



Curriculum Coverage - Year 1



<u>Unit 1</u>		<u>Unit 2</u>	
Art	Drawing To investigate different mark making. To make own tools for mark making alongside making own surfaces. Create drawings in response to a storybook character.	Geography	My Locality Where do I live? We will be looking at key features of our local area using geographical vocabulary.
History	Toys from the past What is old and what is new? We will be looking at the changes in toys across history.	Science	Everyday materials We will be identifying and exploring everyday materials such as wood, plastic, glass and metal. We be exploring their properties and finding out why different materials are used for different objects. Famous scientist – Charles Mackintosh
Science	My Body We will be identifying and naming the human body parts. We will be uses our sense to compare taste, sound and texture.	DT	Eat more fruit and veg We will be creating and researching healthy meals. Creating fruit tumblers
Computing	Technology around us Recognising technology in school and using it responsibly.	Art	Painting Explore thick and thin paint. Respond to stories as a starting point using primary colours. Respond to the work of Jasper Johns.
PSHE	Relationships - TEAM Belonging – rules of our class, school and community and how a positive learning environment creates success for all. Looking at behaviour, kindness, good choices and bullying and teasing.	Computing	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.
RE	1.1 What do Christians believe God is like? Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.	PSHE	Relationships – Be yourself – how being comfortable and confident with yourself can support positive mental health and wellbeing. Exploring our positive qualities and our individuality. Feelings and strategies for managing uncomfortable emotions.
Music	Pulse - I can keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments) I can follow and create simple musical directions for faster, slower, stopping and starting. I can create, explore, respond and identify long and short sounds.	RE	1.3 Why does Christmas matter to Christians? Make sense of belief: Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas
P.E.	Gym – Traditional Tales We will be learning and practicing a variety of skills such as travelling movements, rolls, jumps and balances. Throwing and Catching We will be learning to control a ball when rolling, bouncing, throwing and catching, on their own, with a partner and in a group.	Music	Voice - I can follow performance instructions, including starting and stopping with accuracy. I can sing and perform songs which contain a small range of notes with growing confidence. I can recognise and represent higher and lower sounds using graphic notation.
		P.E.	Dance - Starry Skies We will be experimenting dancing and

			pretending to dance with objects. Invasion Games We will be learning different ways of travelling including moving backwards, sidestepping and changing direction. We will move on to travelling with a ball.
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Unit 3		Unit 4	
History	Intrepid explorers Who explored the world? We will be learning all about the life and expeditions famous explorers such as Christopher Columbus and Neil Armstrong.	Geography	Our country Learning all about the country that we live in. Using maps to locate England and the UK.
Science	Seasonal changes We are going to be observing how plants change over the seasons. For example, leaves falling off the trees. Enrichment – local walk.	Science	Finding out about plants We will be identifying the different parts of a plant and exploring their function. We will also be looking at different types of plants. Enrichment – Botanical Gardens trip.
Art	Collage. Respond to the work of Andy Goldsworthy, Richard Long and Patrick Heron. To sort and select materials that overlap and represent hot and cold.	DT	Homes The children will learn to design and create a product.
Computing	Programming A - Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Art	3D. respond to the work of Andy Goldsworthy and Richard Long in terms of line and pattern. Use different colours of clay to decorate 3D forms.
PSHE	Living in the wider world – aiming high We are going to be learning about having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Equal opportunities and the difficulties caused by stereotyping.	Computing	Data and Information - Grouping data Exploring object labels, then using them to sort and group objects by properties
RE	1.7 Who is Jewish and how do they live? Part 1 Make sense of belief: Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember. God in different ways (e.g. mezuzah, on Shabbat) Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	PSHE	Living in the wider world – one world How we can learn from people and their ways of life in different places around the world. Exploring similarities and differences – families, schools, home. Looking at how we can look after our world.
Music	Rhythm I can begin to play rhythmic patterns found in speech I can confidently copy given rhythms I can begin to understand the differences between pulse and rhythm through physical movement, playing and	RE	1.5 Why does Easter matter to Christians? Make sense of belief: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Understand the impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Make connections: Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
		Music	Pitch I can sing in tune and perform songs which contain a range of notes. I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can use graphic notation to record rhythm. I can listen to ideas from others and use them to help improve my work.
		PE	Dance – the seasons We will be learning to work individually, in pairs and in groups and will develop an understanding of dance terminology such as

PE	<p>singing. I can use graphic notation to record rhythms. I can listen to ideas from others and use them to help improve my work</p> <p>Circuit Training We are going to use a circuit of eight activities to learn and develop different skills.</p> <p>Attacking and Defending We are going to be learning attacking skills such as passing and dodging.</p>	<p>mirroring, improvisation, canon and unison</p> <p>Bat and Ball We will be teaching the children to use a tennis racket and a cricket bat. They will learn how to hold each one correctly and use it to control beanbags and balls in various ways, including striking to a target.</p>
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<u>Unit 5</u>		<u>Unit 6</u>	
History	<p>Castles Who lived in a home like this? We will be exploring all the different ways castles were built. We will also explore what castle life was like.</p>	Art	<p>Textiles Investigate Weaving processes. Investigate tools and techniques to produce a fabric resist piece of work.</p>
Science	<p>Animals including humans We will be exploring the different types of animals (mammals, birds, fish, amphibians and reptiles) and comparing them. Famous scientist – Malaika Vaz.</p>	Geography	<p>Around the World Why is my world wonderful? We will be learning about the different continents and comparing some of the countries within them with the UK.</p>
Art	<p>Printing We will be exploring and creating different types of print. We will also be designing and making our own print stamp, negative and collograph prints.</p>	Science	<p>Scientific discovery We are learning to use observations and ideas to suggest answers to questions. We are also learning to gather and record data to help in answering questions</p>
Computing	<p>Creating Media - Digital writing Using a computer to create and format text, before comparing to writing non-digitally</p>	DT	<p>Moving pictures The children will learn to design and create a moving picture.</p>
PSHE	<p>Health and wellbeing - safety first Learning about dangers and how to keep ourselves safe by making informed decisions. How to stay safe outside, inside the home, online and around strangers. Learning about the underwear rule.</p>	Computing	<p>Programming B – Programming animations Designing and programming the movement of a character on screen to tell stories.</p>
RE	<p>1.6 Who are Muslims and how do they live? Make sense of belief: Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Understand the impact: Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-</p>	PSHE	<p>Health and wellbeing – it's my body Sharing the messages of choice and consent. How to take care of our bodies and make safe choices. Sleep and exercise, diet, cleanliness and substances.</p>
		RE	<p>1.10 What does it mean to belong to a faith community? Make sense of beliefs: Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>

<p>Music</p>	<p>control have something to say to them too.</p> <p>Music technology I can use technology to create and change sounds. I can demonstrate an understanding of musical structure. I will comment and respond to recordings of my own and other's compositions.</p>	<p>Music</p>	<p>20th century music Identifying and performing features of contemporary folk music and disco music. Creating and practising a piece of music using features of different genres. Comment on my own and other's performances.</p>
<p>PE</p>	<p>Gym – animals We will be teaching the children to lift, carry and use gymnastic apparatus safely. The children will learn to travel safely in different ways, at different speeds and levels.</p> <p>Running and jumping The children will be developing their understanding of different ways of travelling and different types of jumps. They will learn to travel at different speeds by walking, jogging, running and sprinting, and develop an understanding of when these speeds are most useful</p>	<p>PE</p>	<p>Yoga We will be learning a yoga sequence which comprises of a full range of movements and incorporates forward bends, backbends, inversions, twists and balances.</p> <p>Multi skills/Sports day The children will take part in a variety of activities which are designed to teach them the skills they will need to participate in a range of sports day events.</p>