



## Curriculum Overview 2021-22

### Year Group: Year 1

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b>	Fiction- Stories with predictable and patterned language; Traditional and fairy tales ; Stories with familiar settings; Stories about fantasy worlds; Stories from a range of cultures  Non-Fiction – Labels, list and captions; Instructions, information texts and recounts; Instructions; Recounts; Information texts  Poetry – Using senses; Pattern and rhyme; Poems on a theme					
<b>Maths</b>	See White Rose scheme overview: <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-1-Lesson-by-Lesson-Overview.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-1-Lesson-by-Lesson-Overview.pdf</a>					
<b>History</b>	N/A	How have toys changed?  This topic on toys will enable the children to identify similarities, differences and patterns of change in toys over time. Children will begin by matching toys to a known historical framework of themselves, parents and grandparents to get a sense of continuity and change over time. They will use first hand sources, photographic evidence and	Why was Lowry important?  This topic on Lowry will enable the children to understand some ways that we find out about the past and identify similarities and differences between ways of life at different times. They will begin by learning who Lowry was, where he came from and what he did. They will place Lowry on a	Why was the moon landing important?  This topic on the moon landing will enable the children to recognise why people did things, why events happened and what happened as a result. They will begin by placing the moon landing on a historical timeline (along with previous units) and briefly look at Neil Armstrong as the first man on the moon. They will	N/A	N/A

		<p>research/interview parents about toys of the past. By the end of the unit children will be able to order toys chronologically, use historical terms to explain differences and know some reasons for the changes in the way toys are made and used.</p>	<p>historical timeline (along with the previous pictures of themselves, parents and grandparents). They will use primary and secondary sources to make simple observations about how people lived in the past, the buildings that were important and the way the local area looked. (Visit to Lowry museum) Using google maps, the children will compare Lowry's streets to today's. By the end of the unit children will be able to explain that Lowry was important for being a local artist and for the way he saw and represented the past. They will be able to explain differences and similarities from this to present day using historical terms.</p>	<p>identify the moon landing as part of the Space Race and the impact of technology within it. The children will use internet footage to sequence the events and explain the sense of achievement that the landing brought with it - including the televised broadcast of the first images of the moon around the world. By the end of the unit children will be able to explain the importance of the moon landing as a significant global event in that it was the beginning of space exploration and the use of space and technology in our everyday lives (i.e. satellites).</p>		
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<p><b>Geography</b></p>	<p>What can we find in Chorlton?</p> <p>Know the key features of our school (playground, dinner hall, etc).</p> <p>Be able to interpret and create a simple map of the school including simple compass directions (N, S E, W) and use it to locate key features in the building.</p> <p>Be able to use aerial photographs to recognise key features of our school.</p> <p>Be able to use a simple map and compare it to an aerial photograph.</p> <p>Through fieldwork, children will be able to name streets, houses, shops, parks and other key features of Chorlton.</p>				<p>Is everywhere in the UK like Chorlton?</p> <p>Be able to identify seasonal and daily weather patterns in the United Kingdom (comparing Chorlton with a contrasting area TBC).</p> <p>Through fieldwork, know how to collect, measure and compare rainfall in Chorlton and a contrasting area.</p> <p>Through fieldwork, children will be able to measure and compare temperatures.</p> <p>Through fieldwork, children will be able to compare different types of common weather.</p> <p>Through fieldwork, children will be able to identify the key geographical similarities and differences between Chorlton and a contrasting area TBC.</p> <p>Be able to use basic geographical vocabulary to refer to key physical features, including: forest, hill, lake, river, soil, valley, vegetation, season and weather.</p>
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	<p>Be able to use basic subject specific vocabulary relating to the human and physical geography of Chorlton (including our school) including town, house, office and shop.</p> <p>Be able to use locational and directional language (e.g. near and far or left and right) to describe the location of the school and key features in Chorlton.</p>				
<p><b>Science</b></p>	<p>Animals including humans</p> <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> </ul>	<p>Everyday materials</p> <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>	<p>Plants including seasonal change</p> <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, 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>					
	Seasonal Change: <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>					
<b>Computing</b>	See ICT with Mr P overview. Covered across the year, across subjects					
<b>Art</b>	<u>What can we find in Chorlton?</u>  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).	<u>How have toys changed?</u>  Seeing ourselves as artists. Creating a portrait of a toy. Victorian puppet theatres. Developing a range of basic skills: Cutting paper, folding paper, 3D paper collage, pencil control	<u>Why was Lowry important?</u>  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 our work compares to the original.	<u>Why was the moon landing important?</u>  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.	<u>Is everywhere in the U.K. like chorlton?</u> 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.	
<b>Design and Technology</b>	N/A	Textiles	N/A	Construction	N/A	Food Technology  What kind of

		<p>What kind of finger puppet should I make?</p> <p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: what they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings.</p> <p>With help, measure, mark out, cut, and shape material.</p>		<p>Can we make a pinwheel to brighten our playground?</p> <p>Model their ideas in card or paper</p> <p>Follow a design</p> <p>Measure and mark out a design</p> <p>Use tools such as scissors and a hole punch</p> <p>Use techniques such as cutting and folding to shape their materials</p> <p>Be able to talk about the need for safety when using tools</p>		<p>sandwich should we have at our picnic?</p> <p>Begin to understand that all food comes from animals or plants.</p> <p>Begin to understand that food must be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Know that some foods on the eatwell plate are higher in fat, salt and sugar than others.</p> <p>Begin to understand that everyone should eat 5 portions of fruit or vegetables a day.</p> <p>Know the importance of washing their hands and cleaning surfaces when preparing food.</p>
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		<p>Explore using scissors.</p> <p>Begin to assemble, join and combine materials and components together using a temporary method (glue).</p> <p>Begin to use simple finishing techniques to improve the appearance of a product (e.g. eyes, body parts, hair).</p> <p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products explain what they like and dislike about products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>				<p>Know how to prepare simple dishes hygienically, without a heat source.</p> <p>Know how to use food some preparation techniques (such as cutting and spreading).</p>
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<p><b>Music and Drama</b></p>	<p>It's good to be me!</p> <p>How the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organized within musical structures and used to communicate different moods and effects To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p>Carnival of the Animals</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To play tuned and untuned instruments musically</p> <p>Listen to Saint Saens Carnival of the Animals.</p> <p>Move and dance to music. Guess what each animal is. How does Saint Saens make the</p>	<p>Why was Lowry important?</p> <p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To play tuned and untuned instruments musically</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Listen to and learn Matchstalk Men by Brian and Michael.</p>	<p>Why was the moon landing important?</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To play tuned and untuned instruments musically</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Listen to Space Oddity David Bowie. Discuss responses. PSHE link – discuss men wearing make-up, freedom of expression, Glam Rock movement. Listen to the story</p>	<p>Rhythm writing</p> <p>To play tuned and untuned instruments musically</p> <p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Copy me rhythms, Put a Pattern in the Space. Teacher led then in pairs. Show doo and doo-day to represent crotchet and quavers. Clap and say. Show written rhythms. Can you read these rhythms? Experiment with writing rhythms and playing on instruments.</p>	<p>Pitch</p> <p>To play tuned and untuned instruments musically</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Learn and sing "Once a Man" and "Cyril the Squirrel" using hands to show ascending and descending the scale. Use xylophone to create "up and down" bedtime story choosing child from class as subject. Children create their own up and down story for a friend. Teach how to hold beaters and playing technique (bouncing beater not pushing).</p>
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	<p>language. Link with PSHE – good about yourself/good about a friend/what is the same/what is different. Use body percussion to create rhythms. In pairs, create a structure of different rhythms. Use symbols to record sounds and try to read each others music.</p>	<p>music sound like that? Does he use long sounds, short sounds, is it loud or quiet? DYNAMICS, DURATION. Use instruments to make your own sounds for the animal. What does it sound like if you play with a friend? In a three?  Sing animal songs – Hermann the Worm etc.</p>	<p>Create a soundscape of Industrial machinery using instruments to represent different machines. Introduce FORM, TIMBRE and TEXTURE to help structure composition. Introduce idea of graphic scores to link with concept of painting and expression.</p>	<p>it tells. Act out through movement and dance. Using tuned and untuned instruments, create a soundscape for an imaginary planet. What is your planet like? Is it scary, watery, peaceful? How will you show this in your music? Introduce DURATION, TIMBRE, DYNAMICS.</p>		
<b>RE</b>	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	Who is a Christian and what do they believe?	What makes some places sacred?		
See progression document for further detail						

<b>PE</b>	<p>Dance: Animals</p> <ul style="list-style-type: none"> <li>• To move safely and creatively in space</li> <li>• To show different types of travel showing good timing and use of levels</li> <li>• To develop ideas using a stimulus</li> <li>• To focus on timing and performing in unison</li> <li>• To turn actions into travelling movements</li> <li>• To use different levels in travelling movements</li> <li>• To use different pathways in travelling movements</li> <li>• To work well in pairs showing good cooperation skills and give useful peer feedback</li> <li>• To show use of level, direction and unison when creating and performing in pairs</li> <li>• To understand what makes a good performance</li> <li>• To improve our own performance based on feedback</li> </ul> <p>Dance: Pirates</p> <ul style="list-style-type: none"> <li>• To move safely and creatively in space</li> <li>• To show different types of travel showing good timing and use of levels</li> <li>• To develop ideas using a stimulus</li> <li>• To focus on timing and performing in unison</li> <li>• To turn actions into travelling movements</li> <li>• To use different levels in travelling movements</li> <li>• To use different pathways in travelling movements</li> <li>• To work well in pairs showing good cooperation skills and give useful peer feedback</li> <li>• To show use of level, direction and unison when creating and performing in pairs</li> <li>• To understand what makes a good performance</li> <li>• To improve our own performance based on feedback</li> </ul>					

**PE**

Gym: Balancing and spinning on points and patches

- Form a sequence of spins and symmetrical balances on patches.
- Form a sequence with asymmetrical spins and balances.
- Perform routines in different formations. Work with a partner.
- Spin at different levels. Change the dynamics within your sequence.
- Hold balances at different level and spin out of balances to form a sequence.
- Perform spins and balance as part of a wider routine. Perform routines in different formations.

Gym: Pathways small and long

- Step gracefully in straight pathways. Create a sequence involving sideways, forwards and backward stepping.
- Move close to the ground by pushing and pulling on different parts of your body. Move in triangular pathways on different body parts.
- Use high means of travelling to trace a square pattern on the floor. Demonstrate a variety of turns.
- Jump in different ways and with coordination. Travel in zig zag pathways.
- Create sequences in curved pathways on the floor and on the apparatus.
- Use different pathways within one sequence. Mount and dismount apparatus using different pathways.

Gym: Wide, narrowed and curled rolling and balancing

- Travel with body in a wide shape. Balance including in inversion with wide body parts.
- Create a sequence of curled movement on the floor and apparatus.
- Make long shapes whilst in balance, motion and flight. Form a sequence involving narrow movements.

	<ul style="list-style-type: none"> <li>• Move from narrow shapes to tight curled shapes and back to form a sequence. Perform a sequence which flows well and has work at high and low level.</li> <li>• Form a sequence to include a curled shape, a narrow shape and a wide shape. Work at high and low level.</li> <li>• Perform a sequence of moves with a partner where you work in curled, long and narrow shape and movement.</li> </ul>					
<b>PE</b>	Outdoor games: Fundamentals	Outdoor games: Invasion	Outdoor games: Striking & Fielding	Outdoor games: Target Games	Outdoor games: Throwing & Catching	Outdoor games: Net & Wall Games
	See progression document for further detail on outdoor games					
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b>	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing me</b>
	<p>I know how to use my Jigsaw Journal</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know my views are valued and can contribute to the Learning Charter</p> <p>I can recognise the choices I make and</p>	<p>I can identify similarities between people in my class</p> <p>I can identify differences between people in my class</p> <p>I can tell you what bullying is</p> <p>I know some people who I could talk to if I was</p>	<p>I can set simple goals</p> <p>I can set a goal and work out how to achieve it</p> <p>I understand how to work well with a partner</p> <p>I can tackle a new challenge and understand this</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I know how to make healthy lifestyle choices</p> <p>I know how to keep myself clean and healthy, and understand how germs cause</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p>

	<p>understand the consequences</p> <p>I understand my rights and responsibilities within our Learning Charter</p>	<p>feeling unhappy or being bullied</p> <p>I know how to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>might stretch my learning</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>disease/illness I know that all household products including medicines can be harmful if not used properly</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise my qualities as person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about changes that have happened in my life</p>
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