

## Year 1 Curriculum Overview (2019-20)

BIG questions are to promote effective lifelong learning inventory (ELLI) skills

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary focus	Geography/science	Science	History	Geography /science	Science/DT (food)	Science
Secondary focus	RE/French/PSHE	Dt/Art	Art	Computing/S & L	Music	
The BIG question:	<b>What is unique about how I <b>persevere</b> in my learning?</b>	<b>How does <b>planning ahead</b> a make me a successful builder?</b>	<b>What impact has changing communication had on our <b>relationships</b>?</b>	<b>How do I <b>adapt</b> to vary weather in the United Kingdom?</b>	<b>Why do plants need to <b>adapt</b>?</b>	<b>How are humans and animals <b>connected</b>?</b>
Wow moments	Bring a box of items in to school to share – photos, objects, favourite books etc	Construction day  Build own town using lego, junk and other materials	Write letters and emails to another school. Lon with a school from a different area to <b>link with Geo in T5</b>	Watching weather reports  Use I pads to record own visually or verbally  Travel agents  Green screen app	Planting and fair tests	Zoo lab visit/pets at home  OR someone bring in an animal
Trips/ Bristol links	Minerva and me in Fishponds  (school & house)	<b>Local area walk and visits - library, shop, church etc</b> Vassells.				<b>Grimsbury Farm</b>  <b>Noah's Ark farm</b>  City farms- St.Werbergs & Windmill
Celebration	Art display - all about me!	Exhibition of the local area including building & photos	Email and write letters to parents inviting them to art exhibition  Comparing speed of communication	Weather report assembly or to another class	Assembly of learning	Perform in summer showcase French learning (songs).
High quality texts ..... <b>power of reading &amp; Pie Corbett, reading spine</b>	Funny bones The elephant and the bad baby (PC) Avocado baby (PC) Can't you sleep little bear? (PC) Five minutes peace	Peace at last (PC) Pumpkin soup (PC) Whatever next?	Cops and robbers (PC)	Not now Bernard (PC)	Where the wild things are (PC) Lost and found (PC)	Knuffle bunny (PC) Beegu (PC) The tiger who came to tea (PC)

<p>Linked enquiry texts/stimulus ...topic books</p>	<p>Queen's hat and handbag Only one you (TB) Look out: How we use our five senses</p>	<p>Three little pigs</p>		<p>The Growing Story (seasons &amp; growing TB) Tree: seasons come and seasons go (TB) The enormous potato (TB)</p>	<p>Titch (TB) Jack and the beanstalk (TB) Ten seeds (TB) Eddie's garden: how to make things grow (TB) Oliver's vegetables (TB) Town Mouse and Country mouse (TB)</p>	<p>Farm Yard Hullabaloo</p>
<p>Science</p>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>* Identify the five senses and associated body parts:</li> <li>*Sight: eyes; hearing: ears; smell: nose; taste: tongue; touch: skin</li> <li>*Review the importance of taking care of your body: exercise, cleanliness, healthy foods and rest</li> </ul>	<p><b>Everyday Materials &amp; Magnetism</b></p> <ul style="list-style-type: none"> <li>*Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>*Explain why materials are chosen for specific tasks based on their properties. For example, wool for clothing, glass for windows, wood for tables, metal for bridges.</li> <li>*Become aware that some materials are natural and some are man-made.</li> <li>* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>*Identify familiar, everyday uses of magnets. For example: in toys, in cabinet locks, in</li> </ul>		<p><b>Seasonal Change</b></p> <ul style="list-style-type: none"> <li>*Identify the four seasons: Autumn, winter, spring, summer</li> <li>*Be able to describe characteristic local weather patterns during the different seasons.</li> <li>*Recognise the importance of the sun as a source of light and warmth.</li> <li>*Understand daily weather changes.</li> <li>*Temperature: thermometers are used to measure temperature</li> <li>*Clouds: rainfall comes from clouds</li> <li>*Rainfall: how the condition of the ground varies with rainfall; rainbows</li> <li>*Thunderstorms: lightning, thunder, hail, safety during thunderstorms</li> <li>*Snow: snowflakes, blizzards</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>*Understand what plants need to grow: sufficient warmth, light and water.</li> <li>* Recognise basic parts of plants: seeds, roots, stems, branches and leaves.</li> <li>*Understand that plants make their own food.</li> <li>*Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals.</li> <li>*Know that there are two kinds of plants: deciduous and evergreen.</li> </ul>	<p><b>Animals</b></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> <li>*Make the connection that animals, like plants, need food, water and space to live and grow.</li> <li>*Recognise that plants make their own food, but animals obtain food from eating plants or other living things.</li> <li>*Understand that offspring are very much (but not exactly) like their parents.</li> </ul>

		refrigerator magnets, etc. *Classify materials according to whether they are or are not attracted by a magnet.		<a href="#">Links to geography</a>		* Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young. *Recognise that pets have special needs and must be cared for by their owners.
History	<b>Changes within living memory</b> People: Events: Landmarks: Religious: Cultural: Technological: Social and economic: population change – demographics (ethnicity) Hierarchy: Meanwhile: globally:		<b>Changes in memory : Information &amp; communication technology.</b>  *Communication: - Mobile technology, devices - World wide web (1991) The internet, cable data, wi-fi - Changes in household phones and mobile telephones - computers, telegrams, letters, emails * People: <b>Sir Tim Berners-Lee</b> , *Events: The computer was invented in 1940 *Landmarks: *Meanwhile: locally: globally			
Geography	<b>Locational knowledge of school and immediate area</b>  *know the location of the school, naming road name, immediate area (e.g. village/suburb/area) * know location of own			<b>Seasons and daily weather patterns</b>  *Identify seasonal and daily weather patterns in the United Kingdom.  <a href="#">Links to science</a>	<b>Locational knowledge of school and immediate area</b>  *identify characteristics of four countries: - size (order) - climate (temperate) - physical: highland (mountainous,	.

	<p>home (naming road name, immediate area)</p> <p>*know location of home and school within UK in reference to countries (England, Scotland, Wales and Northern Ireland)</p> <p>*locate capital cities of UK (London, Cardiff, Edinburgh, Belfast)</p>				<p>hills, river) lowland (flat, valley, river), coastal (cliffs, beaches, bays) - land use: rural (farm, countryside, village) and urban areas (town, city).</p> <p>*Identify characteristics of capital cities (famous landmarks both physical and human e.g. Thames River and Palace of Westminster)</p> <p>* identify the surrounding seas (Atlantic Ocean, North Sea, Irish Sea, English Channel)</p>	
Geography skills, techniques & application	<p>Use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p> <p>use simple fieldwork tools: calendar, anemometer, rain gauge, thermometer, cloud cover using oktas</p>					
DT		<p>Design purposeful, functional &amp; appealing products (Houses)</p> <p>Use range of tools &amp; materials to complete practical tasks</p> <p>Evaluate existing products</p> <p>Build and improve structure &amp; mechanisms</p>			<p>Food</p> <p>Use range of tools &amp; materials to complete practical tasks</p> <p>Generate models and communicate ideas.</p> <p>Design purposefully.</p> <p>Evaluate own ideas</p>	
Art	<p>Name the primary colours, and can I mix secondary colours with support?</p> <p>Say which colours are found in nature?</p> <p>Name and copy colours from a famous artwork? (Mondrian pastiche)</p>		<p>Say what is natural and manmade in art?</p> <p>Use words like hard and soft to describe art?</p> <p>Use words like rough, smooth and scratchy to describe art?</p> <p>Identify the use of 2d shapes in art?</p>		<p>Explore 3d shapes in sculpture?</p> <p>Use clay to create my own 3d sculpture?</p> <p>Explore colour, shape and texture in 2d and 3d? (Andy Goldsworthy)</p>	

	Make a piece of art using just one colour and use the words pale and dark? Explore the scale of light to dark using different mediums?		Identify the use of 3d shapes in junk modelling?		Copy an artist's work to inspire patterns of my own? (Andy Goldsworthy) Print repeatedly to make more interesting patterns?	
Music	<b>Learning an Instrument –</b> Djembe	<b>Winter Concert</b>	<b>'Handa's Surprise'</b> Pulse and Rhythm	<b>'Handa's Surprise'</b> Pulse and Rhythm	<b>'Water'</b> - The Inter-related Dimensions of Music	<b>Summer Showcase</b>
Computing	Continue to program and control a BlueBot. Use BlueBot App. Continue to use digital cameras and MS Paint.					
Microsoft computing	Write the labels for the human body. Change the font/colour/size/bold etc. Print labels and use alongside photos of the body.		Write name labels for significant individuals Change the font/colour/size/bold and print for the class enquiry display. E.g. BRUNEL.			Type own pupil voice of what they can see. Change the font/colour/size/bold. Print and stick in next to pictures/photos from a trip.
R.E.	Unit 4—Where do we belong? (Judaism) Festival: Christmas (Christian)		Unit 9—Why is Jesus important? Festival: Easter		Unit 7—Why are some places special?	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
French	Moi (All about me)		Jeux et chansons (Games and songs)		On fait la fête (celebrations)	
Real PE	Unit 1 - Personal	Unit 2 - Social	Unit 3 - Cognitive	Unit 4 - Creative	Unit 5 - Physical	Unit 6 - Health & fitness