



Year 1 Curriculum Overview

‘Celebrating and inspiring a lifelong love of learning in an ever changing world’

| Curriculum Area | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Learning to live in an ever changing world | Values | Be ready, be safe, be respectful | Enjoyment | Respect | Perseverance | Independence | Responsibility |
| | Wider experiences | Drama workshop | Nativity | Forest Schools | Bristol zoo trip | Fire Service visit | Shadow puppet workshop Sports Day |
| | PSHE (Jigsaw and Forest School) | Being me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| English and Maths | Topic | Once Upon a Time | Medieval Magic | Brrr! It's Cold Outside | Jungle Fever | London's Burning | Up, Up and Away! |
| | Key Texts | The Three Billy Goats Gruff <i>Traditional Tale</i> How to make a house for a troll <i>Instructions</i> | The Magic Brush <i>Narrative</i> The Magic Box <i>Poetry</i> | Cuddly Dudley <i>Narrative</i> Walruses, seals & Artic foxes <i>Information text</i> | Rumble in the Jungle <i>Poetry</i> Jungles <i>Information text</i> My Jungle Adventure <i>Recount</i> | Fire Cat <i>Narrative</i> Visit Lovely London <i>Persuasive advert</i> | The Great Balloon Hullabaloo <i>Narrative</i> A Voyage in the Clouds <i>Historical recount</i> |
| | Writing Outcomes | <ul style="list-style-type: none"> Write own version of 'The Three Billy Goats Gruff'. Write instructions for how to make a raft for the goats (linked to Science). | <ul style="list-style-type: none"> Write own version of 'The Magic Brush' Write own version of the poem 'The Magic Box' | <ul style="list-style-type: none"> Write own version of 'Cuddly Dudley' Write an information text about penguins, polar bears and snowy owls. | <ul style="list-style-type: none"> Write a descriptive poem about a jungle animal Write an information text about jungles Trip recount. | <ul style="list-style-type: none"> Write own version of 'Fire Cat' Write a persuasive advert for Bristol Write an information text about GfOL. | <ul style="list-style-type: none"> Write own version of 'The Great Balloon Hullabaloo'. Write own recount of 'A Voyage in the Clouds'. |

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| | | | | | | | <ul style="list-style-type: none"> Recount of Year 1. |
| | Cross-curricular English | E-safety posters | Instruction writing for making potions | Arctic animals poetry | Animal labelling | London posters | Balloon trip persuasive adverts |
| | Maths | Place Value within 10 Addition within 10 Subtraction within 10 | Place value within 20 Addition and Subtraction within 20 Volume Weight 2D and 3D Shape | Place value within 50 Addition Subtraction Fractions Time | Place value within 100 Addition Subtraction Multiplication Division | Length/Height Money Addition Subtraction | Position and Direction Recap all previous units. |
| | Cross-curricular Maths | Troll bridge building (measure) | Making own potions (volume) Baking Christmas cookies (weight) | Weather measuring | Plant measuring | Making potato salad (weight) | Hot air balloon journeys (position and direction) |
| STEM | Science | <ul style="list-style-type: none"> Observe and describe weather Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather | <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Group animals according to what they eat. Group animals according to what they eat. Identify and name a variety of common animals that are carnivores, | <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, | <ul style="list-style-type: none"> Observe and describe weather Identify and describe the basic structure of a variety of common flowering plants, including trees | <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather 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. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials |

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| | | <ul style="list-style-type: none"> Three Billy Goats Gruff raft experiment | <ul style="list-style-type: none"> Potions experiment | herbivores and omnivores <ul style="list-style-type: none"> Ice escape experiment | reptiles, birds and mammals, including pets) <ul style="list-style-type: none"> Bug hotel experiment | <ul style="list-style-type: none"> Carnation colours experiment | on the basis of their simple physical properties. <ul style="list-style-type: none"> Parachutes experiment |
| | Computing | <ul style="list-style-type: none"> E-safety: Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. | <ul style="list-style-type: none"> E-safety: Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology in the home and school environment. | <ul style="list-style-type: none"> E-safety: Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology in the home and school environment. Use technology purposefully to create digital content. | <ul style="list-style-type: none"> E-safety: Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Use technology purposefully to create digital content. | <ul style="list-style-type: none"> E-safety: Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Use technology purposefully to create digital content. | <ul style="list-style-type: none"> E-safety: Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Coding: Predict the behaviour of simple programs. Coding: Understand what algorithms are and how they are implemented on digital devices. |
| Humanities | History | <ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. Ask and answer relevant basic questions about the past. | N/A | N/A | N/A | <ul style="list-style-type: none"> Understand key features of events. Talk, draw or write about aspects of the past Relate his/her own account of an event and understand that others may give a different version. Use common words and phrases relating to the passing of time. | <ul style="list-style-type: none"> Understand key features of events. Identify some similarities and differences between ways of life in different periods. Talk, draw or write about aspects of the past. Use common words and phrases relating to the passing of time. |

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| | | | | | | <ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information. Ask and answer relevant basic questions about the past. | <ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past. |
| | Geography | <ul style="list-style-type: none"> Name, describe and compare familiar places. Link their homes with other places in their local community. | <ul style="list-style-type: none"> Describe seasonal weather changes. Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment. Use simple observational skills to study the geography of the school and its grounds. | <ul style="list-style-type: none"> Describe seasonal weather changes. | <ul style="list-style-type: none"> Describe seasonal weather changes. | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Describe seasonal weather changes. Understand how some places are linked to other places e.g. roads, trains. Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. Make simple maps and plans e.g. pictorial place in a story. |
| | RE Theme (Discovery RE) | <p>The Creation story</p> <ul style="list-style-type: none"> Explore and discuss the idea that God want Christians to look after the world. | <p>Christmas</p> <ul style="list-style-type: none"> Explore and discuss what gifts Christians in my town might have given Jesus if He had been born here | <p>Jesus as a friend</p> <ul style="list-style-type: none"> Explore and discuss if it was always easy for Jesus to show friendship. | <p>Palm Sunday</p> <ul style="list-style-type: none"> Explore and discuss why Jesus was welcomed like a king or celebrity by the crowds on Palm Sunday. | <p>Shabbat</p> <ul style="list-style-type: none"> Explore and discuss why Shabbat is important to Jewish children. | <p>Rosh Hashanah and Yom Kippur</p> <ul style="list-style-type: none"> Explore and discuss why Rosh Hashanah and Yom Kippur are important to Jewish children. |

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| | | <ul style="list-style-type: none"> Explore and discuss the idea that the world belongs to God. Explore and discuss the idea that people should take care of the world. | rather than in Bethlehem. <ul style="list-style-type: none"> Discuss what they can learn from stories from religious traditions. Explore and discuss if symbols are better than words at expressing religious beliefs. | <ul style="list-style-type: none"> Discuss what they can learn from religious traditions. Explore and discuss if people should follow religious leaders and teachings. | <ul style="list-style-type: none"> Explore and discuss if people should follow religious leaders and teachings. Explore and discuss if symbols are better than words at expressing religious beliefs. | <ul style="list-style-type: none"> Explore and discuss if religious celebrations are important to people. | <ul style="list-style-type: none"> Explore and discuss if religious celebrations are important to people. Explore and discuss if symbols are better than words at expressing religious beliefs. |
| Sport | PE Session 1 | Multiskills <ul style="list-style-type: none"> Copy actions. Repeat actions and skills. Move with control and care. Talk about what they have done. Describe what other people did. | Dance <ul style="list-style-type: none"> Move to music. Copy dance moves. Perform some dance moves. Describe how their body feels before, during and after an activity. | Dance <ul style="list-style-type: none"> Move to music. Copy dance moves. Perform some dance moves. Make up a short dance. Move around the space safely. | Games <ul style="list-style-type: none"> Throw underarm. Roll a piece of equipment. Move and stop safely. Catch with both hands. Throw and kick in different ways. | Games <ul style="list-style-type: none"> Throw underarm. Move and stop safely. Catch with both hands. Throw and kick in different ways. | Athletics <ul style="list-style-type: none"> Copy actions. Repeat actions and skills. Move with control and care. Talk about what they have done. Describe what other people did. |
| | PE Session 2 | Gymnastics <ul style="list-style-type: none"> Make their body tense, relaxed, curled and stretched. Control their body when travelling. | Gymnastics <ul style="list-style-type: none"> Make their body tense, relaxed, curled and stretched. Control their body when travelling. | Target Games <ul style="list-style-type: none"> Throw underarm. Move with control and care. Move and stop safely. Catch with both hands. Throw in different ways. | Tennis <ul style="list-style-type: none"> Repeat actions and skills. Hit a ball with a bat. Move and stop safely. Catch with both hands. | Tennis <ul style="list-style-type: none"> Repeat actions and skills. Hit a ball with a bat. Move and stop safely. Catch with both hands. | Athletics <ul style="list-style-type: none"> Throw underarm. Move and stop safely. Repeat actions and skills. |

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| Arts | Music | Exploring sounds <i>Ourselves (Eng link)</i> <ul style="list-style-type: none"> Create and respond to vocal sounds. Explore how to change sounds. Create and place vocal and body percussion sounds. | Pitch <i>Animals (PE link)</i> <ul style="list-style-type: none"> Understand pitch, and make high and low vocal sounds. Relate pitch to high and low body posture. | Beat <i>Machines (PHSE link)</i> <ul style="list-style-type: none"> Play and maintain a steady beat. Sequence sounds. Play to a steady beat. Play at different speeds (tempi). | Exploring sounds <i>Our school (Geog link)</i> <ul style="list-style-type: none"> Explore different sound sources and materials. Analyse the dynamics and duration of sounds around the school. | Exploring sounds <i>Storytime (Eng link)</i> <ul style="list-style-type: none"> Discuss basic musical terms – fast, slow, loud, quiet. Understand how music can tell a story. Perform with concentration. | Performance <i>Travel (PE link)</i> <ul style="list-style-type: none"> Combine voices, movement and instruments to perform a chant and a song. Keep a steady beat on instruments. |
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| | <ul style="list-style-type: none"> Explore descriptive sounds. <p>Beat <i>Number (Maths link)</i></p> <ul style="list-style-type: none"> Recognise and develop a sense of steady beat through using voices and body percussion. Identify and perform changes in tempo Learn to play percussion with control. Keep a steady beat and use dynamics to vary the musical effect. Identify and keep a steady beat using movement, body percussion and instruments. Recognise and respond to changes in tempo in music. | <ul style="list-style-type: none"> Understand pitch by singing a song with contrasting high and low melodies. Identify and play high and low pitches in music. Explore and develop an understanding of pitch using the voice and body movements. Recognise and perform pitch changes and contrasts. <p>Exploring sounds <i>Weather (Geog link)</i></p> <ul style="list-style-type: none"> Explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments. Improvise descriptive music. Control duration and dynamics using voices, body percussion and instruments. Identify a sequence of sounds (structure) in a piece of music. Respond to music through movement. | <ul style="list-style-type: none"> Control changes in speed (tempi). <p>Pitch <i>Seasons (Science link)</i></p> <ul style="list-style-type: none"> Identify changes in pitch and respond to them with movement. Contrast changes in pitch with changes in dynamics (volume). Relate pitch changes to graphic symbols and perform pitch changes vocally. Listen and respond to pitch changes with movement. Listen and respond to a falling pitch signal. Distinguish between pitched and un-pitched percussion sounds. Listen in detail to a piece of orchestral music. | <ul style="list-style-type: none"> Explore these elements/ dimensions on instruments. Create two contrasting textures. Sing a song. Interpret sounds and explore instruments. Create a soundscape as part of a song performance. <p>Beat <i>Pattern (Maths link)</i></p> <ul style="list-style-type: none"> Mark a steady beat with voices and body percussion. Count a steady beat in patterns of 2, 3 and 4 beats (metre). Perform a steady beat in patterns of 2, 3 and 4 beats (metre). Explore different ways to emphasise the first beat in a repeating pattern or metre. Identify metre by recognising its pattern. Divide the number 12 into 2s 3s and 4s. Explore different ways to emphasise beats to form a group (metre). Explore sounds on instruments and find different ways to vary their sound. | <ul style="list-style-type: none"> Play fast, slow, loud and quiet. Create music that matches an event in a story. Rehearse and perform with others. Learn new songs and chants. <p>Beat <i>Our bodies (Science link)</i></p> <ul style="list-style-type: none"> Perform a steady beat at two different speeds (tempi). Respond to change of mood in a piece of music with a slow and fast steady beat. Identify a repeated rhythm pattern. Combine a rhythm pattern and a steady beat. Perform together with concentration. Perform rhythm patterns on body percussion to a steady beat. Invent and perform new rhythms to a steady beat. | <ul style="list-style-type: none"> Create word rhythms. Perform word rhythms with movement. Keep a steady beat. Play and combine simple word rhythms. Respond to music in movement. <p>Pitch <i>Water (Art link)</i></p> <ul style="list-style-type: none"> Create a picture in sound. Understand musical structure by listening and responding. Perform a simple repeated pattern. |
| Art | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Explain what he/she likes about the work of others. | <ul style="list-style-type: none"> Explain what he/she likes about the work of others. | <ul style="list-style-type: none"> Experiment with different materials to design and make | <ul style="list-style-type: none"> Experiment with different materials to design and make |

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| | | | | <ul style="list-style-type: none"> • Know the names of tools, techniques and elements that he/she uses. • Use artwork to record ideas, observations and experiences. • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. • Explore mark-making using a variety of tools. | <ul style="list-style-type: none"> • Know the names of tools, techniques and elements that he/she uses. • Use artwork to record ideas, observations and experiences. • Make marks in print using found objects and basic tools and use these to create repeating patterns. • Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. | <ul style="list-style-type: none"> • products in two and three dimensions. • Make structures by joining simple objects together. | <ul style="list-style-type: none"> • products in two and three dimensions. • Make structures by joining simple objects together. • Sort, cut and shape fabrics and experiment with ways of joining them. |
| | DT | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • Create simple designs for a product. • Use pictures and words to describe what he/she wants to do. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Use a range of simple tools to cut, join and combine materials and components safely. • Ask simple questions about existing products and those that he/she has made. • Build structures, exploring how they can be made | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • Talk about what he/she eats at home and begin to discuss what healthy foods are. • Say where some food comes from and give examples of food that is grown. | <ul style="list-style-type: none"> • Create simple designs for a product. • Use pictures and words to describe what he/she wants to do. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Use a range of simple tools to cut, join and combine materials and components safely. • Ask simple questions about existing products and those that he/she has made. • Build structures, exploring how they can be made | <ul style="list-style-type: none"> • Create simple designs for a product. • Use pictures and words to describe what he/she wants to do. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Use a range of simple tools to cut, join and combine materials and components safely. • Ask simple questions about existing products and those that he/she has made. • Build structures, exploring how they can be made |

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| | | | stronger, stiffer and more stable. | | | stronger, stiffer and more stable. <ul style="list-style-type: none">• Use wheels and axels.• Use simple tools with help to prepare food safely. | stronger, stiffer and more stable. |
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