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| Year 1 – Curriculum Overview 2020 | | | | | | | | | |
| **Autumn 1:**  ‘Post-Covid Lockdown Curriculum Conversations’ – during the first 3-4 weeks of return to school, the children’s well-being, knowledge and personal experiences during the period of lockdown will be covered through the following sequence of ‘conversations’.  PAST:  What is our understanding of Covid-19?  Why did Britain go into lockdown?  What changed as a result of lockdown? How did these changes make us feel?  What did I find hard during lockdown?  How were we affected by Covid-19?  What did I enjoy about being in lockdown?  PRESENT:  Why haven’t things gone back to normal? What is different now?  FUTURE  When might things be ‘normal’ again? What do I want ‘normal’ to look like when it returns?  Can I set some goals for myself? Goals for our school and community? | | | | | | | | | |
| Subject | **Autumn 1**  **School Days** | | **Autumn 2**  **The Home Front** | **Spring 1**  **London’s Burning** | **Spring 2**  **Indian Spice** | **Summer 1**  **Pioneers** | | **Summer 2**  **Record Breakers** | **Outdoor Learning** |
| Vocabulary | Past, present, century, decade, year, similar, different, timeline, Victorian, cane, cup and ball, whip and top, abacus, chalk and slate, Punch and Judy, diabolo, toy soldier, rocking horse, desk, finger sticks, dunce hat, back straightener, dip pen and ink, | | World War 2, blitz. Evacuation, evacuee, ration book, air raid, Anderson shelter, doodlebugs, allotment, make do and mend, Lindyhop, Jitterbug, propaganda, conscription, street party, camaraderie, comrades, VE Day. | Samuel Peyps, John Evelyn, consumed, lamentable, diary, source, extinguish, natural, manmade, manufactured, combustible, flammable, cause, effect, St Paul’s cathedral, Tower of London, appliance, protection, King Charles II, leather bucket, River Thames, London, escape, Pudding Lane | India, culture, Asia, continent, language, cuisine, traditions, borders, New Dehli, Jaipur,. Mumbai, Bangalore, Pune, climate, desert, region, valleys, waterways, railway, coast, rickshaw, palanquin, native, tiger, elephant, Hinduism, Mahatma Ghandi, River Ghanges | Space, planets, solar system, astronaut, rocket, space race, moon, launch, landing, survival, settlement, landscape, gravity, oxygen, spacecraft, protein, carbohydrates, fats, exercise, international space station, Tim Peake, inventions, Queen Victoria, Isambard Kingdom Brunel, Great Western railway, George Stevenson, Industrial Revolution | | Olympic Games, world record, bronze, silver, gold medal, stadium, athlete, athletics, Paralympics, Paralympian, mascot, logo, competitor, achievement,. training, Sebastian Coe, Sir Steve Redgrave, Bradley Wiggins, Mary Rand, Tokyo, starting block, sprint, finish line, podium, national anthem | See end of document: |
| Black History Links | *Racism in Punch and Judy shows. Attitudes towards black people in Victorian times.* | | *Segregation in the army during World War 2 and in burial. – The Forgotten Fighters.*  *The Holocaust – treatment of minority races.* | *Slave trade leading to increasing black presence in London, Manchester and Liverpool.* | *Casteism. Indian racism towards blacks. Indian’s desire for white skin as portrayed through Bollywood movies.* | *Composer Samuel Coleridge-Taylor, Britain’s first professional Black footballer, Arthur Wharton and Mary Seacole.* | | *Jessica-Ennis Hill, Mo Farah, Linford Christie, Daley Thompson* |  |
| Science | Everyday materials   * 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   **Experiments-**  **Comparative and fair testing:** Hook- Little Red Riding Hood keeps getting wet as she walked through the forest to Grandma’s house. Can you find a suitable material to make her a new coat out of? (Waterproof/Not Waterproof)  **Identifying and classifying:** Material hunt: Hook- Fiona wants to go on a martial hunt for all the things that are made from the same material. She chooses wood. Can you do the same? Choose your own material. | | | Seasonal changes   * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how day length varies   **Experiments-**  **Identifying and classifying/ Observing changes over time/ Research:** Hook- Mrs Holden- Gough needs to know which trees we have in our school grounds so that we can look after them properly. How can we help her? Do the trees always look the same?  **Observing over time:** Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct?  Mrs Mills says she prefers the winter because it is colder and she likes to wear woolly jumpers and hats. Is she correct? | Plants   * 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   Depth: Plants  Assessment Question: Could a sunflower survive in the Antarctic?  **Experiments-**  **Identifying and classifying:**  Hook- Mr Green muddled up the plants in his garden centre. He now can’t decide how to order them for his customers. Can you help him?  Hook- Jack says that all leaves are the same but Sarah says that all leaves are different. Who is correct?  **Observing over time: Hook-** Mrs Smith planted some sunflower seeds last month. She can see they have started to grow but isn’t sure how fast they will produce flowers. Can you help her?  **Pattern seeking:** Hook- Sam likes to make long daisy chains. She needs to find a place in the field where the most daisies grow. Can you investigate this? | | Animals, including humans   * 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) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense   **Experiments-**  **Pattern seeking:** Hook-Laura thinks that older children have longer legs. Is she correct?  **Identifying and classifying:** Hook- Richard has lots of different animals in his toy box. He can’t decide how to sort them. Can you help him?  Hassan thinks that all animals eat other animals for food. Sally thinks that some animals only eat grass. Who is correct? | | -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.  -Gather and record data to help in answering questions.  -Perform simple tests. |
| History | * Changes within living memory * Find answers to simple questions about the past from sources of information * Place objects in chronological order * To describe an artefact/object/photo from the past * Use some of the different ways the past is represented to gather information * Recognise that their own lives are different from the lives of people in the past | | * Find answers to simple questions about the past from sources of information * To describe an artefact/object/photo from the past * Use some appropriate vocabulary (everyday terms) relating to the passing of time * Use some of the different ways the past is represented to gather information * Recognise that their own lives are different from the lives of people in the past * Use words and pictures to communicate observations * The details surrounding famous events beyond living memory | * To describe an artefact/object/photo from the past * Use some of the different ways the past is represented to gather information * Recognise that their own lives are different from the lives of people in the past * To find answers to simple questions about the past from sources of information (pictures of artefacts) * Use words and pictures to communicate observations * The details surrounding famous events beyond living memory * Place a few events in chronological order | * Use some appropriate vocabulary (everyday terms) relating to the passing of time * Know and recount episodes of stories from the past * Lives of significant individuals and their contributions including a comparison of times | * Find answers to simple questions about the past from sources of information * Place objects in chronological order * Use some appropriate vocabulary (everyday terms) relating to the passing of time * Use some of the different ways the past is represented to gather information * Use words and pictures to communicate observations | | * Place objects in chronological order * Know and recount episodes of stories from the past * To find answers to simple questions about the past from sources of information (pictures of artefacts) * Lives of significant individuals and their contributions including a comparison of times * Use words and pictures to communicate observations * Know and recount episodes of stories from the past | * Be taught about events beyond living memory that are significant nationally. * Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. * Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features and events. * Know where the people and events they study fit within a chronological framework. * Understand some of the ways we find out about the past and identify ways in which it is represented. |
| Geography | -Use simple resources given to them with guidance  -Use geographical language and sources, maps, diagrams, etc  -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;  -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. | * Describe a place using simple language * Understand Geographical similarities and differences through studying the human and physical features * To name, locate and identify characteristics of the four countries and capital cities. * Identify seasonal daily weather patterns | | * Use geographical language and sources, maps, diagrams, etc * Identify seasonal daily weather patterns | * Describe a place using simple language * Understand Geographical similarities and differences through studying the human and physical features * To name, locate and identify characteristics of the four countries and capital cities.   -name and locate the world’s seven continents and five oceans; | * Use simple resources given to them with guidance * Use simple compass direction and some locational language | | * Use simple resources given to them with guidance * To name, locate and identify characteristics of the four countries and capital cities.   -name and locate the world’s seven continents and five oceans; | * Use aerial photographs to recognise landmarks and basic human and physical features. * Use simple fieldwork and observational skills to study the geography of their school and is grounds and the key human and physical features of its surrounding environment. * Use simple compass directions (north, south, east, west) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes.   -Devise a simple map and use and construct basic symbols in a key. |
| ICT | **Digital Literacy**  Manipulating Images, Pictures and photos | | **Computer Science**  Introduce algorithms (instructions), simple programming (coding)  Lego Builders (Purple mash) | **Information Technology**  E-Safety, researching, encyclopaedias and presenting Info. | **Computer Science**  Writing simple programmes  Maze Explorers (Purple mash) | **Information Technology**  Visualising, Sequencing and recording stories using images and sounds.  Animated Storybooks (Purple mash) | | **Computer Science**  Coding, Blocking, backgrounds, characters move, collision detection  Coding (purple mash) |  |
| Music | * Sing a variety of songs and chant rhymes * Clap and tap rhythmic patterns * Create a range of different sounds   -How pulse, rhythm and pitch  work together. | | * Sing and perform with others in a musical production/story * Follow instructions when singing with others   -How pulse, rhythm and pitch  work together. Singing and  rapping. | * Listen and respond to two different pieces of music; describe the mood of a piece.   - Playing/singing in different  styles and learning about  those styles. | * Use voice to sing songs with expressions * Compare voices and instrumental sounds: which sounds are similar/opposites   - Playing/singing in different  styles and learning about  those styles. | * Use terms louder and quieter to describe changes in a piece of music * Create a sequence of sounds * Create their own lyrics. | | * Recognise simple structure of songs e.g. verse; chorus * Listen to and copy a very simple melodic pattern * Make choices about performance. * Use some language of music. | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Play untuned instruments musically. * Listen with concentration and understanding. * Experiment with, create, select and combine sounds using the interrelated dimensions of music. |
| PE | Multi – Skills  -confident in finding space  - Begin to send and receive  - Copy basic movements of running, jumping and throwing  - begin to develop agility | | Gym/Dance   * Begin to travel using basic actions and shape * To copy actions, shapes and balances * Begin to link actions together for simple sequencing | Health Related Fitness   * Improve the way they co-ordinate and control their bodies * Recognise changes in the body caused by exercise | Team Games – 1nvasion Games   * Send and receive with increased accuracy * To participate in a simple competitive invasion game | Team Games – Striking and Fielding   * To use equipment to send and receive with increasing accuracy * To participate in a simple competitive striking and fielding game | | Athletics   * To recognise that exercise is good for you * To being to develop running, jumping and throwing | Handling tools:  -using a bow saw  -using a sheath knife  -using loppers |
| Art/DT | **ART: Chalk and charcoal drawings.**  -explore ideas and collect information;  -draw lines of varying thickness;  -use different materials to draw, for example pastels, chalk, felt tips;  -use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. | | **DT: Make Do and Mend inspired textiles.**  -design purposeful, functional, appealing products for themselves and other users based on design criteria;  -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];  -design products that have a purpose and are aimed at an intended user;  -They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  -demonstrate how to cut, shape and join fabric to make a simple product;  -manipulate fabrics in simple ways to create the desired effect;  -use a basic running stich*;(may not be appropriate due to Covid 19)*  - begin to use simple finishing techniques to improve the appearance of their product, such as adding  simple decorations  -talk about their design ideas and what they are making;  -as they work, start to identify strengths and possible changes they might make to refine their existing design; | **DT: Bread making**  - use their knowledge of existing products and their own experience to help generate their ideas;  -with support, follow a simple plan or recipe;  -begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;  - cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;  -learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;  -use a range of materials and components, including textiles and food ingredients;  - explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations  - evaluate their products and ideas against their simple design criteria; | **ART: Gond Style** **Painting**  -To become proficient in painting techniques.  -To use painting to develop and share their ideas, experiences and imagination.  – Use dots and lines to demonstrate pattern and texture;  -name the primary and secondary colours;  -experiment with different brushes (including brushstrokes) and other painting tools;  -mix primary colours to make secondary colours;  -add white and black to alter tints and shades;  -use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.  (Include some Indian food tech.) | **DT: Bridge making \*(STEM KS1)**  -Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.  -They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  - plan and test ideas using templates and mock-ups;  -explain how their products will look and work through talking and simple annotated drawings;  -select from a range of materials, textiles and components according to their characteristics;  -with help, measure and mark out;  -cut, shape and score materials with some accuracy;  -assemble, join and combine materials, components or ingredients; | | **ART: Sculpture**  -To become proficient in sculpting techniques.  To use sculpture to develop and share their ideas, experiences and imagination.  -use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;  -use a variety of techniques, e.g. rolling, cutting, pinching;  -use a variety of shapes, including lines and texture;  -use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | **Art:**  -Develop a wide range of art and design techniques using colour, line, shape, texture, line and form.  **DT:**  -Explore and evaluate a range of existing products.  -Design purposeful, functional, appealing products for themselves and other users, based on design criteria.  -Select from and use a range of tools and equipment to perform practical tasks – for example, cutting, joining, shaping and finishing.  -Select from and use a wide range of materials and components, according to their characteristics.  -Build structures, exploring how they can be made stronger, stiffer and more stable.  -Evaluate their ideas and products against design criteria. |
| RE  Subject to change due to implementation of new syallabus. | **1. Why have signs of belonging?** Introduce the idea of having signs of belonging to something. What are the signs of belonging? A cross, statue of Jesus and a local church. Signs of belong to Islam. Do the children identify themselves or belong to a faith? | | **2. Why is Divali celebrated?** Look into the story of Rama and Sita. Who were Rama and Sita? What is Divali? Why is Christmas celebrated? Who was Jesus? Why is he still remembered today? Was he the prince of peace? The birth story of Jesus. How is Christmas celebrated? | **3. Why help others?** Reaching out to help others. Jesus and Zacchaeus. People who help us. Mum, Dad, brothers, sisters. Who can you help? Why reach out to help others? Should we just look out for ourselves? Jesus’ Golden Rule. | **4. Why is Easter celebrated?** Can life change into a new life? Create an Easter / Glorious new life table. Seed to grass, acorn to oak, bulb to daffodils, caterpillar to butterfly, egg to chicken. What happened in the last week of Jesus’ life? The Easter story, death and resurrection. | **5. Why are babies baptised?** Explore the children’s ideas about infant baptism. What does baptism mean? Why are babies baptised? Joining the Family of God. How are babies welcomed into Islam? Whispering the name of God, shaving the child’s head, honey on tongue. | | **6. What is God like?** Share ideas about God. Explore the Christian idea of God as a good shepherd, a loving Father as in the Lost Sheep and the Prodigal Son. God forgive and seeks to find those who have gone astray. Is God revealed in Jesus? | -Expressing meaning.  -Learning from religion – response, reflection, values and commitments, evaluation and application to questions of identity and experience.  -Say what is more important in their own lives and link this to learning in RE.  -Describe experiences and feelings they share with others, including characters in stories with religious meaning.  -Recognise interesting or puzzling aspects of life.  -Ask questions about puzzling aspect of life and experience and suggest answers, including religious ones.  -In relation to matters of right and wrong, they recognise their own values and those of others. |

**Outdoor learning Continued…**

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| **Maths:**  -Recognise and name common 2D and 3D shapes.  -Describe position, direction and movement, including whole, half, quarter and three-quarter turns.  -Solve one-step problems.  -Compare, describe and solve practical problems for lengths and heights. | **English:**  -Compose a sentence orally before writing it.  -Listen and respond appropriately to adults and their peers.  -Use relevant strategies to build their vocabulary  -Say out loud what they are going to write about.  -Recognise and join in with predictable phrases.  -Be encouraged to link what they read or hear read to their own experiences  -Discuss word meanings, linking new meanings to those already known.  -Participate in discussion about what is being read to them, taking turns and listening to what others say.  -Sequence sentences to form short narratives.  -Learn to appreciate rhymes and poems. | **Subject vocab:**  **Science:** wood, plastic, metal, glass, rock, materials, brick, paper, fabric, elastic, straws, sticks, foil, rough, bumpy, smooth, hard, stretchy, stiff, shiny, bendy, not bendy, waterproof, absorbent, opaque, transparent, soft, squishy, flat, sharp, blunt  **Geography:** landmarks, physical and human features, aerial view, north, south, east, west, compass points, right, left, turn, near, far, codes, control point, control point markers  **History:** Jeanne Baret, Ernest Shackleton, Neil Armstrong, Christopher Columbus, voyage, exploration, expedition, explorers, ships, sledges, rockets, focus, problem-solving, teamwork, collaboration, chronological, timeline, past, change, similarities, differences, identify, significant individual  **Art and Design**: primary colours; red, yellow, blue, secondary colours: green, purple, brown, orange. Rough, smooth, uneven, fine, repeated, symmetrical, think, thin, horizontal, vertical, curly, curved, straight, 2D shape, 3D shape  **DT:** function, purpose, structure, product, stability, safety, adventure, strength, flexibility, appealing, names of tools, shaping, joining, evaluating, cutting, shapes and material names.  **RE:** crescent, cross, Om, Aum, Star of David, baptism, worship, Adhan, Aqeega, Jatakarma, Narnakaran, community, belonging, special, uniqueness, religious group, leader, parliament, values, respect, honesty, truth, fairness, compassion, texture, rots, chlorophyll, lichen, fungi, ooze |
| **Maths Vocab:**  Shape, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, flat, curved, straight, round, hollow, solid, corner, point, pointed, face, side, edge, group, sort, before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner, direction, left, right, up, down, forwards, backwards, sideways, across, close, far, near, through, to, from, towards, away from, turn, whole turn, half turn. | **English vocab:**  See, sight, touch, smell, taste, hear, sound, rough, bumpy, smooth, hard, squishy, grassy, green, earthy, brown, warm, red, golden, sunny, yellow, twittering, rustling, beautiful, smoky, earthy, damp |