



Termly Curriculum Overview: Spring		Year: 1
Subject	Topic and content	NC Coverage
History	<p>Explorers - Christopher Columbus and Neil Armstrong</p> <p>When did Christopher Columbus live and what was he trying to achieve? What was Columbus' journey like and what did he discover? How did Columbus' discovery have an impact on the world? Who is Neil Armstrong and why is he remembered? How did Neil Armstrong's landing on the moon have an impact on the world?</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.</p>
Geography	<p>Around the World</p> <p>Can I locate Europe on a map and identify some characteristics of France? Can I locate Asia on a map and identify some characteristics of China? Can I locate Australia on a map and identify some characteristics? Can I locate Africa on a map and identify some characteristics of Kenya? Can I locate North America on a map and identify some characteristics of USA? Can I locate South America on a map and identify some characteristics of Brazil? Can I locate Antarctica on a map and identify some features? To pick a continent and country and pretend to be a travel agent persuading someone to go and visit.</p>	<p>Name and locate the world's seven continents. Use world maps, atlases 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 compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river and weather.</p>
Science	<p>Identifying Animals and Humans (Animals)</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. Identify and name a variety of common UK mammals. Identify and compare a variety of common UK birds and reptiles. Identify and compare a variety of common UK fish and amphibians. Identify and sort carnivores, herbivores and omnivores. Explain how to take care of animals.</p> <p>Identifying Animals and Humans (humans)</p> <p>To be able to identify, name and label body parts. To explore what parts of our bodies we use for different activities. To explore the five senses - sight, touch, taste, smell and hear.</p>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</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>
Art	<p>Structure: 3D paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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> <p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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>

<p>Design Technology</p>	<p>Moving Pictures</p> <p>Create a sliding mechanism. Use levers to create a moving mechanism. Investigate and create wheel mechanisms. Design a picture with a moving mechanism. Follow the design criteria to make a moving picture/storybook. Evaluate a moving picture</p> <p>Eat More Fruit and Vegetables</p> <p>To find out the favourite fruits and vegetables in the class and present the data in a pictogram. Examine, taste and describe a variety of fruits and vegetables. Find out how to handle and prepare a variety of fruits and vegetables. Design a recipe to include fruit and/or vegetables. Make and evaluate a food product based on a design.</p>	<p>Pupils will be able to:</p> <p>Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture, which meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations.</p> <p>Pupils will be able to:</p> <p>Describe fruits and vegetables and explain why they are a fruit or a vegetable. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.</p>
<p>Music</p>	<p>Introducing Tempo & Dynamics How Does Music Make the World a Better Place?</p> <p>Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours?</p>	<p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>

		<p>I know some ways to help myself when I feel poorly.</p> <p>I know how to keep safe when crossing the road and about people who can help me to stay safe.</p> <p>I can recognise when I feel frightened and know how to ask for help.</p> <p>I can tell you why I think my body is amazing.</p>
PE	<p>Cricket</p> <p>To develop underarm throwing and catching and put this into small sided games.</p> <p>To develop overarm throwing.</p> <p>To develop striking a ball with my hand and equipment.</p> <p>To retrieve a ball when fielding.</p> <p>To understand how to get a batter out.</p> <p>To develop decision making and understand how to score points.</p> <p>Fielding and striking</p> <p>To develop underarm throwing and catching and put this into small sided games.</p> <p>To develop overarm throwing.</p> <p>To develop striking a ball with my hand and equipment.</p> <p>To retrieve a ball when fielding.</p> <p>To understand how to get a batter out.</p> <p>To develop decision making and understand how to score points.</p> <p>Sending and receiving</p> <p>To develop rolling and throwing a ball towards a target.</p> <p>To develop receiving a rolling ball and tracking skills.</p> <p>To be able to send and receive a ball with your feet.</p> <p>To develop throwing and catching skills over a short distance.</p> <p>To develop throwing and catching skills over a longer distance.</p> <p>To apply sending and receiving skills to small games.</p> <p>Fitness</p>	<p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p>Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body,</p>

	<p>To develop knowledge of how exercise can make you feel.</p> <p>To develop knowledge about how exercise can make you strong and healthy.</p> <p>To develop knowledge about how exercise relates to breathing.</p> <p>To develop my understanding of how exercise helps my brain.</p> <p>To develop my understanding of how exercise helps my muscles.</p> <p>To begin to understand the importance of daily exercise.</p>	<p>their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p>
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