

Year One Topic Overview

This overview of our curriculum map for the year outlines the units of work for each subject and for each half-term. Please note that some curriculum subjects are not done in every half-term. The curriculum map will be implemented flexibly and adapted in response to events / developments that arise during the year to ensure the needs of all our children are met.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Where do we call Home?	Helpers in our World	The Amazing World of Animals	The Big Impact Makers	The Magic of Travel	Exploring New Paths
PARENTAL PARTICIPATION	Harvest Craft Morning Parents evening	Maths, Reading and Phonics workshops Christmas concert	Parents evening	Mother's Day concert Easter Craft Morning		Meet the teacher Open evening
ENHANCEMENT OPPORTUNITIES		Visit from the firemen	Animal Man			
ENGLISH	Purpose: to Inform Establishing writing expectations and revisiting key skills in letters and recounts.	Purpose: to Entertain Retelling stories with clear descriptions and exploring character roles.	Purpose: to Inform Using reports and recounts to share information, revisiting letter writing, and learning instructions.	Purpose: to Entertain Retelling and creating stories, using descriptions, exploring character roles, and enjoying poetry.	Purpose: to Inform Writing instructions, reports (chronological and non-chronological), and creating posters.	Purpose: to Entertain Retelling and creating stories, writing descriptions, exploring character roles, and writing poetry.
ENGLISH Kinetic Letters Handwriting Scheme Little Wandle Phonics Scheme	As well as the different types of texts studied, the children will also participate in weekly lessons to improve their use of grammar, punctuation, and spelling in their writing. Phonics sessions are held every day to introduce and consolidate their understanding of phonemes, graphemes and spelling patterns. We also do handwriting (Kinetic Letters) lessons regularly to help children with their letter formation and orientation. Children engage in weekly group class reading sessions, following the Little Wandle scheme, focusing on the skills of decoding, prosody and comprehension.					

<p>MATHS White Rose Scheme</p>	<p>Place Value (within 10)</p> <p>Composition of numbers to 10.</p>	<p>Addition and Subtraction (within 10)</p> <p>Shape</p>	<p>Place Value (within 20)</p> <p>Addition and Subtraction (within 20)</p>	<p>Place Value (within 50)</p> <p>Length and Height</p> <p>Mass and Volume</p>	<p>Multiplication and Division</p> <p>Fractions</p> <p>Position and Directions</p>	<p>Place Value (within 100)</p> <p>Money</p> <p>Time</p>
<p>SCIENCE White Rose Scheme</p>	<p>The Human Body Identify, name, draw and label parts of the human body Sight Sound Taste Touch Smell</p>	<p>Seasonal Changes: Autumn</p> <p>Materials</p> <p>Seasonal Changes: Winter</p>	<p>Celebrate British Science Week</p> <p>Animals Mammals Birds Fish Amphibians Reptiles Compare and group animals Carnivores Herbivores Omnivores</p>	<p>Caring for our planet</p> <p>Seasonal Changes: Spring</p>	<p>Plants Plant parts Tree parts Wild and garden plants Plants in my local area Deciduous trees Evergreen trees Trees in my local area</p>	<p>Seasonal Changes: Summer</p> <p>Growing and Cooking</p> <p>Consolidation</p>
<p>HISTORY</p>	<p>Historical Change Looking at the lives of Aethelflaed and Sir Robert Peel (local)</p>	<p>Time Sources of Evidence Everyday Life Historical Change Looking at the lives and work of Mary Seacole and Florence Nightingale.</p>		<p>Time Historical Change Looking at the lives and work of Martin Luther King and Vincent Van Gogh and looking at the past, present and future.</p>		

<p>GEOGRAPHY</p>	<p>Map Skills and Field Work Using aerial photographs and identifying key features of the school. Using and devising a simple map to study the geography of the school - e.g. add objects onto a classroom map.</p> <p>Physical features Knowing that some places in the UK are very different from Tamworth and describing some key differences.</p> <p>Human Features Naming and describing the key human features of my school.</p>	<p>Physical Features Describing the weather and predicting the weather in different seasons.</p>	<p>Locational Knowledge Using a map to locate England/ Ireland/ Scotland/ Wales and the other cities.</p>		<p>Locational Knowledge Using a map to locate England/ Ireland/ Scotland/ Wales and the other cities.</p>	
<p>ART</p> <p>Evidence: Creative Arts Big Book</p>	<p>Designing and making Christmas cards</p>	<p>Line</p> <p>Creating lines of different thickness and length. Recording our ideas and represent what we see and touch.</p>	<p>Form</p> <p>Manipulate materials to change the form. Explore and talk about the surface qualities of different objects and materials.</p>	<p>Knowledge of artists</p> <p>Describe what we can see and give and opinion about the work of an artist.</p> <p>Evaluation of creative works</p> <p>Ask questions about a piece of art.</p>		<p>Colour</p> <p>Name the primary and secondary colours. Make collections of the same colour in different shades.</p>

DESIGN TECHNOLOGY		<p>Design Designing products that are useful and look good.</p> <p>Make Choosing the right tools to make something with.</p> <p>Evaluate Exploring existing products, saying how good they are and any improvements needed.</p>			<p>Technology Building structures and exploring how they can be made stronger, stiffer and steadier.</p> <p>Cooking Making simple foods by thinking about a healthy diet.</p>	<p>Design Designing products that are useful and look good.</p> <p>Make Choosing the right tools to make something with.</p> <p>Evaluate Exploring existing products, saying how good they are and any improvements needed.</p>
COMPUTING National Centre for Computing Education Scheme	<p>Online Safety</p> <p>Technology Around Us</p> <p>Recognising technology in school and using it responsibly.</p>	<p>Digital Painting</p> <p>Choose appropriate tools to use in a programme to create art.</p> <p>Microsoft Paint</p>	<p>Online Safety</p> <p>Moving a Beebot</p> <p>Making short algorithms and programs for the Beebot and predicting outcomes.</p>	<p>Grouping Data</p> <p>Exploring object labels and using these to group and sort objects by properties.</p>	<p>Online Safety</p> <p>Digital Writing</p> <p>Using a computer to create and format text. Word/PowerPoint</p>	<p>Programming Animations</p> <p>Designing and programming a character on screen to create animation. Scratch Jr.</p>
PSHE Staffordshire County Council Scheme	<p>Me and other people</p> <p>Wear Yellow for World Mental Health Day (October)</p>	<p>Me and my relationships</p> <p>Visit from NSPCC</p>	<p>Me and my school</p> <p>Children's Mental Health Week (February)</p>	<p>Me and my safety</p>	<p>Happy, healthy me</p>	<p>Me and the World</p> <p>Supporting transition to Junior School</p>

<p>MUSIC</p> <p>Evidence: Creative Arts Big Book</p>		<p>Performance</p> <p><u>Christmas concert</u> Use voices to speak, sing and chant. Use instruments to perform.</p>	<p>Rhythm</p> <p>Clap a steady pulse and clap short rhythmic patterns.</p>		<p>Listening and appraising</p> <p>Say whether we like or dislike a piece of music. Respond to different moods in music.</p>	<p>Composition</p> <p>Make a sequence of sounds on an un-tuned percussion instrument. Choose sounds to represent different things.</p>
<p>RE</p> <p>Staffordshire County Council Scheme</p>	<p>Caring for Others</p> <p>Explore religious celebrations and practices that focus on looking after others. Hinduism- Raksha Bandhan Sikhism- Langar meal Christianity- Harvest</p>	<p>Belonging and Christmas</p> <p>Understanding how we belong- families/ groups/ religions and what it looks like Knowing how the celebration of Christmas builds to Christmas day</p>	<p>Celebrations</p> <p>Comparing Birth ceremonies- Christianity and Islam</p>	<p>Families And Easter</p> <p>Discovering how families support and care for each other. Understanding why and how Christians celebrate Easter.</p>	<p>Worship</p> <p>Finding out about places of Worship.</p>	<p>Answers:</p> <p>Listening to religious stories and understand the meaning behind them.</p>

PE	<p>Hand Coordination</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participating in simple, small group/ partner games</p> <p>Using equipment safely</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Gymnastics</p> <p>Copying and exploring basic movements and body patterns</p> <p>Remembering simple movements and balances</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Dance</p> <p>Remembering simple movements and dance steps</p> <p>Linking movements to sounds</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Hockey</p> <p>Beginning to further develop hand-eye coordination using equipment to make contact.</p> <p>Using equipment safely</p> <p>Participating in simple, small group/ partner games</p> <p>Receiving a ball with basic control</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Rounders</p> <p>Beginning to further develop hand-eye coordination using equipment to make contact and aim.</p> <p>Using equipment safely</p> <p>Participating in simple, small group/ partner games/ team games</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Sports Day (June)</p> <p>Athletics</p> <p>Running at a variety of speeds</p> <p>Jumping from a standing position</p> <p>Performing a variety of throws with basic control</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>
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