



Year 1 - Curriculum Overview Science & Foundation Subjects

Pillars of our curriculum	Sustainability and Change (TRUST)	Diversity and Equality (RESPECT)	Aspiration and Wellbeing (DETERMINATION)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working name of theme	My Special Corner of the World	Toys	Queen of the Castle	Our Amazing World	Sun, Sea and sandcastles	Florence Nightingale/ Mary Seacole
Pillar Concepts	A sense of place: Place Identity - Every place is different and that makes our world interesting. By visiting different places we can meet different people.	Keeping healthy - Recognising the importance of outdoor play. Why has it been lost over time? Staying healthy - knowing how to take care of my body.	Respect - Royalty as part of the British culture.	Climate Change - Our world has warm parts and cold parts but it is changing.	Care - We must care for living things to help them thrive.	
					Place Identity - Every place is different and that makes our world interesting. By visiting different places we can meet different people.	Resilience - When things are tough, we keep trying. Ambition - It is great to have goals to aim for.
Big questions	What makes our school grounds special?	How can we tell these toys are old? What were our grandparents' toys like and how do we know?	How do the reigns of Elizabeth I, Victoria and Elizabeth II differ?	What is it like in other parts of the world?	Why should tourists visit Southsea?	Who is more significant, Florence Nightingale or Mary Seacole? Why is having aspirations so important?
Geography	My Special corner of the world Identify seasonal and daily weather patterns in the United Kingdom Identify countries and seas of the United Kingdom			Our Amazing World Name and locate the world's seven continents and five oceans. location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Sun, Sea and Sand in Southsea Use geographical vocabulary to refer to: key physical features, Understand key human features. Use simple compass directions and locational and directional language to describe the location of features on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic features; devise a simple map; and use and construct basic symbols in a key. Understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use simple fieldwork and observation skills.	
History		Toys Change within living memory	Queens: Lives & times Elizabeth I, Victoria and Elizabeth II Chronology sequencing events/ objects in time; using chronological vocabulary Locate each queen's reign/ life on timeline Change/ continuity Similarities & differences between ways of life at different times Examine how communication (information sharing & transport) has changed Significance Create a museum display about the three Queens, but can only choose five items to display for each Queen Historical enquiry - asking/answering questions; using sources to find answers and show understanding books, websites, royal memorabilia (Victoria and EII) + visit Windsor focusing on Victoria and EII			Florence Nightingale & Mary Seacole - significant individuals Significance - Can recognise and talk about who was important eg is a simple historical account
Design Technology	Structures: Playground design Design: design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] and select from and use a wide range of materials and components, including construction materials according to their characteristics Evaluate: explore and evaluate a range of existing products and evaluate their ideas and products against design criteria Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable.			Textiles: Bunting Link to May Fayre Design: design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and textiles, according to their characteristics Evaluate: explore and evaluate a range of existing products and evaluate their ideas and products against design criteria		Food: fruit kebabs Link to science - grow strawberries and raspberries Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

Art	Colour Mixing To experiment with paint mixing to make a range of secondary colours. Painting different fruit – link to senses and keeping healthy. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Portraits Giuseppe Archimboldo Links to royal historical portraiture To use fruit, flowers and vegetables to create self-portraits. To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn 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.		The Seaside - collage and mixed media Focus on sustainable art using recycled materials. To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	
Science	Exploring Habitat ☑ explore and compare the differences between things that are living, dead, and things that have never been alive ☑ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ☑ identify and name a variety of plants and animals in their habitats, including micro-habitats (school meadow) ☑ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Staying Healthy I can say the basic needs of animals and humans to adults. I understand that animals including humans grow from babies to adults. I understand that animals have offspring that need care. I can say why exercise, hygiene and healthy food are important. I can identify, name, draw and label parts of the body. I can say which sense goes with which body part.	Materials and Properties ☑ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; ☑ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Pushes and Pulls This half term we will deliver a series of stand-alone simple science investigations that can easily be set up easily in school. There is a progression of working scientifically skills that build up each lesson and should be shared with the children as the focus/learning objective. The investigations are physics based so ideas of forces being a push or a pull, gravity, air resistance can be discussed in simple terms. Remember there are no national curriculum requirements to teach forces at this stage but we have decided that some basic grounding to support further learning in consequent years is important.	Growing healthy plants This topic lasts summer term (summer i and summer ii) so please use any experiments to cover any strands of “working scientifically” that you feel still need to be addressed. You will also have 2 assessments and 2 trailblazers in this unit to cover both half terms. The topic should be strongly linked to the BEE LONGITUDINAL STUDY wherever possible. ☑ observe and describe how seeds and bulbs grow into mature plants ☑ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I can name some common wild garden plants, including deciduous and evergreen trees. I can name and describe the basic structure of a variety of common flowering plants including trees. I can explain how seeds and bulbs grow into plants.	
Personal Development (including PSHE, RSE, British Values and SMSC) Cycle A	Aiming High	Safety First	Digital Wellbeing	Diverse Britain	Think Positive	TEAM
Cycle B	VIPs	Be yourself	It's my body	One World	Money Matters	Growing Up
Religious Education	Creation UC KS1 Unit 1.2: Creation Who made the world? Core Learning Christianity Focus	Thankfulness UC KS1 Unit 1.3: Incarnation Why does Christmas matter to Christians? Core Learning Christianity Focus	Special Places LD Unit: Special Places - Mandir Hinduism Focus	Salvation UC KS1 Unit 1.5: Salvation - Why does Easter matter to Christians? Core Learning Christianity Focus	Friendship UC KS1 Unit 1.4: GOSPEL. What is the good news that Jesus brings? Christianity Focus	Special Food LD Unit: Special Food for Christians and Hindus. Christianity & Hinduism Focus
Class Computing	Bee-Bot I know that an algorithm can be used to plan a program on a digital device I can plan an algorithm that can be turned into code on a digital device I can debug code that does not do what I want it to do I can look at code to work out what a program will do when the code is run	Online Safety Media Balance & Wellbeing	Mouse Control I can hold the mouse correctly, so I don't damage my hand while using it (repetitive strain) I can move the mouse to move the cursor on the screen to a specific location. I can pick up the mouse if I need to move the mouse further than the mouse space allows. I can single left mouse click to make things happen. I can click and hold the left mouse button down while I drag the mouse to a new location to move objects.	Keyboard Skills on wordpad I can use space for gaps in words. I can use return or enter keys to starting a new line. I can use arrow keys for moving cursor around within text if my mouse or trackpad control is difficult. I can use shift key to switch between capitals and lowercase (avoid caps locks unless pupil has fine motor problems) key to delete right.I can use backspace to delete left.I can name a document referencing what it is about.I can save a documentI can use the undo key to set things back to how they were	Scratch Junior I know that an algorithm can be used to plan a program on a digital device I can plan an algorithm that can be turned into code on a digital device I can debug code that does not do what I want it to doI can look at code to work out what a program will do when the code is run (prediction)	Digital Painting Digital Art Knowledge I can draw a line using the oil brush tool I can overlap my lines by drawing slowly I can change the thickness of my line Digital Painting Knowledge I can draw a line using the marker tool I can fill in space using the fill bucket tool Digital Literacy Knowledge I can log in to a Windows computer I can log off when I have finished
Physical Education	Gymnastics • How to move and control your body – introducing balances. • R&R - Target Games	Dance Taught routine. R&R - Team Games	Circuit Training Children to partake in different exercises and design their own circuit. R&R - Invasion Games	Gymnastics Balances, travelling and how to make a sequence. R&R - Striking & Fielding	Dance Responding to stimulus through music. R&R - Locomotion	Yoga Series of movements and poses leading to making own sequence. R&R -Team Games
Music	All about me (Pulse and rhythm) Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music'. Play untuned instruments musically'. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Year 1 Nativity Songs - Born in a Barn	Fairy Tales (Timbre and rhythmic patterns) Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music'. Play untuned instruments musically'. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Superheroes (Pitch and tempo) Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music'. Play untuned instruments musically'. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Under the sea (Musical vocabulary) Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.	By the sea (vocal and body sounds) Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music'. Play untuned instruments musically'. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Key experiences and enrichment	Fieldwork in the school grounds	History off the Page or Search Museum	Windsor Castle		Southsea Visit	History of the Page Florence Nightingale Day