



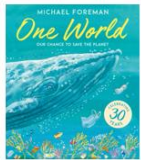







Year 1 Curriculum 2022-2023	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	Home, sweet home	'Eyes and ears and mouth and nose'	Amazing Animals		Spring	Terrific Transport
Links to Big Issues (RR / Eco links)	14: Right to follow own religion 15: Right to meet friends, join groups and clubs 19: Right to be safe Waste (recycling) Energy  	2: All children have these rights no matter what 28: To learn and go to school School grounds 	Biodiversity Marine   ONE WORLD MICHAEL FOREMAN 		19: Right to be safe 28: Learn and go to school Transport Energy    	
Key Questions	Where do I live? How are homes different in Burnage? How can homes save energy?	How can I tell what is happening around me? How can we look after our school grounds? How can I use my senses to help me learn?	What do different animals eat? How can we group animals? Why is it important to protect animals?		How do plants grow? What is the weather like? How can we stop climate change?	What is the most eco friendly way to travel? How have important people shaped the way we travel?
Genre English Core Texts	Story with familiar settings - Percy The Park Keeper – After The Storm Non-fiction - Homes Around the World	Story with familiar settings - Knuffle Bunny Traditional and fairy tales/ Stories with patterned language - The Enormous Turnip	Rainbow Fish Non-fiction - The Life Cycle of a Frog My Cat likes to hide in boxes The Lion Hunt		Grandpa's Garden	The Great Explorer Non-fiction book about transport – How Things Go
Maths	Previous Reception experiences and counting within 100	Comparison of quantities and part-whole relationships Numbers 0-5	Numbers 0-10 Additive structures Addition and subtraction facts within 10		Numbers 0-20 Unitising and coin recognition Position and direction Time	

<p>Science</p>	<p>Materials (properties) performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p>	<p>.Animals including humans Using their senses to compare different textures, sounds and smells Seasonal changes making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>Animals including humans using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat;</p>	<p>Plants – label observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants Seasonal changes making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change. Materials (properties) Performing tests to choose the best materials to make a boat.</p>	
<p>Geography (Daily weather discussion)</p>	<p>Name and locate local town Name and locate the four countries of the UK Know where they live. To be able to talk about feature of local area. Observe and describe the human and physical geography of a small area of the United Kingdom (Cringle Park). Observe and describe the human and physical geography of a small area of the United Kingdom (Cringle Park). Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Identify seasonal/daily weather patterns in the UK. Use basic Geographical vocabulary to refer to physical and human features of their school and its grounds and of the surrounding environment.</p>	<p>Compare different climates where different animals live Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p>	<p>Identify seasonal/daily weather patterns in the UK. Use basic Geographical vocabulary to refer to physical and human features of their school and its grounds and of the surrounding environment</p>	<p>Name and locate local town Name and locate the four countries of the UK Know where they live. To be able to talk about feature of local area. Use locational and directional language (e.g. near and far, left and right), describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds. use a range of sources to find out characteristic features of the past</p>

<p>History</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p>	<p>begin to describe similarities and differences in artefacts</p> <p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p> <p>use as wide a range of sources as possible</p> <p>to ask and answer</p>				<p>Transport</p> <p>sequence events or objects in chronological order</p> <p>drama – why people did things in the past</p> <p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p> <p>sort artefacts “then” and “now”</p> <p>use a wide range of sources</p> <p>to ask and answer questions related to different sources and objects</p> <p>Time lines (3D with objects/ sequential pictures)</p> <p><u>Journeys</u></p> <p>Amelia Earhart –First female to fly the Atlantic</p> <p>Bessie Coleman –First Afro American woman pilot</p> <p>Neil Armstrong – First man on moon</p> <p>Tim Peake –First British man in space</p> <p>Modern explorers –Ellen MacArthur sailor, David de Rothschild, Jessica Watson, Australian sailor</p>
<p>Computing</p>	<p>Technology Around Us: Parts of a computer</p>	<p>Grouping Data</p>	<p>Moving a Robot: Beebots</p>	<p>Introduction to Animation: Scratch Junior</p>	<p>Digital Painting: Purple Mash/paintz.app</p> <p>Digital Writing: Purple Mash</p> <p>Keyboard Skills</p>
<p>Music</p>	<p>Colonel Haiti’s March</p>	<p>Christmas Production</p>	<p>Carnival of the animals</p>	<p>BBC ten pieces – ‘Short Ride in a fast car’</p>	

	<p>Singing - Speak chants and rhymes Tap the pulse whilst singing Clap the rhythm of words of a song whilst singing Playing - Copy a given rhythm Play the rhythm of a song. Listen - Move with the pulse to a piece of music Identify repeated sections in a piece of music Compose - Improvise / create rhythms</p>	<p>Sing – Mark the phrases of a song</p> <p>Play – Explore tempo, dynamics, pitch.</p> <p>Listen – Trace the shape of a song Identify ascending and descending sounds in a song</p> <p>Compose – To be aware of rests in music</p> <p>Key vocab – rhythms, pulse, dynamics, pitch, duration, rests, melody, ascending, descending, duction</p>	<p>Sing – Sing questions (call and response) Consolidate/practice singing skills from Aut 1 and 2.</p> <p>Play - Consolidate/practice playing skills from Aut 1 and 2: use words and text from the class book to clap back. Create a bank of words and phrases from text and images from Carnival of the animals. Learn the rhythms and use untuned percussion to play them. Use them to compose a class sound scape. Listen – Recognise changes in dynamics and tempo Listen to and respond to live/recorded music Compose/improvise - Choose sounds to illustrate a poem/picture/scene etc Key vocab – rhythms, pulse, dynamics, pitch, duration, rests, melody, ascending, descending, tempo, graphic notation.</p>	<p>Vaughn Williams Songs of Travel Sing- Sing questions (call and response) Play- Play the pulse of a song. Play a simple ostinato Listen-T Recognise percussion instruments being played in music</p> <p>Compose/improvise- Take turns when playing with a partner Choose sounds to illustrate a poem/picture/scene etc Key vocab – rhythms, pulse, dynamics, pitch, duration, rests, melody, ascending, descending, tempo, graphic notation.</p>	
Art	<p>Drawing: Extend the variety of drawing tools. Explore different textures. line, shape. Self portraits Picasso Aliza Nisenbaum Explore textures and anatomy (faces and limbs).</p>	<p>Materials: patterns Texture: weaving, collage.</p> <p>Sculpting – texture and form Andy Goldsworthy James Brunt Clay: Pinch and roll coils and slabs. Make simple joins.</p>	<p>Materials –patterns: animal skin- Printing: create patterns. Develop pattern awareness and discussion of patterns.</p> <p>Sculpting - texture and form – carving and use materials to make known animals for a purpose.</p> <p>Painting – colour, space Name all colours. Mix colours, find collection of colours.</p>		<p>Materials : Patterns. Boat flag. Use fabrics to make flag; sewing or weaving Symmetry How textiles create things Patterns left by vehicle tracks. Join materials to make vehicles.</p>
DT	Structures: Construct a Windmill (Autumn 1)		Textiles: Finger Puppets (Spring 2)	Cooking & Nutrition: Fruit and Vegetable Smoothies (Summer 1)	
RE	What does it mean to belong to a faith community?	Who is a Christian and what do they believe?	What makes some places sacred?	How & why do we celebrate special and sacred times	
HRE	Families and people who care for me.	Physical Health and Fitness (How much exercise do I do? How can	Mental Wellbeing (emotions) Caring Friendships (bullying) Respectful Relationship	Drugs, Alcohol & Tobacco	Internet Safety and harms

	Are all families the same?	I increase my physical exercise? Why? Healthy Eating (healthy and unhealthy foods- the importance)		(when is it safe to use medicine?) Health and Prevention (personal/ dental hygiene Sun safety Bedtime routines)	(Keeping private information private. What to do if something upsets you online)
PE	<p>Cringle park walk (human and physical features)</p> <p>School grounds walk (human and physical features)</p> <p>Use the outdoor environment to research what material is best for an umbrella</p> <p>Creating a large history timetable using string and photographs</p>	<p>Observe the different plants in the planters outside</p> <p>Sow a seed together</p> <p>Bulb growing class competition</p> <p>Visit to Bud Garden Centre (Burnage)</p> <p>Observe the seasonal changes outside (autumn, winter, spring and summer)</p>	<p>Grouping animals using large hoops outside (what do they eat/ how can we group animals?)</p> <p>Observe animals in the local community how do they differ to animals in different areas</p> <p>Use chalk to draw/label/sort the animals researched</p>		<p>Transport observation in the local area 'How do people travel in the community?'</p> <p>Observe the seasonal changes outside (autumn, winter, spring and summer)</p> <p>School grounds walk (human and physical features) Use large junk modelling to recreate a form of transport in teams</p> <p>Walk to school week (eco-friendly)</p>
Visits and experiences				Manchester Airport	