



**Curriculum Overview – Year 1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Science</b>	<p><b>Everyday Materials</b> Children learn about everyday materials including wood, plastic, metal, water and rock. Children will learn to identify and name everyday materials and will have the opportunity to explore the properties of these materials. Children will carry out a simple investigation to help them decide which material would be most suitable to use for an umbrella. Children apply their knowledge of every day materials to sort objects by their properties. A range of learning activities are used in this unit including, discussions, labelling and an investigation where children have the opportunity to ask and find the answers to questions.</p>	<p><b>Seasonal changes (Autumn/Winter)</b> Children learn about the four seasons, with a particular focus on autumn and winter. Children will learn how different types of weather can be measured. Children will use a class weather station to observe measure and record the weather across the seasons. They will also observe changes across the seasons by exploring the signs of autumn and winter through nature and wildlife.</p>	<p><b>Animals Including Humans - Animals</b> Children learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its according to their group. They will also learn about the different diets animals eat. features and will classify animals</p>	<p><b>Plants</b> Children learn about the structure of plants and trees and what they need to grow well. Children engage in a variety of activities including identifying common plants and trees in the garden and in the wild, sorting deciduous and evergreen leaves. Children will plant their own bean and observe it closely over the coming weeks by measuring and recording its growth.</p>	<p><b>Animals including Humans - Humans</b> Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation. Children will use their knowledge from this unit to classify animals according to their own criteria.</p>	<p><b>Seasonal Changes (Spring /Summer)</b> This Children learn about spring and summer. Children will continue to use a class weather station to observe, measure and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons. They will also observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife. A range of learning activities are used in this unit, including observation, discussion and learning outside.</p>
<b>History</b>	<p><b>War &amp; Remembrance - The life of Walter Tull</b> - In this unit, children will learn about a significant event in British and global history - WW1 and Remembrance Day. Learning about a significant individual - Walter Tull - the first black army officer.</p>		<p><b>Kings &amp; Queens</b> - In this unit of work, children will learn about the significant British monarchs in history. Pupils take part in a more in-depth study of Richard III. Pupils draw comparisons between Elizabeth I and Queen Victoria.</p>		<p><b>History of our local area- Sutton Coldfield-</b> In this unit of work, children will learn about the changes to Sutton Coldfield. Children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.</p>	
<b>Geography</b>	<p><b>Geography of my School</b> Children learn about the world, starting with their immediate environment. Children will develop their observation and fieldwork skills to study their immediate surroundings. Children will learn a sense of place in relation to home and school.</p>		<p><b>My School Grounds</b> Children learn about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage. Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.</p>		<p><b>Wonderful Weather</b> Children learn about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The children are introduced to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts.</p>	

<p><b>Computing</b></p>	<p><b>Computer Skills</b> Children will learn the basic computer skills that they will need in order to be able to use a desktop or laptop computer. Children will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer. They will apply their mouse or trackpad skills by launching applications, manipulating windows and opening and saving files and folders. The children will then practise their clicking skills and learn how to drag objects, either using a mouse or trackpad.</p>	<p><b>Online Safety</b> Children learn basic online safety and digital literacy skills. In this unit, children learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences. Children learn about using a search engine safely to find pictures. Children learn the SMART rules and look at what information should be kept safe when using the Internet. Children explore the positives and negatives of online communication, such as email, and children will develop the skills to recognise potential dangers and act to keep themselves and others safe.</p>	<p><b>Using and Applying</b> Children are given the opportunity to reinforce skills taught throughout the year. Children are given the opportunity to use their skills in a new context and apply them with the software they are familiar with, in order to reinforce their learning. The lessons focus primarily on the three units of Computer Skills, Word Processing and Painting</p>	<p><b>Word Programming Skills</b> Children learn typing and word processing skills. Children will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. Children will then go on to learn how to use undo and redo and to select and format text.</p>	<p><b>Painting</b> Children will be introduced to painting skills in a painting application on a computer or tablet device. Children will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text.</p>	<p><b>Programming Toys</b> Children are introduced to the principles of programming through unplugged tasks and the use of Bee-Bots. They will be introduced to algorithms as a set of step-by-step instructions given to a device, will learn how to debug simple algorithms and how to use logical reasoning to predict how a program will behave.</p>
<p><b>Design &amp; Technology</b></p>	<p><b>Fruit and Vegetables</b> Children handle and explore fruits and vegetables and learn how to identify which category they fall into.</p>	<p><b>Smoothies</b> Children undertake taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.</p>	<p><b>Moving Storybook</b> Children experiment with sliders before planning and making three pages of a moving story book, based on a familiar story. They will draw the page backgrounds, make the moving parts and assemble it.</p>	<p><b>Wheels and axles</b> Children learn about the main components of a wheeled vehicle; experiment with mechanisms to help them develop their understanding of how wheels, axels and axel holders work; assume the role of a mechanic to problem-solve why wheels won't rotate; demonstrate learning by designing and building their own moving vehicles. Children to evaluate what they have made.</p>	<p><b>Inspired</b> by the song, 'Mouse in a windmill', children design, decorate and build a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.</p>	<p><b>Puppets</b> Children explore different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Throughout they work to develop their technical skills of cutting, gluing, stapling and pinning. Children to evaluate their work against the set criteria.</p>

<b>Art &amp; Design</b>	<p><b>Drawing: Make your mark</b> Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> <p>Artists to explore include - Bridget Riley, Zaria Forman and Kandinsky.</p> <p>(5 weeks)</p> <p><b>Painting and mixed media: Colour splash</b> Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Artists to explore include - Jasper Johns and Claire Cliff.</p> <p>(2 Weeks - cont. Next term)</p>		<p><b>Painting and mixed media: Colour splash</b> Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Artists to explore include - Jasper Johns and Claire Cliff.</p> <p>(3 Weeks)</p> <p><b>Sculpture and 3D: Paper play</b> Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> <p>(5 weeks)</p>		<p><b>Craft and design: Embellishments</b> Developing skills in measuring, cutting and adding patterns and decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures. They will select materials to make things from their imaginations as well as recreate things they have seen.</p> <p>Lesson plans to be available on the Kapow portal from November 30th 2022.</p>	
<b>Music</b>	<p><b>Ourselves</b> The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p><b>Number</b> The children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p><b>Animals</b> The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p><b>Weather</b> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p><b>Machines</b> The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p><b>Seasons</b> The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p><b>Our School</b> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p><b>Pattern</b> The children develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores.</p>	<p><b>Story Time</b> The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p><b>Our Bodies</b> The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p><b>Travel</b> The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p><b>Water</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
<b>PSHE</b>	<p><b>Going for goals</b></p> <ul style="list-style-type: none"> <li>• Star Qualities</li> <li>• Positive learners</li> <li>• Bright futures</li> <li>• Jobs for all</li> <li>• Going for goals</li> <li>• Looking forward</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• VIPs</li> <li>• Family</li> <li>• Friends</li> <li>• Falling out</li> <li>• Working together</li> <li>• Showing you care</li> </ul>	<p><b>Being Healthy</b></p> <ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Internet safety and harms</li> <li>• Physical Health and fitness</li> <li>• Healthy Eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> </ul>	<p><b>Good to be me</b></p> <ul style="list-style-type: none"> <li>• Marvellous Me</li> <li>• Feelings</li> <li>• Uncomfortable feelings</li> <li>• Changes</li> <li>• Things I like</li> <li>• Speak up</li> </ul>	<p><b>Getting on and Falling out</b></p> <ul style="list-style-type: none"> <li>• Together everyone achieves more</li> <li>• Listening</li> <li>• Being Kind</li> <li>• Bullying &amp; Teasing</li> <li>• Brilliant brains</li> <li>• Making good choices</li> </ul>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>• Me, My Body, My Health</li> <li>• Emotional Wellbeing</li> <li>• Life cycles</li> <li>• Personal relationships</li> <li>• Keeping safe</li> <li>• Living in the wider world</li> <li>• Moving into Year 2 - Becoming top infants</li> </ul>

<p><b>PE</b></p>	<p><b>Ball skills</b> In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><b>Fitness</b> In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p>	<p><b>Fundamentals</b> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p><b>Striking and fielding</b> Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p>	<p><b>Dance</b> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p><b>Target games</b> In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p><b>Gymnastics</b> In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p><b>Invasion</b> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p><b>Team building</b> In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p> <p><b>Yoga</b> Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p>	<p><b>Athletics</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p><b>Yoga</b> Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p>
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<b>Languages (KS2 only)</b>					
<b>RSHE</b>	Unit 1 – Religious Understanding <ul style="list-style-type: none"> <li>- Let the Children Come</li> </ul> Unit 2 – Me, My Body, My Health <ul style="list-style-type: none"> <li>- I am unique</li> <li>- Girls and Boys</li> <li>- Clean and Healthy (My Body)</li> </ul> Unit 3 – Emotional Well-Being <ul style="list-style-type: none"> <li>- Feelings, Likes and Dislikes</li> <li>- Feeling Inside Out</li> <li>- Super Susie Gets Angry</li> </ul> Unit 4 – Life Cycles <ul style="list-style-type: none"> <li>- The Cycle of Life</li> <li>- A Time for Everything (Bereavement)</li> </ul>		Unit 1 – Religious Understanding <ul style="list-style-type: none"> <li>- God Loves You</li> </ul> Unit 2 – Personal Relationships <ul style="list-style-type: none"> <li>- Special People</li> <li>- Treat Others Well...</li> <li>- ... and say sorry</li> </ul> Unit 3 – Keeping Safe <ul style="list-style-type: none"> <li>- Being Safe</li> <li>- Good and Bad Secrets</li> <li>- Physical Contact</li> <li>- Harmful Substances</li> <li>- Can You Help Me? (Part 1)</li> <li>- Can You Help Me? (Part 2)</li> </ul>		Unit 1 – Religious Understanding <ul style="list-style-type: none"> <li>- Three in One</li> <li>- Who is my Neighbour?</li> </ul> Unit 2 – Living in the Wider World <ul style="list-style-type: none"> <li>- The Communities we Live in</li> </ul>
<b>Curriculum visits/ visiting workshop Please state theme and curriculum areas.</b>	Plants/trees: Sutton park visit, (science, geography)		Theatre visit		Animals: Zoo trip, (Science, literacy, geography, DT, Art).