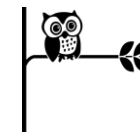


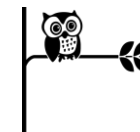
Curriculum Overview 2019 – 2020

Year Group: 1

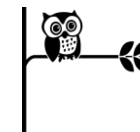
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Is Chorlton a fun place to live?	Which toys are better: modern or Victorian?	Where is the best place to build my castle?	What should we build Neil Armstrong's rocket out of?	Does everywhere in the world get lots of rain?	How has going to the seaside changed?
English	Fiction- Stories with predictable and patterned language Fiction – Stories with familiar settings Non-Fiction – Labels, list and captions Poetry – Using senses	Fiction – Traditional and fairy tales Non-Fiction – Instructions, information texts and recounts	Fiction – Traditional and fairy tales Non-Fiction - Instructions Poetry – N/A	Non-Fiction -Recounts Poetry – Pattern and rhyme Fiction – Stories about fantasy worlds	Fiction – Stories from a range of cultures Non-Fiction – Information texts Poetry – Poems on a theme	Fiction - Stories with familiar settings Non-Fiction – Instructions and information texts Poetry N/A



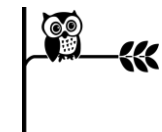
History	N/A	<p>Our History</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework – introduction to a timeline.</p> <p>To understand some of the ways in which we find 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>Separate day on: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Remembrance day.</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>	N/A	
Geography	Our Geography	N/A	Our City In Comparison To The Countryside	N/A	Continents And Oceans	Comparing And Contrasting Locality



	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.		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. To use basic geographical vocabulary to refer to key physical features and key human features - feature sort.		To name and locate the world's seven continents and five oceans – locating them on a world map. 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. To use world maps, atlases and globes to identify countries, continents and oceans.	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.
Science	<p>The Human Body and the Senses 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 To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p>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, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Seasonal Change To observe changes across the four seasons.</p>	<p>Materials To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Seasonal Change To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p>Materials To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Change To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants 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. Seasonal Change To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants 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. Seasonal Change To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>



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Computing	<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>Introduction to E-Safety</p>	<p>Technology in Our Lives To understand how technology is used in everyday life.</p> <p>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.</p> <p>To upload an image onto a computer.</p> <p>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).</p> <p>To create a publication.</p>	<p>E-Safety and using the internet To understand how to be safe whilst using the internet. Simple searches on google. 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.</p> <p>To develop computational and logical thinking.</p> <p>To use logical reasoning to predict, create and debug programs.</p> <p>Using the Beebots, Scratch Junior and Kodable app on I-Pads.</p>	<p>Data Handling To create simple pictograms.</p> <p>To create a simple bar chart.</p> <p>To interpret bar charts and pictograms.</p> <p>Top Marks and 2 count and 2 graph programs.</p>
Art	<p>Science link Looking at a range of portraits from different times and in different media. Looking at meaning in portraits (eg Armada portrait of Elizabeth I or self portrait of Frida Kahlo). Painting a self portrait. Creating a portrait from loose materials (look at Archimboldo).</p>	N/A	N/A	<p>Look at artists' impressions of "space" as well as photos of planets and the solar system. Use a variety of paint techniques to create different planets to combine into one solar system picture. Wax resist and ink wash, bubble prints, home made puffy paint</p>	<p>Looking at landscape artists' visions of jungles and rainforests. Looking at the landscape work of Henri Rousseau. Compare the tiger in "Surprise" to tigers in other works. Discuss the importance of drawing from life. Practise drawing tigers from photos. Create mixed media 3D collage with tiger and forest.</p>	<p>Looking at the work of LS Lowry, particularly the local seascapes Use of colour. Use of figure drawing to show emotion. Create a modern version of "At the seaside" using photograph and felt tip. Talk about how the our work compares to the original</p>
DT	N/A	<p>Seeing ourselves as artists Developing a range of basic skills: Cutting paper, folding paper, 3D paper collage, pencil control Maths link -measuring</p>	<p>Seeing ourselves as artists Further basic skills</p>	N/A	N/A	N/A



Music/Drama	<p>Body Percussion</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To explore pulse and rhythm.</p>	<p>Carnival of the Animals</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To explore timbre and form. Compose 'animal portraits'</p>	<p>Exploring Timbre</p> <p>To play tuned and untuned instruments musically.</p> <p>Exploring and comparing metal sounds and wooden sounds.</p>	<p>Industrial Manchester</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Creating a soundscape. (Pitch form and timbre.)</p>	<p>Music From Around the World</p> <p>To play tuned and untuned instruments musically.</p> <p>African drumming Samba.</p>	<p>Sea Music</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Create sea soundscapes based on the pentatonic scale.</p>
RE	Belonging to a faith	Christmas Special sacred times	Easter Special sacred times	Who is a Christian	Church Sacred places	Sikh temple and Hindu temple Sacred places
PE	<p>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.</p> <p>Gym – Basic floor work.</p> <p>Games- Basic movement without a ball.</p>	<p>Gym – Linking basic movement together. Gradually introducing different equipment and exploring how they can be used.</p> <p>Games - Movement with a ball.</p>	<p>Dance - Perform dances using simple movement patterns.</p> <p>Gym - making a sequence of movements.</p> <p>Games - Relay races.</p>	<p>Dance - English country dancing.</p> <p>Gym – Balance and levels.</p>	<p>Games - Participate in team games, developing simple tactics for attacking and defending.</p> <p>Dance – Dance from around the world.</p> <p>Gym - using large apparatus.</p>	<p>Games – Athletics.</p> <p>Gym - speed and direction</p>
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

