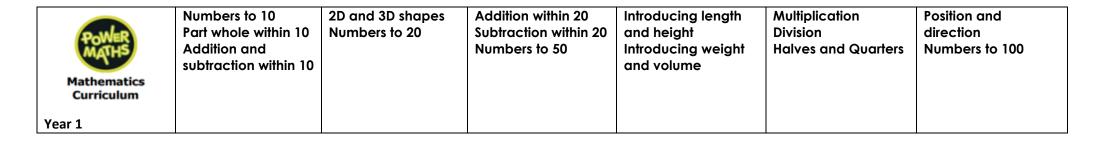
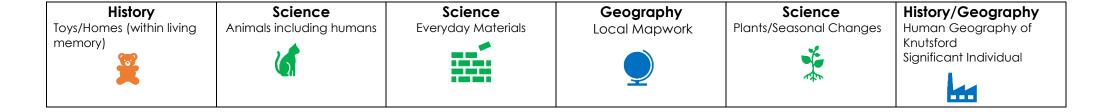


Year 1 English and Maths Curriculum Overviews Year A

Year A	Autumn		Spring		Summer	
High Quality Texts	Lost and Found	WIRRIES OF THE PROPERTY OF THE	LION INSIDE	Alexis Deacon BEEGU	Space Min GREY	Goldilock San JUST 18 ONE BEAR S
	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.





Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		Let's go on an Animal Adventure Animals including humans Match animals to their group (amphibians, reptiles, birds and mammals). Describe a feature of an amphibian, fish, bird, mammal and reptile. Explain what a carnivore, herbivore and an omnivore is. Draw scientific diagrams of different animals and label their features, e.g., scaly skin and gills on a fish. Label parts of the human body. Explain each of their senses.	Home Sweet Home Everyday Materials Identify different materials Children can find objects that are made out of specific materials, e.g., metal, plastic or wood. Children can say which material they would make a chair, jumper or a window out of. Children can sort materials by their properties. Describe each material and its properties (after investigation). Draw an object and describe the materials and properties. Children can identify if a material is absorbent or not.		How does your garden grow? Plants/Seasonal Changes Identify some common garden plants and know what a weed is. Name and draw some common trees. Draw and label the parts of a plant. What are the four seasons? Can you describe what we wear in each season and why? Can you describe the weather in winter? What order to the seasons go in? What will happen to puddles on a very cold day? Why?	
Geography	Times are changing Describe seasonal weather patterns and changes through observations of a specific tree through the year		Home Sweet H Use a simple picture map to mov Look at aerial views of the school Map a route around school Identify the key human and phys surrounding environment Identify 4 countries of the UK, the surrounding seas Place Knutsford on map of UK Follow directions to find places o	re around the school I sical features of the ir capital cities and	Let's Explore Know where the school is in relation surrounding area of Knutsford Identify key human and physical fet Knutsford. Use simple fieldwork skills to investig town and the area of The Moor Compare the main geographical ft Knutsford town and The Moor	eatures of gate Knutsford
History	Toys Know what toys looked like in the past Know which toys were popular in the past Explain what is the same and what is different about toys in the past compared to today Know why toys have changed over time Explain what childhood was like in the past				eorge Mallory's Mallory	

Art	Sculpture		Exploring shape and Colour		Drawing – Pencil/pastel	
	Join simple natural objects together Identify 3 facts about Andy Goldsworthy Know the difference between 2D and 3D art Use a range of natural materials to create a 2D picture Work collaboratively to create a 3d sculpture using natural materials		Know 3 facts about James Rizzi Name the 3 primary colours Hold a paintbrush correctly and apply paint with some control Draw from observation combining techniques taught Create a picture in the style of James Rizzi		Recognise artwork by Guiseppe Arcimboldo Draw lines and marks from observations demonstrating correct grip of materials Show different tones in their final work by using pencil or pastel	
Design Technology		Cup and ball game. (Construction) Assemble, join and combine materials Identify the most suitable joining technique for their design Design and make a successful cup and ball		Moving picture. Explain what a mechanism is. Explain how they can make characters in a storybook move with a mechanism. Use correct vocabulary to explain how a mechanism moves in a book, e.g. up, down, side to side, left and right.		Fruit Salad (food technology) Name a variety of fruits Demonstrate their understanding of basic food hygiene Cut and prepare fruit safely under supervision

Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Music	Explore moving to music through dancing, marching, or pretending to be animals or pop stars. Practice using voices to sing high and low notes and make different sounds, like rapping or speaking in rhythm. Learn to follow a leader by starting and stopping singing or playing together. Treat instruments respectfully and play simple tunes with them. Play instrumental parts at different skill levels (one note, simple, or more challenging). Follow musical instructions and work as a team. Listen and clap back rhythms, then create and clap your own. Sing or play back notes after listening, and create your own short musical answers. Help make simple melodies with 1–3 notes and learn how to write them down. Choose and perform a favourite song, adding your own ideas. Record performances and share how it made you feel.							
Freedom songs from South Africa as well as Winter time, festivals and Christmas time songs. Creating and structure. Rock music and movement. Learning about song structure. Learning about mixed structure.				Learning about mixed styles deciding what to perform. L Music. The language of mus	isten to Western Classical			
Religious Education	What do people believe about God (Christianity) Children know the difference between man made and natural. Retell the story of creation. Name the two parts of the bible.	How do people celebrate special times? (Christianity) Know what happens in a synagogue. Recall the main events of the Christmas story. Name 2 reasons why the Christmas story is important to Christians. Know why Christians say Christmas id good	(Christianity) Understand the difference between right and wrong. Know how people might	Why do people mark Easter in different ways? (Christianity) Recall the main events of the Easter Story. Know the 5 main events in the Easter story. Entry into Jerusalem. Last super. Arrest Crucifixion Resurrection.	What does it mean to belong? How do groups express this differently? (Christianity) Know why the church is important to Christians. Identify things that belonging to the church and why they are important to Christians. Know what a vicar is and their daily duties.	Why are some places more important than others? (Judaism) Know what the world refugee means. Understand the Jewish people were refugees and why. Recall Gods promise to Abraham. What may be inside a synagogue.		

	Games	Dance	Gymnastics	Team Games	Athletics	Team Games
Physical Education	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Recognise how their body feels after exercise and why. Move confidently and safely including jumping, hopping, and skipping Copy simple movement patterns from each other such as follow the leader – repeat these actions. Discuss dance ideas. Respond to different stimuli with a range of actions and include a range of speeds. Put a sequence of actions together to create a motif. Compose and link movement phrases and improvise to make simple dances. Include different body parts and some coordination. Perform learnt skills with some control and learn how to watch, describe and evaluate others' performances.	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Carry out simple stretches Move with safety and confidence. Hold still shapes and simple balances Travel in different ways, changing direction and speed demonstrating basic control and coordination. Change movements and pathways to avoid others and obstacles. Learn and demonstrate rolls, jumps, vaults, handstands. Create and perform movement phrases using a range of body parts and actions. Recognise and copy contrasting actions (small/tall, narrow/wide). Watch,	Pass the ball to another player in a game. Use kicking skills in a game. Using Space Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Jog in a straight line. Vary pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting Jumping Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy Improve the distance they can throw by using more power.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Use basic fundamental skills including under arm throwing, catching, rolling and striking

PSHE + RSE	Physical Health and Wellbeing	Keeping safe and managing risk	Keeping myself healthy	Differences	Keeping money safe	Rights and Responsibilities
Online Safety	contact on the internet or o	espectfully, keeping personal ir ther online technologies Talk a	bout why it is important to b	e kind and polite online and i	in real life.	,
Computing	Programming: Give instructions to my friend (using forward, backward and turn) and physically follow their instructions. Tell you the order I need to do things to make something happen and talk about this as an algorithm. Program a robot to do a particular task. Watch a program execute and spot where it goes wrong so that I can debug it. Tell you the order I need to do things to make something happen and talk about this as an algorithm.	Multimedia Use technology to organise and present my ideas in different ways. Save and open files on the device I use. Use the keyboard on my device to add, delete and space text for others to read.	Programming: Program a robot or software to do a particular task Use programming software to make objects move Tell you the order I need to do things to make something happen and talk about this as an algorithm. Watch a program execute and spot where it goes wrong so that I can debug it.	Technology in our Lives Tell you why I use technology in my home and community. Identify benefits of using technology including communicating with others. Start to understand that other people have created the information I use. Tell you what kind of information I could use to help me investigate a question. Start to understand a branching database	Begin to perform learnt skills with some control. Engage in competitive activities and begin to say how they can improve. Programming: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs ldentify the order I need to do things to make something happen and talk about this as an algorithm. Look at my friend's program and tell you what will happen. Watch a program execute and spot where it goes wrong so that I can debug it	Handling Data Start to understand a branching database. Talk about the different ways I use technology to collect information Make and save a graph using the data I collect. I can talk about the data that is shown in my chart or graph