

Curriculum Overview for Year 1



	All year	Autumn	Spring	Summer
Science	<u>Working Scientifically</u> I can ask questions and know they can be answered in different ways. I can look closely, using equipment. I can do tests. I can name and group. I can use my observations and ideas to suggest answers to questions. I can collect and record data to help answer questions.	<u>Animals, including humans</u> I can spot and name a variety of common animals. I can group animals according to what they eat. I can spot and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals. I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. <u>Seasonal changes</u> I can explain changes through autumn, winter, spring and summer.	<u>Materials</u> I can tell the difference between an object and the material from which it is made. I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe some everyday materials. I can make groups of materials based on what they are like. <u>Plants</u> I can name some common wild and garden plants, including deciduous and evergreen trees.	<u>Plants</u> I can name some common wild and garden plants, including deciduous and evergreen trees. <u>Seasonal changes</u> I can explain changes through autumn, winter, spring and summer.
History	I can place known events in the order of when they happened. I can sequence events and recount changes within living memory I can use common words and phrases relating to the passing of time. I can talk, draw or write about aspects of the past. I can understand key features of events. I can identify some similarities and differences between ways of life in different periods.	I can find answers to some simple questions about the past from simple sources of information. I can describe some simple similarities and differences between man made objects. I can sort historical objects from 'then' and 'now'. I can ask and answer relevant basic questions about the past.	I can relate my own account of an event and understand that others may give a different version.	I can find answers to some simple questions about the past from simple sources of information. I can sort historical objects from 'then' and 'now'. I can ask and answer relevant basic questions about the past.

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Geography	I can ask simple geographical questions.	I can use simple maps of the local area. I can use words such as near and far, left and right to talk about where things are. I can make simple maps and plans. I can understand how some places are linked to other places e.g. roads, trains. I can describe seasonal weather changes. I can name, describe and compare places I know. I can link home with other places in my area.	I can use simple observational skills to study the geography of the school and its grounds. I can show I know about changes that are happening in the local environment e.g. at school. I can suggest ideas for improving the school environment.	I can understand how some places are linked to other places e.g. roads, trains. I can describe seasonal weather changes. I can name, describe and compare places I know. I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. I can 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. I can name and place the world's seven continents and five oceans.
Physical Education	Through Physical Literacy, I can develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. I can engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. I can master basic movements including running, jumping, throwing and catching	I can develop my balance, agility and co-ordination, and begin to apply these in a range of activities	I can perform dances using simple movement patterns.	I can participate in team games, developing simple tactics for attacking and defending

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Design and Technology	I can use simple tools with help to prepare food safely. I can create a simple design for my product. I can use pictures and words to describe what I want to do. I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. I can use a range of simple tools to cut, join and combine materials and components safely. I can ask simple questions about existing products and those that I have made.	I can talk about what I eat at home and begin to discuss what healthy foods are. I can build structures, exploring how they can be made stronger, stiffer and more stable. I can use wheels and axles in a product.	I can say where some food comes from and give examples of food that is grown.	
Art and Design	I can use art to share my ideas I can try out different materials to design and make products. I can say what I like about other people's artwork. I can use the names of tools, techniques and elements I use in my artwork.	I can make structures by joining simple objects together. I can make marks in print using different objects and basic tools and use these to make repeating patterns.	I can draw things I have seen or imagined using lines. I can try out ways mark-making using different tools.	I can cut, glue and trim material to create new pictures. I can sort, cut and shape fabrics and experiment with ways of joining them.

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Music	I can concentrate and listen to a piece of music. I can find the pulse by moving my body. I can use musical words and phrases to describe a piece of music. I can name different musical instruments. I can say what I like or dislike about a piece of music and describe how it makes me feel. I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse. I can listen to, copy and repeat a simple rhythm or melody. I can understand that pitch describes how high or low sounds are. I can understand that tempo describes how fast or slow the music is. I can understand that dynamics describe how loud or quiet the music is. I can perform rhymes, raps and songs. I can follow the conductor or band leader. I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.	<u>Charanga music projects:</u> Hey You! Rhythm in the Way We Walk Banana Rap		<u>Charanga music projects:</u> In the Groove Round and Round		<u>Charanga music projects:</u> Your Imagination Reflect, Rewind and Replay	
Beliefs and Values		Theme: Divali Key Question: Is Divali important to Hindu children? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity

	Autumn 1	Autumn 2	Spring	Summer
	Digital Citizenship	Digital Literacy	Computer Science	Information Technology
Computing	I know to tell an adult if I see anything worrying online.	I can use a program to create a simple document.	I know and can tell you what an algorithm is I can create a simple program I can debug a simple program that is causing an unexpected outcome. I can predict how a program will work.	I can recognise how I use computers at home and in my school