



Year 1 - Curriculum Overview 2021-22

	Autumn Term 1 Toys	Autumn Term 2 Antarctica	Spring Term Dinosaurs	Summer Term 1 Me and My world	Summer Term 2 The Enchanted Woodland
English	<p>Text: Toys in Space/ Traction Man is here/ Lost in the Toy Museum: An Adventure</p> <p>Genres: Description / Story setting/ Speech/ Diary entry/ Non-chronological report</p> <p>Use technology safely and respectfully,</p> <p>Use a painting program to create a new toy and select and add stamps or clipart to their design</p> <p>Record and play sounds to talk about their favourite toy.</p> <p>To evaluate the influences of characters and plots on themselves</p> <ul style="list-style-type: none"> To dramatise situations which raise moral issues To use circle time discussions of behaviour and relationships <p><i>Toy Box</i> <i>ICT opportunities</i></p> <p><i>Writing objectives</i> <i>Reading objectives</i> <i>ICT/STEM opportunities</i> <i>SMSC</i> <i>Wider enrichment</i></p>	<p>Text: The Runaway Iceberg/ non Chronological reports/ information texts and explanation texts.</p> <p>Genres: persuasive speech / instructions / letter writing / performance poetry</p> <p>Use the internet to find out more about the climate and how it's affecting the planet. Learning how to keep safe on the internet</p> <p>Green screen - persuasive speech</p> <p>Seesaw for text analysis</p> <p>To examine stories which tell of human achievement;</p> <ul style="list-style-type: none"> To write letters to 'important' people in local and national government To develop communication skills To explore gender issues in literature To use circle time skills - speaking & list To use group drama work - social issues <p><i>West Midlands Safari Park</i> <i>ICT opportunities</i></p>	<p>Text: The somethingosaur/ Information text/ Tyrannosaurus Drip/ The Dinosaur that Pooped a Planet/ Stegosaurus Stan</p> <p>Genres: instructions/ poem/ Narrative (character and setting)</p> <p>To use word to create their poem</p> <p>Seesaw for captions and analysis.</p> <p>Record and play sounds to create dinosaur sounds.</p> <p>To appreciate how values can change over time.</p> <p>To evaluate the influences of characters and plots on themselves</p> <p>To explore the different ways in which humans have given expression to their hopes and fears;</p> <p><i>Artefacts box</i> <i>ICT opportunities</i></p>	<p>Text: This is our house by Michael Rosen/ All kinds of houses by Emma Damon/ If I built a house</p> <p>Genres: Taking notes / description/ instructions/ persuasive writing (to encourage visitors to come to Meriden)/recount (trip around Meriden)</p> <p>Use the web to find different kinds of houses/homes.</p> <p>Create a powerpoint about their home</p> <p>To appreciate how values can change over time.</p> <p>To write letters to 'important' people in local and national government</p> <p>To respond to inspiring stories.</p> <p>Follow units of work in each year group exploring stories from different cultures focussing on language, similarities and differences with their own.</p> <ul style="list-style-type: none"> Share novels/stories and poems from a variety of cultures and traditions Use stimuli from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama Provide context to help develop an awareness of issues such as stereotyping and equal opportunities in literature 	<p>Text: Into the Forest by Anthony Browne/ The foggy, foggy forest</p> <p>Genres: Description, Narratives (setting), Adventure sequence writing, recount(of trip)</p> <p>Using the internet, find images to use on a word document and learn to move them, resize them and print.</p> <p>Follow units of work in each year group exploring stories from different cultures focussing on language, similarities and differences with their own.</p> <ul style="list-style-type: none"> Share novels/stories and poems from a variety of cultures and traditions Use stimuli from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama Provide context to help develop an awareness of issues such as stereotyping and equal opportunities in literature



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				<p>to produce discussion, various forms of writing and drama</p> <p><i>Artefacts box</i> <i>Visit around Meriden</i> <i>ICT opportunities</i></p>	<p><i>Trip to Conkers</i> <i>ICT opportunities</i></p>
<p>Maths</p>	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Place Value • Addition & Subtraction • Geometry and shape • Place value 	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Addition & subtraction • Place Value • Length & height • Measurement, weight & volume 	<p>White Rose Maths</p> <ul style="list-style-type: none"> • Multiplication & division • Fractions • Geometry: position and direction • Place Value • Measurement: Money & Time 		



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Maths	Autumn Term Toys/Antarctica	Spring Term Dinosaurs	Summer Term 1 Me & My World/ The Enchanted Woodland
	<p>Count to ten, forwards, backwards, beginning with 0 or 1 or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) most and least.</p> <p>Represent and use number bonds and related subtraction facts within 10.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction, and equals.</p> <p>Add and subtract one digit numbers to 10 including 0.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction, and equals.</p> <p>Add and subtract one digit numbers to 20 including 0.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$</p> <p>Count to 50, forwards, backwards, beginning with 0 or 1 or from any given number.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) most and least.</p> <p>Count in multiples of 2's, 5's and 10's</p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measure and begin to record mass/weight and capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: (for example, heavy/light, heavier/lighter than). Capacity and volume (for example full/empty, more than/less than, hal/half full/half empty, quarter.)</p>	<p>Count in multiples of 2's, 5's and 10's</p> <p>Solve one step problems that involve multiplication & division, using concrete objects and pictorial representations and arrays with the support of the teacher.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Compare, describe and solve practical problems for mass/weight/capacity and volume (for example, heavy/light, heavier/lighter than, full/empty more than/less than half full/empty, quarter full/empty.)</p> <p>Describe position, direction and movement, including whole, half, quarter and $\frac{3}{4}$ turns.</p> <p>Count to 100, forwards, backwards, beginning with 0 or 1 or from any given number.</p> <p>Count, read and write numbers to 100 in numerals and words</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) most and least.</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Sequence events in chronological order using language.</p> <p>Recognise and use language relating to dates, including days of the week, months and year.</p> <p>Tell the time to the hour and half past and draw hands on the clock to show these times.</p> <p>Compare, describe and solve practical problems for time.</p> <p>Measure and begin to record time.</p>



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SMSC

To Reflect and puzzle on numbers, patterns, shapes and mathematics symbols

To use maths skills in relation to a part of everyday life. E.g. understanding loan repayments calculating whether the cheapest item is the best buy To collect data in groups To solve problems

To know that Mathematics is a universal language with numerous cultural inputs throughout the ages.

To know that numbers are a symbol system



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History	Autumn Term 1 Toys	Autumn Term 2 Antarctica	Spring Term Dinosaurs	Summer Term 1 Me & My World	Summer Term 2 The Enchanted Woodlands
	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Identify some of the differences between life now and life in the past</p> <p>Identify some of the changes that have taken place within living memory</p> <p>Use sources such as pictures to answer simple questions about the past</p> <p>Compare adults talking about the past - how reliable are their memories?</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Use a series of common words and phrases to describe and convey the passing of time e.g. before I was born, When I was little, the past</p>		<p>Identify some of the differences between life now and life in the past</p> <p>Use sources such as pictures to answer simple questions about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Sequence a series of events from a story about the past</p> <p>Use a series of common words and phrases to describe and convey the passing of time e.g. before I was born, When I was little, the past</p> <p>Describe some events which took place in the past and the lives of famous people on the past - Mary Anning</p>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p>Identify some of the differences between life now and life in the past</p> <p>Identify some of the changes that have taken place within living memory</p> <p>Compare adults talking about the past - how reliable are their memories?</p> <p>Use a series of common words and phrases to describe and convey the passing of time e.g. before I was born, When I was little, the past</p> <p>Links to English> different houses/comparisons/description >value over time e.g. past/present maybe link to grandparents/them > To write letters to 'important' people in local and national government Maybe talk about past/now and local issues. This will also link with Geography and could cover missing strands from there.</p> <p>Link to Science> light and sound Explore light/sound sources and how they have changed> link to past/present sources.</p> <p>Link to Art and design> Explore different types of houses created at different times e.g. new builds, estate and previous houses</p> <p>Intro to topic> 'gallery' of different houses/ Meriden through the years.</p>	



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SMSC	<p>To explore ways of life in different periods of time. To experience a sense of wonder by contact with the past (visits, artefacts)</p> <p>To look at what we mean by truth in history - studying primary sources. To be aware of the influence of the church on life, culture and the landscape</p> <ul style="list-style-type: none"> To experience a sense of wonder by contact with the past (visits, artefacts) To become aware of the concept of time-past, present, future and our part in 				
	<p>Autumn Term 1 Toys</p>	<p>Autumn Term 2 Antarctica</p>	<p>Spring Term Dinosaurs</p>	<p>Summer Term 1 Me & My World</p>	<p>Summer Term 2 The Enchanted Woodlands</p>
<p>Science</p>	<p>Plants: Planting seeds and beginning to understand what plants need to grow. (preparing soil)</p> <p>Materials: Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>SMSC</p>	<p>Seasons: <i>Autumn</i>- Observe and describe weather associated with the seasons and how day length varies.</p> <p>Animals and living things: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Plants: Planting seeds and beginning to understand what plants need to grow. (broad beans)</p>	<p>Seasons: <i>Spring</i>- Observe and describe weather associated with the seasons and how day length varies.</p> <p>Rocks: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Animals and living things: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Plants: Planting seeds and beginning to understand what plants need to grow.</p> <p>()</p>	<p>Light and Sound: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe the simple physical properties of a variety of everyday materials.</p> <p>Senses aren't repeated later. This needs to be prioritised.</p>	<p>Seasons: <i>Summer</i>- Observe and describe weather associated with the seasons and how day length varies.</p> <p>Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Weather and seasons not repeated in Year 2. Try to build in as much learning about plants as possible, as this provides the foundation for the learning in Year 2. Ensure there are lots of opportunities for exploration and outside learning.</p>
<p>SMSC</p>	<p>To explore the consequences of certain action eg decomposition</p> <ul style="list-style-type: none"> To investigate the laws of nature To develop the scientific skills of making predictions, observing and drawing conclusion <p>To recognise scientific development in relation to others - water supplies, new varieties of flowers and food crops</p>				



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	<p>To explore looking at health and safety issues</p> <ul style="list-style-type: none"> To explore the part played by science in civilisation 				
	<p>Autumn Term 1 Toys</p>	<p>Autumn Term 2 Antarctica</p>	<p>Spring Term Dinosaurs</p>	<p>Summer Term 1 Me & My World</p>	<p>Summer Term 2 The Enchanted Woodlands</p>
<p>Art and Design</p>	<p>To create a self portrait, colour mixing focus. Leonardo De Vinci reference</p> <p>Observational drawing of toys in the style of Richard Nicholson</p> <p>Digital photography looking at the use of toys in Tudor portraits</p> <p>Painting Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name, Mix primary shades and tones. <u>Texture</u> Create textured paint by adding sand, plaster Link to 'we are collectors' ICT unit</p>	<p>.</p>	<p>Create a texture clay dinosaur inspired by the work of Zhan Chuang</p> <p>Clay - Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>This unit is being completed in the Spring Half term so no learning is missed.</p>	<p>To take a photo of a building in Meriden and 'improve' it.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design. - Link to 'we are collectors' ICT unit back in the autumn term</p>	<p>Create a whole class weaving using different threads, fabric and natural items from the forest to create a forest themed piece.</p> <p>Textiles/collage Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. <u>Colour</u> Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>
<p>SMSC</p>	<p>To appreciate the way an artist has given expression in their work;</p> <ul style="list-style-type: none"> To reflect on the power and mystery of art to create a range of feelings and to convey meaning; To develop an aesthetic and critical awareness of different styles and forms of art; To use senses as inspiration for creativity To study the work of great artists as a source of inspiration and creativity 				



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- To use the environment as a source of inspiration
- To appreciate the religious impulse present in some great works of art and the way that religious traditions have expressed themselves in painting, sculpture and architecture
- To appreciate the role of art in human life and society;
- To learn about art from a variety of cultural contexts and the role it plays
- To use art as an expression of culture eg nativity pictures on Christmas cards

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Geography		<p>Locational Knowledge: Name and locate the world's seven continents Use world maps, atlases and globes to identify the United Kingdom and its countries Name, locate the four countries and capital cities of the United Kingdom Learn names of some places within/around the UK.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		<p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Meriden)</p> <p>Geographical Skills and Fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	



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				<p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.</p> <p>Investigate their surroundings and make observations about where things are e.g. within school or local area.</p> <p>MAP SKILLS Follow directions (Up, down, left/right, forwards/backwards) Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school; Recognise that it is about a place. Draw around objects to make a plan.</p>	
SMSC	<p>To reflect on a variety of landscapes and locations</p> <ul style="list-style-type: none"> · To gain a sense of our own place and our own values · To develop awareness of interdependence and responsibility <p>To study our own locality and its relationship to the wider world</p> <ul style="list-style-type: none"> · To explore at environmental pressure groups 				
	Autumn Term 1 Toys	Autumn Term 2 Antarctica	Spring Term Dinosaurs	Summer Term 1 Me & My World	Summer Term 2 The Enchanted Woodlands
Music	Charanga - Hey You! (Old School HipHop)	Charanga - Rhythm In The Way We Walk and The Banana Rap (Reggae)	Charanga - In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk) Spring 2 - Charanga - Round and Round (Bossa Nova)	Charanga - Your imagination (pop)	Charanga - Reflect, Rewind & Replay (Classical)
	Breadth of Study:				



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Listen and Appraise

Knowledge

- To know 5 songs off by heart.
- To know what the songs are about.
- To know and recognise the sound and names of some of the instruments they use.

Games

Knowledge

- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.

Singing

Knowledge

- To confidently sing or rap five songs from memory and sing them in unison.

Playing

Knowledge

- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing.

Improvisation

Knowledge

Skills

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Skills

- Find the pulse. Choose an animal and find the pulse
- Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
- Create rhythms for others to copy
- Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat
- Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

Skills

- Learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.
- Learn to start and stop singing when following a leader.

Skills

- Treat instruments carefully and with respect.
- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).
- Listen to and follow musical instructions from a leader.



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	<p>Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p> <p>Composition Knowledge Composing is like writing a story with music. Everyone can compose.</p> <p>Performance Knowledge A performance is sharing music with other people, called an audience.</p>	<p>Skills Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Skills Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>
<p>SMSC</p>	<p>To promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique</p> <ul style="list-style-type: none"> · To appreciate that a religious impulse has often been present in the creation of great works of music · To appreciate the use of sound and silence · To experience joy, satisfaction, creativity, use of imagination in creating and performing music <p>To appreciate the way people use music, eg. In religious worship or to relax; Identify key values (school values) and sing about these in assembly.</p>	

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<p>Computing</p>	<p>Unit 1.4 - We are collectors · Find and use pictures on the web. · Know what to do if they encounter pictures that cause concern. · Group images on the basis of a binary (yes/no)</p>	<p>Unit 1.2 We are TV chefs Break down a process into simple, clear steps, as in an algorithm. · Use different features of a video camera. · Use a video camera to capture moving images. · Develop</p>	<p>Unit 1.3 - We are painters Use the web safely to find ideas for an illustration. · Select and use appropriate painting tools to create and change images on the computer.</p>	<p>Unit 1.6 - We are celebrating Develop basic keyboard skills, through typing and formatting text. · Develop basic mouse skills. · Use the web to find and select images. · Develop skills in storing</p>	<p>Unit 1.5 - We are storytellers Use sound recording equipment to record sounds. · Develop skills in saving and storing sounds on the computer. · Develop collaboration skills as they work together in a</p>



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	<p>question. • Organise images into more than two groups according to clear rules. • Sort (order) images according to some criteria. • Ask and answer binary (yes/no) questions about their images.</p> <p>There is a good link here with the art unit of work. The art unit could start with the objectives of computing I.e. collecting images of teddy bears and grouping.</p>	<p>collaboration skills. • Discuss their work and think about how it could be improved.</p>	<p>• Understand how this use of ICT differs from using paint and paper. • Create an illustration for a particular purpose. • Know how to save, retrieve and change their work. • Reflect on their work and act on feedback received.</p> <p>Unit 1.1 We are treasure hunters</p> <p>Understand that a programmable toy can be controlled by inputting a sequence of instructions. • Develop and record sequences of instructions as an algorithm. • Program the toy to follow their algorithm. • Debug their programs. • Predict how their programs will work</p> <p>This will be a good first step for introducing programming to your children preparing them for the next step in Year 2.</p>	<p>and retrieving files. • Develop skills in combining text and images. • Discuss their work and think about whether it could be improved.</p> <p>Again, good link here with the art unit of work on creating digital media to enhance an environment. The end point of the art could be to produce a card digitally.</p>	<p>group. • Understand how a talking book differs from a paper-based book. • Talk about and reflect on their use of ICT. • Share recordings with an audience</p>
<p>SMSC</p>	<p>To explore messages and images that can have different meanings on screen; • To experience awe at the potential of technology and the empowerment possible through the range of software and hardware available; • To wonder at the speed and complexity of developments in ICT</p>				
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<p>DT</p>	<p>Construction and Textiles Pop up puppet</p> <p>Use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Use a wide range of materials and components, including construction materials and textiles according to their characteristics</p> <p>CONSTRUCTION</p> <p>Explore construction kits Join appropriately for different materials and situations e.g. glue, tape, cut using a template Cut strip wood/dowel using hacksaw and bench hook with support</p> <p>TEXTILES</p> <p>Colour fabrics using a range of techniques e.g. fabric paints, painting Join fabrics by using glue, staples, over sewing, tape. Decorate fabrics with buttons, beads, sequins, braids, ribbons Evaluate a range of existing products Evaluate their ideas and products against the design criteria Say what they like and do not like about items they have made and attempt to say why. Talk about changes made during the making process Recording products and evaluations on seesaw.</p>	<p>Mechanisms- sliders and levers Penguins moving picture.</p> <p>Christmas wreath from recycled materials</p> <p>Explore and use mechanisms [for example sliders], in their Products SHEET</p> <p>MATERIAL</p> <p>Fold, tear and cut paper and card Roll paper to create tubes curl paper Use simple pop ups Investigate strengthening sheet materials Evaluate a range of existing products Evaluate their ideas and products against the design criteria Say what they like and do not like about items they have made and attempt to say why. Talk about changes made during the making process.</p>		<p>Food- Healthy and varied diet, vegetable salad and a fruit salad.</p> <p>Use the basic principles of a healthy diet to prepare dishes Understand where food comes from. Develop a food vocabulary using taste ,smell, texture and feel Group food products e.g. fruit and vegetables Measure and weigh food items, non-standard measures e.g. spoons, cups Work safely and hygienically Evaluate a range of existing products Evaluate their ideas and products against the design criteria Say what they like and do not like about items they have made and attempt to say why. Talk about changes made during the making process</p>
	<p>To develop thinking and reasoning skills</p> <ul style="list-style-type: none"> · To appreciate variety, beauty, ingenuity, achievement, magnificence, and simplicity in design · To creating something good out of 'rubbish' 			



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	<p>· To appreciate human creativity to innovate and advance in technological achievements;</p>			
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Year 1 - Curriculum Overview 2020-21

PSHEE	JIGSAW Being me in my world (See separate planning)	JIGSAW Celebrating Differences	JIGSAW Dreams and Goals	JIGSAW + KIVA Healthy Me Protective behaviours (try and drop in healthy me through Science)	JIGSAW + KIVA Relationships Please use the Jigsaw units as they stand but add in circle time when you feel your class need extra support.	JIGSAW + KIVA Changing Me Guidance will be sent to parents in Summer term.
	<p>SMSC and.</p> <p>Children may learn that some children are different to them and have different values and morals due to a different religious and spiritual backgro</p> <p>Children can learn right and wrong during anti bullying week (Nov)</p> <p>Children will learn behaviour that is morally right and appropriate</p> <p>Children will understand to respect other children's feelings and opinions and family morals</p> <p>Children will learn to strive for the best and reach their full potential in the unit, 'Dreams and Goals'</p> <p>Children will learn to communicate effectively, politely and appropriately with peers, adults and the wider community.</p> <p>Children will learn how to respect people's opinions and take turns during circle time.</p> <p>Children will learn about positive and negative social interactions during topics such as, 'Relationships'.</p> <p>Children will be encouraged to respond and recognise social similarities and differences.</p> <p>Pupils will learn how to resolve tensions and disagreements.</p> <p>Children may learn that some children are different to them and have different values and morals due to a different cultural background.</p> <p>Children will recognise that everyone is different, and that they may have a different religion, culture, talent, learning need etc.</p>					
PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics (See separate planning)	Winter Dance	Multi Skills	Dodgeball	Athletics	Kwik Cricket
<p>SMSC</p> <p>To reflect on feelings associated with an outdoor pursuit or adventurous activity;</p> <p>To develop the qualities of self-discipline, commitment, perseverance and self-confidence in achieving success in PE;</p> <p>To gain a sense of achievement</p> <p>To develop positive attitudes towards themselves</p>						



RE	Christianity CC God What do Christians believe God is like? UC 1.1	Christianity Incarnation Why does Christmas matter to Christians? UC 1.3	Judaism/Belonging Mitzvot/tzedakah Why is learning to do good deeds so important to Jewish people?	Christianity Creation Who made the world? UC 1.2 <i>Use this unit please if you haven't covered it already because of lock down. This isn't taught again in KS1 so important that it's covered.</i> <i>Faith Week explored the question: Why and How do people pray with a focus on the Jewish faith for children in Y1 and 2.</i>	Judaism / Leaders Torah/Rabbi Why is the Torah such joy for the Jewish community?	Christianity Baptism/Church Why is belonging to God and the church family important to Christians?
SMSC <i>To explore the insights, beliefs and teaching of faith traditions</i> <i>To explore beliefs and values, through stories, celebrations, rituals and practices</i> <i>To reflect on what they learn about religions</i> <i>To develop their own beliefs and values</i> <i>To become aware of things other than the material and physical</i> <i>To investigate examples set by characters in religious stories</i> <i>To explore Britain as a multi-faith, multi-cultural society</i>						
MFL	Happy birthday Thank you Greetings Yes/No Recap from FS2	Please You're welcome Very good Goodbye Numbers 1- 6 Happy Christmas Positive phrases (good, well done)	Feelings How are you? I am... Happy New Year Mummy/Daddy	Follow instructions Run Jump Clap Turn Walk sit	Writing numbers to 5 in French <i>Continue to build in as much incidental French and "familiarisation moments" as possible - e.g., singing a number song, listening to a rhyme.</i>	Name sports and colours



SMSC

Promoting racial, religious and other forms of equality

Providing positive and effective links with the world of work and the wider community - learning a language = key skill/ employability.

Presenting authentic accounts of the attitudes and traditions of diverse cultures - guests from other cultures, volunteers with experience.