

## Year 1 Curriculum Overview

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary focus	PSHE/Science	Geography/DT	History/Science	Geography /Science	Science/DT (food)	DT/Geo
Secondary focus	RE – Judaism	Art	Art	Computing/S & L	Music	History
The BIG question:	What makes me unique?	Where do I live? (homes)	Why is Brunel important to Bristol?	How does the weather change?	How do I classify different animals and plants?	Who lives in castles?
Wow moments	Bring a box of items in to school to share – photos, objects, favourite books etc	Construction day Build own town using lego, junk and other materials	Science investigations in to materials  Tallest tower  Strongest bridge  Sorting	Watching weather reports  Use I pads to record own visually or verbally  Travel agents	Zoo lab visit/pets at home  OR someone bring in an animal	Learn about castles and their importance. They will design and build their own castles, crown a King/Queen and defend their castle from oncoming attackers
Trips		<b>Local area walk and visits - library, shop, church etc</b>	<b>Bus tour including Suspension bridge</b>		<b>Grimsbury Farm</b>	
Bristol links	Minerva and me in Fishponds (school & house)	Exploring Fishponds. Vassells.	Brunel (People within living memory)  Suspension bridge, docks, SS Great Britain	Compare Bristol to North and South Pole	St Werbergs  Windmill city farm	Blaise castle
Celebration	Art display - all about me!	Exhibition of the local area including building & photos	French performance for parents - songs	Weather report assembly or to another class	Assembly of learning	Kings and queens for a day
Key texts	Body books  Funny bones  Beegu	The Gruffalo  Rosie's Walk.	Brunel fact files  (Non-fiction)	Where the wild things are  Town Mouse and Country mouse.	Oliver's fruit salad.  Farm Yard Hullaballoo  Pumpkin Soup	Queen's hat and handbag
Science	<b>Humans</b>  Identify, name, draw and		<b>Everyday Materials</b>  distinguish between an	<b>Seasonal Change</b>  observe changes across	<b>Plants &amp; Animals</b>  identify and name a	

	<p>label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Asking simple questions and recognising they can be answered in different ways.</p> <p><b>Animals</b></p> <p>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>Gathering and recording data</p>		<p>object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Performing simple tests</p> <p>Identifying and classifying</p>	<p>the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Observe closely using simple equipment.</p>	
History	<p>Toys</p> <p>Changes within living memory, reveal aspects of change in national life</p>		<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Brunel)</p>			<p>The lives of significant individuals in the past who have contributed to <b>national</b></p> <p><b>(Queen Elizabeth I, Elizabeth II and Prince Charles)</b></p>

			Significant historical events, people and places in their own locality			
Geography		<p>Understand geographical similarities and differences through studying human &amp; physical geography of a small area.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, factory, farm, port, house, village town, office, and shop and harbour</p> <p>Use basic geographical language to describe places including river, wood, hills and stream</p> <p>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>	Use aerial maps, photographs to recognise landmarks & basic human & physical features	<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> <p>(Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, <b>season and weather</b>)</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (London).</p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p>
DT		<p>Design purposeful, functional &amp; appealing products (Houses)</p> <p>Use range of tools &amp; materials to complete practical tasks</p> <p>Evaluate existing products</p>		Build and improve structure & mechanisms (Bridges)	Food	<p>Use range of tools &amp; materials to complete practical tasks</p> <p>Generate models and communicate ideas.</p>

		(3 little pigs houses/lego			Design purposefully. Evaluate own ideas	
Art	<p>Make a piece of work with just one colour using the vocabulary of pale and dark</p> <p>Explore the scale from dark to light, using different mediums (charcoal, ink, pastels and paint over the original)</p> <p>Look at outline and detail whilst drawing and create patterns with repeated line</p>	<p>Identify which colours are in the natural environment.</p> <p>Know what the primary and secondary colours are and I can mix these with support</p> <p>Identify colour in other artists work and copy this focusing on primary colours (Pastiche of Mondrian)</p> <p>Talk about whether objects are close together or far apart</p>	<p>Identify natural and manmade forms</p> <p>Identify materials of various textures use words like smooth rough and scratchy</p> <p>Use words like hard, soft, smooth, rough and scratchy</p>	<p>Explore colour, texture, shape and form in 2 and 3 dimensions (Andy Goldsworthy)</p> <p>Copy artists work to inspire patterns of my own</p> <p>Print repeatedly to make more interesting patterns</p> <p>Identify and use 2d shapes in design I can identify and use 3d shapes in junk modelling</p>		
Music	<b>Learning an Instrument – Djembe</b>	<b>Winter Concert</b>	<b>'Handa's Surprise'</b> Pulse and Rhythm	<b>'Handa's Surprise'</b> Pulse and Rhythm	<b>'Water'</b> - The Inter-related Dimensions of Music	<b>Summer Showcase</b>
Computing	Continue to program and control a BlueBot. Use BlueBot App. Continue to use digital cameras and MS Paint.					
Computing	<p>Write the labels for the human body.</p> <p>Change the font/colour/size/bold etc.</p> <p>Print labels and use alongside photos of the body.</p>		<p>Write name labels for significant individuals</p> <p>Change the font/colour/size/bold and print for the class enquiry display. E.g. BRUNEL.</p>			<p>Type own pupil voice of what they can see.</p> <p>Change the font/colour/size/bold.</p> <p>Print and stick in next to pictures/photos from a trip.</p>
R.E.	Unit 4—Where do we belong? (Judaism)  Festival: Christmas (Christian)		Unit 9—Why is Jesus important?  Festival: Easter		Unit 7—Why are some places special?	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

French	Moi (All about me)		Jeux et chansons (Games and songs)		On fait la fête (celebrations)	
Real PE	Unit 1 - Personal	Unit 2 - Social	Unit 3 - Cognitive	Unit 4 - Creative	Unit 5 - Physical	Unit 6 - Health & fitness