

Year 1 Curriculum Overview							
	Term 1 – 6wks 3 days	Term 2 – 8 weeks (1 st week WOAW)	Term 3 – 6 weeks	Term 4 – 6 weeks (1 st week WOAW)	Term 5 – 5 weeks	Term 6 – 4 weeks (1 st week WOAW)	Term 6 – Three weeks
Topic Names	Planet Earth	We are Storytellers ‘Born in a Barn’	Safari	The ‘Incredibles’ (Superheroes)	Blast off! Space)	Mini beasts	The Pulse
WOW Moment	Bristol Aquarium Local area litter pick	Author visit and/or story writing workshop	Bristol zoo	People to visit from different professions		Woodchester mansion	Health week Whole school picnic
Writing Opportunities/Links	Key Text: Dear Greenpeace List poems (Creation) Recount Non-chronological reports Instructions	Key Text: ‘Born in a Barn’ Creative writing - stories Repetitive tales Newspaper/recounts	Non-Chronological reports Observation poems	Newspaper Adventure story Comic strip Character description	Fact files Whatever next!	Rhyming poems	Instructions
Maths Opportunities/Link	Data collecting for flowers and plants in outdoor areas.	Problem solving	Problem solving	Problem solving	Problem solving	Problem solving	Problem solving
Science	<u>Scientific enquiry</u> <ul style="list-style-type: none"> - I can observe closely, using simple equipment. - I can use my observations and ideas to suggest answers to questions. - I can gather and record data to help in answering questions. <u>Plants</u> <ul style="list-style-type: none"> - Identify and name a variety of wild and garden plants. - Identify and describe the basic structure of a variety of common flowering plants. <u>Animals</u> <ul style="list-style-type: none"> - Identify and name a variety of fish and amphibians - Identify animals that are carnivores, omnivores and herbivores. - Describe and compare the structure of a variety of common animals (Fish and invertebrates) 	(Scientific enquiry)	(Scientific enquiry) <u>Animals</u> <ul style="list-style-type: none"> - Identify and name a variety of birds, reptiles and mammals. - Identify animals that are carnivores, omnivores and herbivores. - Describe and compare the structure of a variety of common animals (Reptiles, birds and mammals) <u>Seasonal change</u> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe the weather associated with the seasons and how day length varies. 	(Scientific enquiry) <u>Every day materials</u> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials. <u>Seasonal change</u> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe the weather associated with the seasons and how day length varies. 	(Scientific enquiry)	(Scientific enquiry) <u>Animals</u> <ul style="list-style-type: none"> - Identify and name a variety of common animals including reptiles. - Describe and compare the structure of a variety of common animals. <u>Seasonal change</u> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe the weather associated with the seasons and how day length varies. 	(Scientific enquiry) <u>Humans</u> <ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

	<u>Seasonal change</u> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe the weather associated with the seasons and how day length varies. 						
Geography	<u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> - Devise a simple map - Construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of the school and its grounds. - Key human and physical features of its surrounding environment. <u>Human and Physical geography</u> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key physical features: sea, ocean, river, season and weather. 		<u>Human and Physical geography</u> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. - Use basic geographical vocabulary to refer to key physical features: Beach, forest, hill, mountain, sea, ocean, river, season and weather. 			<u>Geographical skills and field work</u> <ul style="list-style-type: none"> - Devise a simple map - Construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of the school and its grounds. - Key human and physical features of its surrounding environment. 	
History	Significant historical events, people and places in their own locality.				Significant person/significant event beyond living memory – Neil Armstrong/First chimp in space.		Changes within living memory (Bodies growing)
Art	Led by AB						
D&T	Food – growing beans Freestanding structures <ul style="list-style-type: none"> - Design - Make - Evaluate - Technical knowledge 		Moving pictures (Sliders and levers) Bird box – freestanding structures <ul style="list-style-type: none"> - Design - Make - Evaluate - Technical knowledge 	Textiles (Capes)		Bug hotel – Freestanding structures <ul style="list-style-type: none"> - Design - Make - Evaluate - Technical knowledge 	Food <ul style="list-style-type: none"> - Design - Make - Evaluate - Technical knowledge

Music	Collins connect – Water/Seasons	Collins connect – Storytime	Collins connect – Animals	Collins connect – Machines			Collins connect – Bodies/Ourselves
Computing	Basic skills E-Safety Common uses - Recognise common uses of information technology beyond school. - Use technology safely and respectfully.					Bee bots - Understand what algorithms are - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs.	
PE	Balance and Co- Ordination	Gymnastics	Dance	Apparatus	Games	Athletics	Athletics
PSHE/Ethical Issues kelly@learnhappy.org.uk	Hopes & Aspirations Mental health	Friendship – Anti- bullying week. Marmaduke the very different dragon – story. Jealousy – The way I feel by Janan Cain. How are you peeling? Foods with moods Saxton Freymann. Mindfulness – breathing to use as an interruption. Allows thinking time. When Sophie gets angry – Really, really angry by Molly Bang. Stop, pause and respond. Must have emotional awareness first. Avoiding triggers to anger and discussing these.	Managing feelings Tough guys (Have feelings too) – story. Also links to superheroes. The crocodile who didn't like water – we all have a gift. Even if we can't do it have a go. Recognising different gifts and that's ok. The dawn chorus – we all have gifts but use them at different times. Story. Pictures of children doing each emotions. Mental health	www.ghl.org.uk Make me a superhero PDF. Accessing emergency services. What types are there? What is first aid. When do we need help? Sense of independence. How can we keep ourselves safe? Kelly to plan and send over. The snail and the whale – it's not the children's responsibility to fix it but to know where to go for help. Mental health	Mental health	Healthy me	I'm a big kid/Independence
Week of Awe and Wonder							