

Turton and Edgworth Curriculum Overview

Year One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Autumn 2 'The Great Fire of London' Events beyond living memory <i>Religion and beliefs in 1666 (St Paul's Cathedral) - link to Reception learning 'Edgworth local history, churches'</i> <i>Edgworth Local History - Edgworth in 1666</i> <i>Leisure and Entertainment in 1666</i> Significant Individuals Samuel Pepys, Christopher Wren, King Charles II Black History Month		Spring 2 The dinosaurs Events beyond living memory Significant Individual Mary Anning		Summer 2 How have explorers changed the world Significant Individuals Christopher Columbus Mary Kingsley Matthew Henson Dame Ellen MacArthur	

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Geography	Autumn 1 What is it like here? Locate where they live on an aerial photograph and recognise local features. Create maps using classroom objects and draw simple maps of the school grounds. Use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve the playground. Fieldwork What can we find in our school grounds? Where are the different places in our school? Location: School grounds		Spring 1 What is the weather like in the UK? Study the countries and cities that make up the UK. Discuss the four seasons and associated weather. Consider how we change our behaviour in response to different weather. Keep a weather diary. Investigate UK's hot and cold place using a weather map and a simple key. Fieldwork What are the four seasons? What are the compass directions? What is the weather like today? Location: School grounds		Summer 1 What is it like to live in Shanghai? Use a world map; recognise continents, oceans and countries outside the UK with a focus on China. Identify the physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Compare these features to those in the local area and make a simple map using data they have collected through fieldwork. Fieldwork What can we see in our local area? Location: Local area surrounding school.		
	Science	Seasonal changes	Everyday materials	Sensitive bodies	Comparing animals	Introduction to plants	STEM making connections
	DT	Autumn 1 Mechanisms-Matching slider game		Spring 1 Textiles-Puppets		Summer 1 Cooking-Smoothies	
	Art	Autumn 2 Drawing-Exploring line and shape Christmas Crafts		Spring 2 Painting and mixed media-Colour splash		Summer 2 Sculpture and 3D-Paper play	
Music	My Favourite Things; Keeping the Pulse	Snail and Mouse: Tempo	Seaside: Dynamics	Fairy Tales: Sound Patterns	Superheroes: Pitch	Under the Sea: Musical Symbols	

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	Learning how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things. They move to the beat of the music while expressing and responding to objects and experiences that are meaningful to them.	Using voices, bodies and instruments to listen and respond to different pieces of music, pupils learn and perform a rhyme and song with a focus on tempo. Through the adventures of the snail and mouse, they explore how tempo can help shape a musical story. Christmas Vocal Performance Project (Nativity)	Exploring the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion. They vary dynamics to create contrasts between loud and soft sounds.	Examining a range of fairy tales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement.	Exploring pitch by identifying high and low notes and listening to contrasting musical sounds. Pupils experiment with combining different pitches to compose a simple superhero melody that reflects the character's personality and actions.	Exploring the depths of the sea through music, movement, musical symbols and tuned percussion instruments. Pupils interpret musical symbols, translate visual cues into sound and use tuned percussion to represent the underwater world.
Computing	Computing systems and networks	Computing systems and networks	Programming 1 All about instructions	Computing systems and networks	Programming 2 Programming Bee-Bots	Data handling Introduction to data

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	Improving mouse skills Online Safety	Using a computer Online Safety	Online Safety	Exploring hardware Online Safety	Online Safety	Online Safety
PE	Gymnastics Fundamental Skills	Dance Ball Skills	Gymnastics Invasion Games	Dance Net and Wall Games	Athletics Fitness	Striking and Fielding Games Sending and Receiving
PSHE	How can we look after our emotions?	How can I help myself and others feel safe?	How do we spend time online?	How can I help others and the environment?	How can I protect myself and others in daily life?	How can I stay safe?
RE	<u>1.1 Harvest</u> (5 hours) How can we help those who do not have a good harvest? Jewish festival of Sukkot	<u>1.2 Creation</u> (6 hours) What are your favourite things that God created? <u>1.3 Christmas</u> (5 hours) Why do we give and receive gifts?	<u>1.4 Jesus</u> (6 hours) What made Jesus special?	<u>1.7 Baptism</u> (7 hours) Why is Baptism special? PC - picture 9 <u>1.5 Easter</u> (5 hours) What do you think is the most important part of the Easter story?	<u>1.8 Joseph</u> (5 hours) Why is Joseph a Bible hero?	<u>1.9 My world</u> <u>Jesus world</u> (5 hours) How is the place where Jesus lived different from how we live now?

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English Writing outcome	Meesha Makes Friends- Tom Percival Recount: Write a diary in the first person	Nibbles: The Book Eating Monster- Emma Yarlett Recount: Write a diary entry	The Lion Inside- Rachel Bright Write a story	Beegu- Alexis Deacon Write own version of the story	Toys in Space- Mini Gray Write a story	A Midsummer Night's Dream Adapted by Brooke Jorden Write a character description
English Poetry	Sea Songs When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter Outcome - Action rhyme and list poem	There Are No Such Things as Monsters!! by Roger Stevens Outcome - Descriptive poem based on a model	If I Had a Beak by The Literacy Company Outcome - Descriptive poem using the senses	At the Zoo by W. M. Thackeray Off by Heart by R Steven At the Zoo by W. M. Thackeray Outcome - List poem	Comet by Kate Wakeling Duskingtide by Zaro Weil Our Earth is a Poem by Little Tiger Telescope by The Literacy Company Outcome - List poem	Poetry Fruit Salad I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton Apples by John Siddique If I Were An Apple by Anon Outcome - Senses poem
Phonics	Review Phase 3/4 and begin Phase 5	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
Maths	Place value (within 10)	Addition & subtraction (within 10) Geometry (shape)	Place value (within 20) Addition & subtraction (within 20)	Place value (within 50) Measurement (length & height)	Multiplication & division Fractions Geometry (position & direction)	Place value (within 100) Measurement (money) Measurement

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				Measurement (mass & volume)		(time)
Mastering Number Programme	Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. Pupils will: Subitise within 5 and re-cap the composition of 5. Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure. Compare numbers within 10 and use precise mathematical language when doing so. Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number.	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). Pupils will: Explore the composition of each of the numbers 7 and 9. Explore the composition of odd and even numbers. Identify the number that is two more or two less than a given odd or even number. Explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'). Pupils will: Explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20. Connect the composition of the numbers 11 to 19 to their position in the linear number system. Compare numbers within 20. Understand how addition and subtraction equations can represent previously explored structures of addition and subtraction. Practise retrieving previously taught facts and reason about these.			

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	Explore the structure of odd and even numbers. Explore the composition of each of the numbers 6, 8, and 10. Explore number tracks and number lines and identify the differences between them.	whole diagram, including using the language of parts and wholes. Explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure.	
WOW moments	A walk around the village to take photos of buildings/landmarks before creating their own map Parent session related to Harvest/Autumn Nativity performance Anti-bullying week	A visit to church to meet the vicar and discuss baptism. Bring pictures of own baptism to display on RE board. Visit to Manchester Museum to look at dinosaur fossils World book day (whole school) STEM day Online safety day	Art super learning day Aspirations week Sports day