping others safe <b>Emotional:</b> Perseverance / Challenging myself <b>Thinking:</b> Identifying how to improve / Transferring skills	<b>Physical:</b> Balancing / Travelling actions <b>Social:</b> Communication /Sharing ideas /Encouraging & supporting <b>Emotional:</b> Confidence / Trust / Honesty <b>Thinking:</b> Decision making / Using tactics // Planning / Problem solving	<b>Physical:</b> Breathing / Balance / Flexibility / Strength <b>Social:</b> Working safely / Sharing ideas / Leadership <b>Emotional:</b> Calmness / Patience Understanding <b>Thinking:</b> Selecting actions / Creating poses / Focus / Providing feedback	<b>Physical:</b> Throwing / Catching / Hitting a ball Tracking a ball / <b>Social:</b> Respect / Communication <b>Emotional:</b> Honesty and fair play / Determination <b>Thinking:</b> Decision making / Using simple tactics / Recalling information / Comprehension	<b>Physical:</b> Throwing / Catching / Retrieving a ball Tracking a ball / Striking a ball <b>Social:</b> Communication / Supporting and encouraging others / Consideration of others <b>Emotional:</b> Perseverance/ Honesty and fair play <b>Thinking:</b> Using tactics / Selecting and applying skills / Decision making
Precis	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses/techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. They will create their own poses in response to a theme.	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
Assessment Statements	I am beginning to dribble a ball with hands & feet I can change direction to move away from a defender I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I know when I am successful. I move my feet to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.	I am beginning to send and receive a ball using a piece of equipment. I am beginning to send and receive a ball with my feet. I can catch a ball after one bounce. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me.	I can communicate simple instructions. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I show honesty and play fairly.	I can provide feedback to others. I can recognise changes in my body when I do exercise. I can remember and repeat actions, linking poses together. I can show an awareness of space when travelling. I can work with others to create poses.	I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.	I can catch a beanbag and a medium-sized ball. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I play fairly against an opponent. I understand the rules and I am beginning to use these to play fairly. I understand when I am successful.
Health & Safety	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. In particular, unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on the side or cones to stop them rolling.	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. In particular, unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on the side or cones to stop them rolling.	Teach the pupils how to behave and move in a safe way both with and without equipment. When using blindfolds, ensure the area is safe and free from obstructions.	Pupils must remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn't feel comfortable.	Teach pupils how to behave & move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. Use a bench turned on the side or cones to stop balls rolling. When using rackets, ensure that pupils are working in a safe space and hitting the way	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. Ensure there is enough space between games and that batters hit away from other children.
P.E. Assessment Fundamentals SKILLS KNOWLEDGE	<ul style="list-style-type: none"> <li>- I can make my body tense, relaxed, stretched and curled.</li> <li>- I can copy, remember &amp; repeat actions.</li> <li>- I can send and receive a ball with hands and feet.</li> <li>- I can work with a partner and a small group.</li> <li>- I am beginning to link running and jumping movements.</li> </ul>					

## Year 1 Curriculum Overview

P.S.H.E. -Jigsaw	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overarching Question	Who am I and where do I belong?	What one thing makes me different than my friends?	What does it feel like to succeed and celebrate?	Why is my body so amazing and what can I do to keep it that way?	Can I explain why I appreciate someone that is special to me?	Which parts of the body are different for boys and girls?
Key Concepts & Vocab	Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences Our learning charter	The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating difference, celebrating me	My treasure chest of success A steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating success	Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy healthy me	Families Making new friends Greetings People who help us Being my own best friend Celebrating my special relationships	Life cycles Changing me My changing body Boy's and girl's bodies Learning and growing Coping with changes
Precis	Children learn about being part of class and the responsibilities that go with it. Also the concept of rights, responsibilities, consequences and actions are explored which leads to collectively developing a learning charter.	Children will further explore bullying and learn how to deal with it.	Children will further explore how to achieve goals through overcoming obstacles that may be in their way.	Children will continue to explore healthy concepts and start to think about external factors.	Children will further develop their understanding of friendships and how some people are very special to us.	Children will be prepared for changes at school and to themselves.
Outcome	Learning charter	Gingerbread people display	Dream wellies	Recipe book ch 1 Keeping Clean and Healthy	Dance and balloons	Speech bubble changes
PSHE Assessment Fundamentals SKILLS & KNOWLEDGE.						



## Year 1 Curriculum Overview

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	CHRISTIANITY: The Creation story	CHRISTIANITY: The Christmas story	CHRISTIANITY: Jesus as a friend	CHRISTIANITY: Easter – Palm Sunday	JUDAISM: Shabbat	JUDAISM: Chanukah
Overarching Question	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does celebrating Chanukah make Jewish children feel closer to God?
Key Concepts & Vocab	God, creation, environment, respect, trust, responsibility, Adam, Eve, Christian, Christianity	Nativity, Christmas, gold, frankincense  myrrh, Mary, Joseph, incarnation (God taking human form), Christian, Christianity	Story of stilling the storm, Washing of feet, Story of Zacchaeus, Story of Mary, Martha and Lazarus, incarnation (God taking human form), friendship, Christian, Christianity	The Easter story, Palm Sunday, Palm cross, salvation, welcoming special people, Christian, Christianity	Shabbat, Challah, Jewish, Judaism, priorities, kippah, Sabbath, synagogue, blessing, ceremony, prayer	Chanukah, Chanukiah, latkes, synagogue, dreidel, Judas Maccabee, salvation, celebration, Jewish, synagogue,
Precis	To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	To retell the Christmas story through different media.  Teach symbolism of wise men's gifts.	To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	To understand why Jewish children take part in <b>Shabbat</b> and why it is important to them: the meal, blessings, ceremony and family time.	To understand why Jewish children take part in <b>Chanukah</b> activities: food, presents, dreidel game candles and visiting the synagogue.
Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE.	<p>I can say how it felt to make something.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p> <p><b>Suggested final assessment:</b></p> <p>Children complete Step 3 on Activity Sheet 2. Children to have pictures from the Investigation sorting lesson and sort according to which actions Christians think God would like to see and give their reasons... I think Christians would think God would be pleased because...</p>	<p>I can talk about a gift that is special to me.</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p> <p><b>Suggested final assessment:</b></p> <p>What presents might Christians want to give Jesus if He was born today? Children draw a picture of this gift on Activity Sheet 2 and teacher scribes gift tag 2 to explain why the child thinks it would be meaningful for Jesus. An extension activity: Can the child explain why Christians believe Jesus is a special gift from God to the world? (Gift tag 3)</p>	<p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can say how Jesus tried to be a good friend.</p> <p><b>Suggested final assessment:</b></p> <p>Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why. Use Activity Sheet 1&amp;2</p>	<p>I can talk about a person I admire.</p> <p>I can recall parts of the Easter story.</p> <p>I can recognise some symbols in the story.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p> <p><b>Suggested final assessment:</b></p> <p>Discuss key question. Why did people welcome Jesus this way? Is this what Jesus wanted? Order events of Easter story.</p>	<p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p><b>Suggested final assessment:</b></p> <p>Use Activity Sheet 1 showing a picture of a non-Jewish child asking the Jewish child out on a Friday evening. Children to think of a response and write in the Jewish child's speech bubble explaining why the Jewish boy would/would not go.</p>	<p>I can talk about how cards help to mark celebrations.</p> <p>I can recognise some of the symbols used at Chanukah and start to explain them.</p> <p>I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.</p> <p><b>Suggested final assessment:</b></p> <p>Children complete the Activity Sheet 1 sorting pictures into the 2 circles and explaining their thinking in the boxes underneath.</p>

## Year 1 Curriculum Overview

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	States of matter	Seasonal change		Plants	Animals including humans	Seasonal change
Overarching Question	How can I sort materials?	How does the tree outside my window change over the year?		What plant is this?	What animal is this?	How does the tree outside my window change over the year?
Key Concepts & Vocab	Hardness, Flexibility, Transparent, Opaque Translucent	Winter, spring, summer, autumn, Daylight, Day length		Deciduous, Evergreen, Environment, Common, Rare, Wild, Cultivated, Petal, stem, leaf, root, flower ,fruit, seed	Fish, Reptile, Amphibian, mammal, bird, Carnivore, herbivore, omnivore, Senses	Winter, spring, summer, autumn, Daylight, Day length
Precis	Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties.	Pupils should observe and talk about changes in the weather and the seasons.  Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.		Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.	Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.	Pupils should observe and talk about changes in the weather and the seasons.  Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.
NC Skills & Knowledge	<ul style="list-style-type: none"><li>- distinguish between an object and the material from which it is made</li><li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li><li>- describe the simple physical properties of a variety of everyday materials</li><li>- compare and group together a variety of everyday materials on the basis of their simple physical properties</li></ul>	<ul style="list-style-type: none"><li>- observe changes across the 4 seasons</li><li>- observe and describe weather associated with the seasons and how day length varies.</li></ul>		<ul style="list-style-type: none"><li>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>- identify and describe the basic structure of a variety of common flowering plants, including trees</li></ul>	<ul style="list-style-type: none"><li>- identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li><li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li><li>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul>	<ul style="list-style-type: none"><li>- observe changes across the 4 seasons</li><li>- observe and describe weather associated with the seasons and how day length varies.</li></ul>
Assessment Fundamentals Science	SCIENCE					
KNOWLEDGE & SKILLS						
	WORKING SCIENTIFICALLY					
	<ul style="list-style-type: none"><li>- Ask questions based on observations</li><li>- Use simple recording equipment</li><li>- Perform simple tests (eg floating/sinking)</li></ul>					