

Curriculum Overview Year 1

Y1	T1	T2	T3
Theme	Autumn: Marvellous Me!	Spring: All Creatures Great and Small	Summer: Oh, I do like to be beside the seaside!
History/ Geography	History: - Our own personal history - Our families - Looking at and using simple timelines - Thinking about the past in terms of our own lives Geography: - The geography of the school grounds using maps. - Use map skills for orienteering in the school grounds. - Creating simple maps.	History: - We will be researching the history of Chester Zoo. - We will compare how the zoo has changed since it opened. - Simple time lines. Geography: - Map of the United Kingdom. - Identifying the countries and capital cities. - City of Chester, identifying landmarks and the history of the city.	History: - Victorian seaside holidays in Britain, comparing to holidays today. - Travel, location, clothing and entertainment. - The life of Grace Darling. Geography: - Physical features of a beach and the associated vocabulary. - Environmental factors that can damage the coastline. - Consider ways we could prevent damage to the environment.

Curriculum Overview Year 1

Science	Animals, including humans 1 We will: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - We will explore all the senses in a range of practical contexts. Seasonal changes We will: - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies	Animals, including humans 2 We will: - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Plants We will: - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees Everyday materials We will: - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.
English	Using a range of fiction, non-fiction and poetry connected to the topic. • Focus on sentence fundamentals: capital letters, finger spaces, full stops. • Texts typically include simple narrative units to build story language. • Oral rehearsal, drama, and vocabulary building form the core of each unit. • Children begin writing simple sentences using patterned language and familiar structures.	Using a range of fiction Including traditional tales, non-fiction and poetry connected to the topic. • Move into longer narrative units, simple non-fiction, and poetry. • Children write sequenced sentences, retell stories, and begin to innovate on model texts. • Grammar focus: capital letters for names, joining words (and, because), adjectives for description. • Build independence in planning and orally rehearsing ideas. • Handwriting: Letter formation, letter size, sitting on the line and legibility.	Using a range of fiction, non-fiction books, letters, postcards and poetry. • Children complete full writing cycles: reading, analysing, planning, drafting, editing. • Writing for a range of genres. • Focus on independence: generating ideas, improving vocabulary, and checking sense. • Editing skills introduced: rereading, correcting punctuation, improving word choices.

Curriculum Overview Year 1

	- Handwriting: Pencil grip, letter and number formation, letter size and orientation. - Phonics/Reading: Monster Phonics Scheme.	Phonics/Reading: Monster Phonics Scheme.	- Handwriting: Letter formation, letter size and legibility. - Phonics/Reading: Monster Phonics Scheme.
Maths	We will be following the White Rose schemes of work to plan from. We may not follow the exact order as shown but coverage will be ensured over the year: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/		
Computing	Grouping data - Can I label objects? - Can I identify that objects can be counted? - Can I describe objects in different ways? - Can I count objects with the same properties? - Can I compare groups of objects? - Can I answer questions about groups of objects?	Digital writing - Can I use a computer to write? - Can I add and remove text on a computer? - Can I identify that the look of text can be changed on a computer? - Can I make careful choices when changing text? - Can I explain why I used the tools that I chose? - Can I compare typing on a computer to writing on paper?	Programming animations - Can I choose a command for a given purpose? - Can I show that a series of commands can be joined together? - Can I identify the effect of changing a value? - Can I explain that each sprite has its own instructions? - Can I design the parts of a project? - Can I use my algorithm to create a program?
Art/ DT	Artists, such as: Lowry (matchstick men) Roy Lichtenstein (Pop Art)(shape and colour) - Self-portraits - Cityscapes DT: Mechanisms - Sliders and levers- moving pictures Structures - Playground equipment project	Artists, such as: Sarah Taylor (modern painter) - Animal art DT: Textiles - Using patterns, templates and joining materials to create a product.	Artists, such as: Judith Scott (fabric wrapped sculpture)- (Lighthouses) Betriz Milhazes (Texture, collage) - Lighthouse sculptures - Collage work DT: cooking and nutrition - Researching, planning and making a picnic lunch, incorporating healthy eating.
RE	Christianity: - What does it mean to belong? - We will be learning about the events of the Christmas story.	Christianity and Judaism: World View How do people with similar and different world views believe the World began?	Islam: How and why are Allah and Mohammad (PBUH) important to Muslims?

Curriculum Overview Year 1

		- What do Jews believe about God?	
PE	This term we will be working on: – Fundamental movement skills – Net and wall game skills and object control – Forest School	This term we will be working on: – Gymnastics- balancing and spinning on points and patches – Dance- animal theme – Target games	This term we will be working on: – Invasion game skills – Core PE- athletics – Striking and field games – Dance- under the sea theme
Music	We will be following the Charanga music scheme to encourage the development of musical skills through listening and appraising, differing musical activities and performing, we will focus on the themes: Hey You! In the Groove, Your Imagination. The children will also be involved in learning and performing songs as part of our celebrations throughout the year, including the Christmas play. https://charanga.com/site/musical-school/		
Mandarin	We will be learning Mandarin vocabulary and culture through art, story-telling, drama and music. The children will be learning about, and celebrating, events within the Chinese calendar. We hope that they will be enthused to learn about another culture and that this, in turn, will open their minds to new cultures and language learning opportunities.		
PSHE	We will be using the Life Lesson PSHE curriculum which supports children in understanding themselves and the world around them. Pupils learn about feelings, friendships, kindness and respect, while developing skills to communicate effectively and make positive choices. Through discussions and interactive activities, children explore healthy habits, personal safety and the importance of caring for themselves and others. The programme helps build confidence, resilience and emotional wellbeing, supporting children as they grow and develop their independence.		
No Outsiders texts RSE	Elmer: To like the way I am. I know the ways in which we are different and I know how to make my classroom welcoming. Max the Champion: To understand that our bodies work in different ways. To know that everyone is different. You can't always see difference.	My Grampa is Amazing: To recognise that people are different ages. I know that we all grow up and I can tell you good things about getting older. Relationship Education: Keeping clean, Growing and Changing, Families and Care. Drug and Alcohol Educational: Staying Healthy, Medicines, Who Gives Us Medicines	Ten Little Pirates: To play with boys and girls. I know boys and girls play exciting games. I know boys and girls will play together. My World, Your World: To understand that we share the world with lots of people. I know I live in the world and I know the world is full of different people.
Trips/ visitors	Walk around the local area Theatre visit	Visit to The British Ironworks Centre	Visit to the beach TBC

Curriculum Overview Year 1