



Curriculum Overview 2016-17
Year Group: 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Me, Myself and I	Celebrate Good Times!	Home is Where the Heart is	Matchstick Men and Matchstick Cats and Dogs	What a Wonderful World	To Infinity and Beyond
History	N/A	<p>Our History</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework – introduction to a timeline.</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 – picture sort – the past and present.</p> <p>To identify similarities and differences between ways of life in different periods – compare toys and technology now and in the past – make a Victorian toy.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Remembrance day.</p>	N/A	<p>Lowry</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know about significant historical people and places in their own locality – Finding out about the life of L.S. Lowry.</p>	N/A	<p>Neil Armstrong</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements – Finding out about the life of Neil Armstrong.</p> <p>To know about significant historical events – the moon landing.</p>

<p>Geography</p>	<p>Our Geography</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– labelling a map of the school, finding the school on a local street map and introducing a key, bar chart of methods of transport to come to school, walk around Chorlton to identify features.</p>	<p>N/A</p>	<p>Our City in comparison to the countryside.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries - identify and label the countries on a map of the UK.</p> <p>To use basic geographical vocabulary to refer to key physical features and key human features - feature sort.</p>	<p>N/A</p>	<p>Continents and Oceans.</p> <p>To name and locate the world’s seven continents and five oceans – locating them on a world map.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Identifying characteristics of the polar regions – and identifying countries which fall in the northern/southern hemisphere and on the equator.</p> <p>To use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>Comparing a contrasting Locality.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – comparing The Orkney Islands and Cape Verde.</p>
<p>Science</p>	<p>The Human Body and the senses.</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal change throughout.</p> <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals</p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Materials</p> <p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p>Materials</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Plants</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Plants</p> <p>As Summer 1.</p>

<p>Computing</p>	<p>Basic skills To develop a range of generic IT skills, including; mouse control, using a keyboard, printing, editing text, editing images, saving, using save as and just save function, opening documents, logging on/off and shutting down, ipad control and use.</p>	<p>Technology in our Lives To understand how technology is used in everyday life. Paint packages To use a range of paint tools to create an image. Celebration images.</p>	<p>E-Books To use a camera to take photographs. To upload an image onto a computer. To edit either an image they have taken or a pre saved image (use the basic editing tools for Yr 1 e.g. crop, rotate, brightness, resize, colour). To create a publication.</p>	<p>E-Safety To understand how to be safe whilst using the internet. Use 'Think you know' website and Hector's World. (Keeping passwords and personal information private – what to do if something makes you feel uncomfortable, understanding the reliability of what is on the internet.)</p>	<p>Coding To use algorithms. To develop computational and logical thinking. To use logical reasoning to predict, create and debug programs. Using the Beebots, Scratch Junior and Kodable app on I-Pads.</p>	<p>Data Handling To create simple pictograms. To create a simple bar chart. To interpret bar charts and pictograms. Top Marks and 2 count and 2 graph programs.</p>
<p>Art</p>	<p>Self Portraits To use drawing, to develop and share their ideas, experiences and imagination – Self Portraits To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. – Colour mixing. To know about the work of a range of artists - Arcimboldo</p>	<p>N/A</p>	<p>N/A</p>	<p>Lowry To know about the work of a range of artists – Lowry. To use drawing, to develop and share their ideas, experiences and imagination – Drawing in the style of Lowry. To use a range of materials creatively to design and make products – Lowry miniature canvas.</p>	<p>Henri Rousseau To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – Creating a jungle scene in the style of HR. To know about the work of a range of artists – Henri Rousseau. To know the differences and similarities between different practices and disciplines, and making links to their own work. – Comparing Lowry and Henri Rousseau.</p>	<p>N/A</p>
<p>DT</p>	<p>N/A</p>	<p>Making Puppets To explore and evaluate a range of existing products – puppets. To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate and communicate their ideas through drawing. To select from and use a range of tools and equipment</p>	<p>Building Dens To generate and communicate their ideas through drawing. To build structures, exploring how they can be made stronger, stiffer and more stable – making a den. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</p>	<p>N/A</p>	<p>N/A</p>	<p>Moon Buggies To explore and evaluate a range of existing products- cars and moon buggy. To generate and communicate their ideas through drawing. To explore and use mechanisms [for example wheels and axles], in their products. To select from and use a range of tools and equipment</p>

		to perform practical tasks [for example, cutting, shaping, joining and finishing]- sewing techniques. To evaluate their ideas and products against design criteria.	according to their characteristics – choosing from the a range of natural and man-made materials. To evaluate their ideas and products against design criteria – testing dens.			to perform practical tasks [for example, joining and finishing] – evaluate different methods of joining components of the moon buggy. To evaluate their ideas and products against design criteria
Music/drama	Body Percussion To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To explore pulse and rhythm.	Carnival of the animals. To experiment with, create, select and combine sounds using the inter-related dimensions of music. To explore timbre and form. Compose 'animal portraits'	Exploring Timbre To play tuned and untuned instruments musically. Exploring and comparing metal sounds and wooden sounds.	Industrial Manchester To experiment with, create, select and combine sounds using the inter-related dimensions of music. Creating a soundscape. (Pitch form and timbre.)	Music from around the world. To play tuned and untuned instruments musically. African drumming Samba.	Space Music To listen with concentration and understanding to a range of high-quality live and recorded music Listen to various pieces – Space Oddity and Sprach.
RE	Myself	Celebrations	Stories	Special People	Belonging	Beliefs – comparing the major religions.
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Gym – Basic floor work. Games- Basic movement without a ball.	Gym – Linking basic movement together. Gradually introducing different equipment and exploring how they can be used. Games - Movement with a ball.	Dance - Perform dances using simple movement patterns. Gym making a sequence of movements. Games Relay races.	Dance - English country dancing. Gym – Balance and levels.	Games Participate in team games, developing simple tactics for attacking and defending. Dance – Dance from around the world. Gym using large apparatus.	Games – Athletics. Gym - speed and direction
PSHE	New Beginnings	Getting on and Falling Out	Going for Goals	It's Good to be Me	Relationships	Changes/SRE