

St Anne's RC Primary

Curriculum Overview

Year 1



Subject	Autumn			Spring			Summer		
RE	Domestic Church Families	Baptism/ Confirmation Belonging	Advent/ Christmas Waiting	Local Church Special People	Eucharist Meals	Lent/ Easter Change	Pentecost Holidays and Holy Days	Reconciliation Being Sorry	Universal Church Neighbours
	Judaism – Abraham and Moses Islam – Muhammad Interfaith Week								
Literacy	The children will encounter a range of books that look at the themes of -Favourite Year 1 Stories -Black History Month -Immigration -Christmas -Traditional Tales They will write in the below forms: Narrative Recount Report Poetry – acrostic poems Letters			The children will encounter a range of books that look at the themes of -Chinese New Year -Diversity & Stereotypes -Traditional Tales They will write in the below forms: Report Recount Narrative Poetry - riddles			The children will encounter a range of books that look at the themes of -Our Planet -SEND & Personal Difficulties - Favourite Year 1 Stories They will write in the below forms: Report Persuasive Writing Recount Instructions Narrative		
Maths	Number and place value within 10 Number addition and subtraction (within 10) Geometry - shape Number and place value within 20 Number addition and subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) Measurement (length & height) Measurement (money) Number: Multiplication and Division Number: Fractions			Geometry - position & direction Number: Place Value (within 100) Measurement (Capacity & Volume) Measurement (time)		
Science	Animals including humans Identify (birds, fish, amphibians, reptiles, mammals), describe & compare structure Identify carnivores, herbivores, omnivores Seasonal Changes - Observe changes across seasons Observe & describe weather / day length changes with seasons			Materials Distinguish between object & material it is made of Identify everyday materials e.g. Describe simple physical properties of materials Compare/group materials by physical properties Seasonal Changes - Observe changes across seasons Observe & describe weather / day length changes with seasons			Plants Label human body parts, link to senses Identify (garden, wild, trees) Deciduous, evergreen Basic structure of a variety of common flowering plants Seasonal changes - Observe changes across seasons Observe & describe weather / day length changes with seasons		
ICT	Technology around us Children have explored technology in the school and have an understanding of IT uses. (unplugged) Children should also have been given the opportunity to utilise ICT suite to log in, open internet and load games.			Programming Children will begin to work with the Bee Bots –Challenges / props / cards etc are available via codeit.co.uk			Programming Children will continue working with BeeBots –taking coding up a level to make journeys via mats. Children to be introduced to ART and Algorithms.		

Art	Painting/Drawing/Sculpture Application of skill · Develop and show control of fin and gross motor skills. · Secure correct grip for large and small scale painting. · Have basic colour knowledge. know the primary colours that mix to secondary colours. · Experiment and explore with a range of tools and begin to show control. Development of skills · To be able to carve · To be able manipulate by rolling, kneading, pinching · Make simple joins to secure	Painting/Drawing/Sculpture Application of skill Develop and show control of fine and gross motor skills. · Secure correct grip for large and Small scale painting. · Have basic colour knowledge. Experiment and explore with a range of tools and begin to show control. · Explore print as a way to create pattern and new marks. Development of skills · To be able to carve · To be able manipulate by rolling, kneading, pinching · Make simple joins to secure secure using tape or glue.	Painting/Drawing/Print Application of skill · Develop and show control of fine and gross motor skills. · Secure correct grip for large and small scale painting. · Have basic colour knowledge. Experiment and explore with a range of tools and begin to show control. · Explore print as a way to create pattern and new marks. Development of skills · To make a basic print independently to gain a desired shape. · Repeat a print for texture and effect.
Design Technology	Structures – designing and building a windmill • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. • Explore and evaluate a range of existing textile products relevant to the project being undertaken. · Evaluate their ideas throughout and their final products against original design criteria.	Mechanisms – moving books • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.	Textiles – Puppets • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria.
History	The Royal Family Past and Present Who are our Kings and Queens? Children will look at questions such as: What countries make up the United Kingdom? What is a monarch? Why is it important for monarchs to have children? Who is our greatest monarch? What is a family tree? Why did Henry V11 have 6 wives? Which monarch has the longest reign?	Playing in the Past What did children play with in the past? Children will look at questions such as: What did people play with in the past? What toys did Victorian children have? What were old toys made from and why? How are modern day toys different? How can we tell toys are old?	Local Study Life of a significant individual Children will look at the life of George Stephenson. They will discuss his role and the importance of his work.

Geography	Weather and Climate How does weather effect our lives? What is the weather? How do great artists paint the weather? How does the weather change through the seasons of the year? Why isn't the weather the same everywhere in the world? How can Antarctica be a desert when it's the coldest place on Earth? Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?	Coasts Why do we like to be beside the seaside? How is the seaside different from other places? How do people enjoy themselves at the seaside? How have our seaside holidays changed since the 1970s?	Local Study What is the geography of where I live? What is geography all about? Whereabouts in the United Kingdom do I live? What does the Geographical Information System (GIS) in <i>Google Earth</i> tell me about the geography of the local area? What are the main land uses within my local area? How can we introduce people to the physical and human geography of our local area?
PE	Basic Skills Chn to be able to - listen to instructions to travel in different ways. [-travel in different ways showing a clear transition between moments. -travel in different directions with control and fluency. -travel in different ways and directions with control and fluency. - explore static balancing and understand the concept of bases. - explore dynamic balancing. Gymnastics - move confidently and safely in general space. -use changes of speed, level and direction. -copy and create movement phrases. -perform movement phrases using a range of body actions and body parts. - explore gymnastic actions and still shapes.	Ball skills Chn to be able to -Track and receive a ball -Change direction -Bounce a ball with control -Move at different speeds with a ball -Throw and catch with a partner -Track a ball as it rolls -Roll a ball in the right direction -Bounce a ball on the floor and catch it -Bounce a ball at a target -Throw and catch a ball with accuracy into a partners hand -Catch a ball and pass it on quickly -Throw over-arm -Throw a quoit at a target Dance -Explore movement ideas and respond to a range of stimuli -Move confidently and safely in their own space, using changes of speed, level and direction -Remember and repeat a range of actions with a partner -Explore the expressive qualities of the dance. -Perform movement phrases using a range of body actions and body parts with a partner	Ball skills Dribbling -learn to keep control of a ball. -finding a space -develop movement. Passing -develop technique of passing the ball accurately with dominant foot. -develop use of different parts of the foot. -use accurate body position to receive the ball. Shooting -develop different techniques of shooting e.g. Power shot, fitness shot -develop balance-use arms as counterbalance Games -To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of travelling in different ways. -To travel in different ways with control. -To travel with a ball in different ways.
Music	Exploring Sounds Children will explore... -Using voice to sing/speak/chant prayers, hymns, instruction songs · Clap short rhythmic patterns—games and instructions · Make different sounds with their body · Make different sounds with instruments—percussion · Learn percussion names and how to hold instruments properly · Identify changes in sounds. · Say how a piece of music makes them feel, expressing whether they like it or dislike it · Developing skills about how to work as a team · Use instruments to perform to an audience, for example, the rest of the	Exploring duration pulse and rhythm. Children will explore... - Continuing to use voice to sing/speak/chant—prayers, hymns, instruction songs. · Clap short rhythmic patterns games and instructions following the rhythm. · Make different sounds with their body. · Make different beats with instruments—percussion. · Identify changes in sounds, speed and length. · Identify changes in beats, length of notes. · Say how a piece of music makes them feel, expressing whether	Exploring pitch, instruments and symbols. Children will · Continue to use voice to sing/speak/chant—prayers, hymns, instruction songs. · Explore different types of tuned and untuned instruments. · Use untuned instruments to create high and low pitch—games and instructions following the rhythm and pitch. · Make different sounds with their body—can you make a high sound or a lower sound? · Identify changes in pitch, higher and lower. · Continue to identify changes in beats, length of notes.

	class. · Respond to different moods in music.	they like it or dislike it · Developing skills about how to work as a team · Use instruments to perform as an ensemble. · Comment on the rhythm of a piece of music.	· Continue to share their own opinion of a piece of music, expressing whether they like it or dislike it. · Developing skills about how to work as a team. · Use instruments to perform as an ensemble. · Comment on the pitch of a piece of music.
--	--	---	---