

Curriculum Overview for Year 1

Art		
Autumn	Spring	Summer
<p>Can Building Speak – Chimpanzee’s of happy town.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use drawing, painting to develop and share their ideas, experiences and imagination</p>	<p>Portraits</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use drawing, painting to develop and share their ideas, experiences and imagination</p>	<p>Van Gogh</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

DT		
Autumn	Spring	Summer
	<p>Fruit kebabs</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Moving vehicles</p> <p>design purposeful, functional, appealing products for themselves</p>
		<p>Moving pictures.</p> <p>design purposeful, functional, appealing products for themselves</p>

	<p>communicate their ideas through talking, drawing, select from and use a wide range of materials and components - ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p>	<p>and other users based on design criteria</p> <p>communicate their ideas through talking, drawing,</p> <p>select from and use a wide range of materials and components, including construction materials, according to their characteristics</p> <p>explore and use mechanisms [wheels and axles], in their products</p> <p>evaluate their ideas and products against design criteria</p>	<p>and other users based on design criteria</p> <p>communicate their ideas through talking, drawing,</p> <p>select from and use a wide range of materials and components, including construction materials, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>explore and use mechanisms [for example, levers and, sliders,], in their products</p> <p>evaluate their ideas and products against design criteria</p>
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Music					
Autumn		Spring		Summer	
Our bodies – (beat)	Seasons (pitch)	Story time (exploring sound)	Singing (Easter play)	Machines (beat)	Pattern (beat)
Weather (exploring sounds)	animals (pitch)	Number (beat)		Water (pitch)	
experiment with, create, select and combine sounds	experiment with, create, select and combine sounds	experiment with, create, select and combine sounds using the inter-	use their voices expressively and	use their voices expressively and	

using the inter-related dimensions of music.	using the inter-related dimensions of music.	related dimensions of music.	creatively by singing songs	creatively by singing songs	
				use their voices expressively and creatively by singing songs	

PSHE					
Autumn		Spring		Summer	
Rules and safety Rights and responsibilities	Communities Belonging	rights and wrongs Going for goals	Choices Financial capability	Sun awareness Getting on and falling out Drugs and alcohol	feelings and relationships changes.

PE					
Autumn		Spring		Summer	
Gymnastics Invasion games	Dance Invasion games	Fun and fitness Gymnastics	Net and wall games Dance	Striking and fielding	Athletics

Science					
Autumn		Spring		Summer	
Humans and other animals identify and name a variety of common animals including fish, amphibians,	Seasonal change observe changes across the four seasons ♣ observe and describe weather associated with	Materials distinguish between an object and the material from which it is made ♣ identify and name a variety of	Seasonal change observe changes across the four seasons ♣ observe and describe weather associated	Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ♣	Seasonal change observe changes across the four seasons ♣ observe and describe weather associated

<p>reptiles, birds and mammals ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>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</p>	<p>the seasons and how day length varies.</p>	<p>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.</p>	<p>with the seasons and how day length varies.</p>	<p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>with the seasons and how day length varies.</p>
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Topic History & Geography		
Autumn	Spring	Summer
<p>We are Britain inc. Weather</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p>	<p>We are Britain – Castles The Great Fire of London</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London.</p>	<p>Famous for more than five minutes.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> -VanGogh -DaVinci -Elizabeth I Queen Victoria - Ellie Simmons & Jessie Owens - Armstrong

<p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>use basic geographical vocabulary to refer to human and physical features.</p> <p>use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		
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Computing					
Autumn		Spring		Summer	
<p>Digital camera Digital video camera</p> <p>use technology purposefully to create and manipulate</p>	<p>Creating pictures</p> <p>use technology purposefully to create</p>	<p>Keep it private Going places safely</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Programming</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>♣ create simple programs</p>	<p>Pictograms</p>	<p>ABC search sending emails.</p> <p>recognise common uses of information technology beyond school</p>