



YEAR 1 CURRICULUM OVERVIEW 2017/2018	AUTUMN TERM 2017	SPRING TERM 2018	SUMMER TERM 2018
RELIGIOUS EDUCATION	Families – God’s love and care for every family Belonging – Baptism / invitation to belong to God’s family Waiting – Advent / time to look forward to Christmas Islam – God created the world	Special People – people in the Parish family Meals – Mass / Jesus’ special meal Change – Lent is a time for change	Holidays and Holy Days – Pentecost / Feast of the Holy Spirit Being Sorry – God helps us to choose well / Sacrament of Reconciliation Neighbours – Neighbours share God’s World
TERMLY THEME/S	Victorians	Plants	Materials
ENGLISH	Narrative – traditional stories with a hidden meaning. Comparing settings and characters. Non-fiction – instructions and information pages. Poetry – rhyming, the structure of different poetry. Acrostic poems and shape poems.	Narrative – Fairy tales Non-Fiction – non-chronological reports, recounts, instructions	Narrative – Fantasy stories, stories from other cultures Non-fiction – Recounts, information texts Poetry – Rhyming
MATHEMATICS pupils across the school work through the same unit topics - activities are differentiated to meet their individual needs	Unit 1 Place value, tens and ones, one more and one less, length and height. Unit 2 Number stories and sequencing. Unit 3 2D and 3D shapes, position, direction and movement.	UNIT 2: Number – looking at ordering numbers and counting on in 10s. Our focus is now on harder 2 digit numbers. Fractions – recapping on finding halves and beginning to understand the concept of quarters, including time. Addition – mental calculation and written methods for addition and subtraction. Multiplication – we are looking at the 5 and 2 times tables.	UNIT 3: Capacity Data and Graphs Shapes Number Times Tables



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SCIENCE	<p>Seasonal change – This is taught across the year. Children explore the changes across the four seasons. Observe and describe weather associated with the season and how the length of day changes.</p> <p>Animals, including humans – children will 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, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Plants - children will 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.</p>	<p>Sorting and Using Materials - children learn to 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 on the basis of their simple physical properties.</p>
COMPUTING	<p>Digital Literacy – use technology purposefully to create, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p>Computer Science - use logical reasoning to predict the behaviour of simple programs.</p>	<p>Information Around Us - children learn that information exists in a variety of forms, including text, still and moving pictures, charts and sounds and that different media are used for different purposes.</p> <p>Labelling and Classifying- children learn that key pieces of information can be used to describe objects. They also learn to use simple criteria to divide groups of objects into sub-sets, and to identify objects by key words. They use a word processor with a word bank to present information.</p>	<p>Understanding Instructions and making things happen - children learn how to give and follow instructions to make things happen.</p> <p>Representing Information Graphically - pictograms / children learn how to use ICT to represent information graphically. They learn how to create pictograms and how to answer simple questions on the data shown in their pictograms.</p>
ART and DESIGN	<p>Self Portraits - children make a self-portrait to communicate ideas about themselves. They investigate a range of drawing materials and techniques and explore the work from a range of different artists.</p>	<p>Study of an artist: Van Gogh. Children will look at a range of work involving plants and recreate these.</p>	<p>Sculpture - children develop their understanding of shape, form, texture and the sensory qualities of materials. They learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials.</p>
DESIGN and TECHNOLOGY	<p>Toys: Design and make a functioning Victorian toy. Designing and making a model of a Victorian school.</p>	<p>Plants:Design and make an object to keep their plants safe from insects/ birds.</p>	<p>Structures and Homes - children develop their understanding of structures. Observation of different types of buildings gives children experience and information to draw on when developing their own ideas. They develop and model their ideas by creating static models from sheet and reclaimed materials and using construction kits.</p>

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HISTORY	<p>Our Time Lines and our History – finding out about our own history and that of our families</p> <p>Homes Long Ago – children learn about similarities and differences between homes today and homes in the past (Victorians).</p> <p>Toys Then and Now – compare Victorian Toys with their toys.</p>	<p>Our Local Area: Identify changes in the local area over time from rural to urban. Identify what was once in a favourite place.</p>	<p>Queen Elizabeth II. A study of the life of significant individuals in the past who have contributed to national and international achievements.</p>
GEOGRAPHY	<p>Our Local Area / Around Our school – develop basic map skills by mapping out a route from our home to school, from school to a favorite place in the local area. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Our Local Area / Around Our school - uses investigative tasks to introduce children to the idea of looking at their local area including the local park. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>United Kingdom: Name, locate the United Kingdom and where it is on a world map and in relation to their family place of origin. Identify the four countries and capital cities of the UK.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
MUSIC	<p>Sounds Interesting – develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.</p> <p>The Long and Short of it – develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.</p>	<p>Feel the Pulse - develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.</p> <p>Taking Off – develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.</p>	<p>What's the score? this unit develops children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.</p> <p>Rain, Rain Go Away – develops children's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus.</p>
PHYSICAL EDUCATION	<p>Outdoor Games – developing throwing and catching skills using a range of objects such as quoits, beanbags, balls.</p> <p>Real PE – Static balance through a variety of different poses. Coordination is learnt through patterns of movement.</p>	<p>Gymnastics – Creating a sequence of movements with a partner on apparatus.</p> <p>Outdoor Games – throwing and catching skills.</p> <p>Dance - compose and link movements to make a simple dance based on seaside activities.</p>	<p>Gymnastics – investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus.</p> <p>Outdoor Games / Athletics – explore running, jumping and throwing activities and take part in challenges and competitions</p> <p>Dance – explore dance movements and repeat a range of actions on the theme of weather.</p>



YEAR 1 CURRICULUM OVERVIEW 2017/2018	KEEPING CHILDREN SAFE / HEALTHY SCHOOLS		
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social and emotional aspects of learning (SEAL) programme	New Beginnings Getting on and falling out Saying NO to bullying	Going for Goals Good to be me	Relationships Changes
PERSONAL, SOCIAL and HEALTH EDUCATION	Personal hygiene How can some diseases be controlled Stranger Danger - who can we trust? playing safe.	Choices / Making Simple Decisions	Health and Hygiene Road Safety TFL resources Keeping Safe on the Roads
E-Safety	Children to work through scenarios with their teacher about what they should and should not do when they are using technology. Ideas adapted from Cyber Pass.	http://www.thinkuknow.co.uk/5_7/hectorsworld/ Hector's World cartoons 1 to 3	
Drugs Education	what medicines are / health and safety skills and awareness for handling drugs		
	What's the Score on Drugs Lesson 1 classroom / playground rules Yr 1 pg.3 Lesson 2 rules keep us safe Yr 1 pg.4	What's the Score on Drugs Lesson 3 medicines Yr 1 pg.5/ pg.8 Lesson 4 prescription medicines Yr 1 pg.6 Lesson 5 rules for taking medicines Yr 1 pg.7	What's the Score on Drugs Keeping Safe at Home Harmful household products Yr 1 pg.9
Sex and Relationships Education (SRE)	Changes as we grow, outward changes as we grow. Caring for myself - exercise, food, sleep, hygiene.	People who help me to care for myself. Keeping safe / saying NO (Kidscape). Family relationships / feelings in families e.g. love, jealousy.	How does my body work? Naming parts of the body. People within my community who help me to look after myself.