




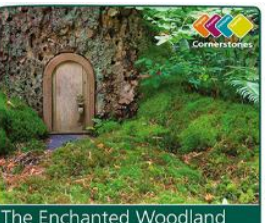


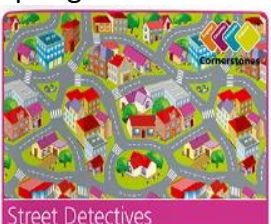


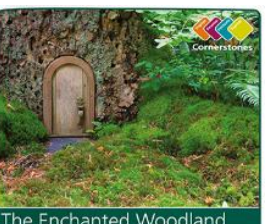


Overview of Key Stage 1 Curriculum Year 1

	Autumn 1  Superheroes	Autumn 2  Paws, Claws and Whiskers	Spring 1  Street Detectives	Spring 2  Splendid Skies	Summer 1  The Scented Garden	Summer 2  The Enchanted Woodland
Science	Working scientifically Asking simple questions and recognising that they can be answered in different ways; identifying and classifying.	Animals, including humans Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; carnivores, herbivores and omnivores.	Everyday materials Distinguish between object and the material from which it is made; identify and name every day materials; describe the physical properties of materials; group and compare a variety of materials.	Seasonal changes Observe and describe weather associated with the seasons and how day length varies; observe changes across the four seasons;	Plants Identify and name a variety of common wild and garden plants including deciduous and evergreen trees; describe the basic structure of a variety of common flowering plants, including trees.	Working scientifically Observing closely, using simple equipment; performing simple tests; using observations to suggest answers to questions; gathering and recording data to help answer questions.
Computing	Use technology purposefully to create, organise, store manipulate and retrieve digital content.	Recognise common uses of information technology beyond school. Use logical reasoning to predict behaviour of simple programs. E-Safety.	Algorithms – Pro bots. Use technology safely and respectfully, keeping personal information private.	Use technology purposefully to organise and manipulate digital data. Crating a leaflet using 2Simple Publisher. E-Safety.	Use technology purposefully to organise and manipulate digital data. Animation – 2Simple. E-Safety.	Understand that programs execute by following precise and unambiguous instructions. Algorithms – Scratch Junior. E-Safety.
History	Changes within living memory – aspects of change in national life.	Changes within living memory – aspects of change in national life.	Significant historical events, people and places in their own locality.	The lives of significant individuals.	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality. Hatchlands Park.
Geography	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans.	Use simple field work and observational skills to study the geography of the school and its grounds.	Use Simple compass directions and locational and directional language. Use simple field work and observational skills to study the geography and the physical features of our surrounding environment.	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to physical features. Name, locate and identify the characteristics of the four countries of the United Kingdom. Devise a simple map, use and construct basic symbols in a key.	Plan perspectives to recognise landmarks and basic physical features.	Use basic geographical vocabulary to refer to key physical and human feature, including coast, forest, hill, mountain, city, town, village etc. Use simple compass directions and locational and directional language to describe features and routes on a map.
Design Technology	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.	Select from and use a range of tools and equipment to perform practical tasks. Build structures exploring how they can be made stronger, stiffer and more stable.	Evaluate ideas and products against design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients. Explore and use mechanisms.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.	Select from and use a wide range of components, including ingredients. Select from and use a wide range of tools and equipment to perform practical tasks.	Generate, develop, model and communicate their ideas through talking, drawing, templates and information and communication technology.
Art	Use a range of materials, including natural materials, creatively to design and create products.	Use drawing and painting to develop and share ideas, experiences, and imagination.	Use a range of materials creatively to design and make products.	Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines. Use a range of materials creatively to design and make products.	Learn about the work of a range of artists. Develop a wide range of art and design techniques, using pattern, texture, line, shape, form and space.	Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines. Use a range of materials creatively to design and make products.

	Autumn 1  Superheroes	Autumn 2  Paws, Claws and Whiskers	Spring 1  Street Detectives	Spring 2  Splendid Skies	Summer 1  The Scented Garden	Summer 2  The Enchanted Woodland
RHE	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this.	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
RE	Recognise and use some religious words to name features of religious life. Discuss what you are thankful for. Christianity – Harvest	Recognise and use some religious words to name features of religious life and key people. Hinduism- Festivals of Light Christianity - Christmas	Begin to show awareness of similarities in religions. Christianity, Sacred writings.	Recognise and use some religious words to name features of religious life and key people in Judaism.	Pupils retell religious stories and suggest meanings for religious actions and symbols. Hinduism.	Use a developing religious vocabulary to describe some key features of religions. Hinduism- Places Raksha Bandhan
PE	REAL PE Unit 1 Personal skills Coordination: Floor movement patterns and Static balance; one leg standing.	REAL PE Unit 2 Social skills Dynamic balance to agility and Static balance; seated. REAL GYM Balance; different body parts and Balance; points and patches.	REAL PE Unit 3 Dynamic balance and Static balance; small base. REAL GYM Balance; one foot.	REAL PE Unit 4 Creative skills Coordination: ball skills and Counter balance in pairs. Dance	REAL PE Unit 5 Applying physical skills Coordination with equipment and Agility REAL GYM Shape; low apparatus.	REAL PE Unit 6 Health and fitness Agility: ball chasing and Static Balance; floor work. REAL GYM Flight; feet, shapes. Team Games
Music	CHARANGA Introducing Beat Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	CHARANGA Adding Rhythm & Pitch Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	CHARANGA Introducing Tempo & Dynamics Listen with concentration and understanding to a high quality of live and recorded music. Experiment with, create select and combine sound using the interrelated dimensions of music.	CHARANGA Combining Pulse, Rhythm & Pitch Listen with concentration and understanding to a high quality of live and recorded music. Experiment with, create select and combine sound using the interrelated dimensions of music.	CHARANGA Having Fun with Improvisation Play untuned instruments. Percussion instrument.	CHARANGA Reflect, Rewind, Replay Using voices expressively. Play tuned instruments.