



Termly Curriculum Overview: Autumn		Year: 1
Subject	Topic and content	NC Coverage
History	<p>Toys Past and Present</p> <p>Can I describe my favourite toy?</p> <p>Can I use sources to find out about toys from the past?</p> <p>Can I sort toys into different decades?</p> <p>Can I identify old and new toys?</p> <p>Can I identify similarities and differences are there between toys then and now?</p>	<p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p>
Geography	<p>Where do I live</p> <p>Can I name the 7 continents and find the UK on a world map?</p> <p>Can I name the planet, continent, country and town I live in?</p> <p>Can I name the 4 countries of the UK and their capital cities?</p> <p>Can I identify some features of the countries in the UK?</p> <p>Can I explore the town I live in?</p> <p>Can I describe the town I live in?</p>	<p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, house, and shop.</p> <p>Use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</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>
Science	<p>Materials</p> <p>To identify common materials, distinguish between an object and the material it is made from, describe materials, describe why certain materials suit certain objects, experiment to see which materials are waterproof.</p> <p>Seasonal Changes</p> <p>Describe the weather in autumn, understand what clothes are needed in autumn, observe, identify and explain what happens to deciduous and evergreen trees and plants, understand how the days vary, record and analyse data from</p>	<p>Distinguish between an 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. 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>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>

	observing the weather over previous weeks.	
Art	<p>Drawing : Make your mark To use a range of materials creatively to design and make products. Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces</p> <p>Painting and mixed media: Colour splash</p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and o develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination</p> <p>Evaluate and analyse creative works using the language of art, craft and design disciplines, and making links to their own work</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to use a range of materials creatively to design and make products</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>
Design Technology	<p>Homes Explore different types of houses and identify shapes and features, investigate how to join and combine shapes to make the exterior of a house, investigate ways of creating the interior features of a house, design a house, follow a design a create a house, evaluate my finished product.</p> <p>Textiles – Puppets Pupils will be able to: Join fabrics together using pins, staples or glue. Design a puppet and use a template.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates, select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], select from and use a wide range of materials and components, including construction materials according to their characteristics, explore and evaluate a range of existing products, evaluate their ideas and products against design criteria, build structures -exploring how they can be made stronger, stiffer and more stable.</p> <p>Join fabrics together using pins, staples or glue. Explore and evaluate a range of existing products</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>

	<p>Join their two puppets' faces together as one. Decorate a puppet to match their design.</p>	<p>Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design.</p>
Music	<p>Introducing Beat - How Can We Make Friends When We Sing Together? This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p>Adding rhythm and pitch - How Does Music Tell Stories about the Past? This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p>Christmas Songs</p>	<p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.</p>
RE	<p>Christianity Does God want Christians to look after the world?</p> <p>What gifts might Christians in my town have given Jesus if he was born here instead of Bethlehem?</p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>
PSHE	<p>Being me in My world</p>	<p>Non-statutory objectives I can feel safe and special in my class, I know that I belong in my class, I understand my rights and responsibilities in class, I know how to make my class a safe place for everyone to learn, I know my views</p>

	<p>Celebrating Difference</p>	<p>are valued, I recognise how it feels to be proud of an achievement, I recognise the choices I make and understand the consequences, I recognise a range of feelings when I face consequences.</p> <p>Identify similarities between people in my class, tell you some ways in which I am the same as my friends, identify differences between people in my class, tell you some ways in which I am different to my friends, tell you what bullying is, understand how being bullied might feel, know who I could talk to if I was unhappy or being bullied, be kind to children who are bullied, know how to make new friends, know how it feels to make a new friend, understand that differences make us special and unique.</p>
<p>PE</p>	<p>Fundamentals To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope.</p> <p>Ball games To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me.</p> <p>Dance To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance.</p>	<p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking</p>

	<p>To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To explore speeds and actions in our toy inspired dance. To use expression and create actions that relate to the story. To use a pathway when travelling. To explore and copy actions in response to a theme. To create my own actions for an animal. To explore pathways with a partner.</p> <p>Invasion games. To understand the role of defenders and attackers. To understand who to pass to and why when playing against a defender. To move towards a goal with the ball. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending.</p>	<p>them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>
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