

# Curriculum Overview Year 1 2024-2025

Y1	T1	T2	T3
Theme	<b>Autumn: Marvellous Me!</b>	<b>Spring : All Creatures Great and Small</b>	<b>Summer: Oh, I do like to be beside the seaside!</b>
History/ Geography	<p>In Geography we will be looking at:</p> <ul style="list-style-type: none"> <li>- The geography of the school grounds using maps.</li> <li>- To use map skills for orienteering in the school grounds.</li> </ul> <p>In History we will be looking at:</p> <ul style="list-style-type: none"> <li>- Our own personal history</li> <li>- Our families</li> <li>- Looking at and using simple timelines</li> <li>- Thinking about the past in terms of our own lives</li> </ul>	<p>In History we will be looking at:</p> <ul style="list-style-type: none"> <li>- We will be researching the history of Chester Zoo.</li> <li>- We will find out about the founder of Chester Zoo.</li> <li>- We will compare how the zoo has changed since it opened.</li> <li>- We will create a simple time line.</li> </ul> <p>In Geography we will be looking at:</p> <ul style="list-style-type: none"> <li>- the map of the United Kingdom.</li> <li>- In map-work we will be identifying the countries and capital cities.</li> <li>- We will also be looking at the city of Chester, identifying some of the landmarks and the history of the city.</li> </ul>	<p>In History we will be looking at;</p> <ul style="list-style-type: none"> <li>- Victorian seaside holidays in Britain, comparing to holidays today.</li> <li>- We will consider travel, location, clothing and entertainment.</li> <li>- The life of Grace Darling and why she became well known.</li> </ul> <p>In Geography we will be looking a</p> <ul style="list-style-type: none"> <li>- We will be looking at the physical features of a beach and the associated vocabulary.</li> <li>- We will also be learning the term coastline.</li> <li>- We will be thinking about environmental factors that can damage the coastline.</li> <li>- We will consider ways we could prevent damage to the environment.</li> </ul>

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Science	<p><b>Autumn 1:Animals, including humans</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>- We will explore all the senses in a range of practical contexts.</li> </ul> <p><b>Seasonal changes</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>- observe changes across the 4 seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b>Animals, including humans</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p><b>Relationship Education:</b> Keeping clean, Growing and Changing, Families and Care.</p> <p><b>Drug and Alcohol Educational:</b> Staying Healthy, Medicines, Who Gives Us Medicines</p>	<p><b>Plants</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Everyday materials</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
English	<p>We will be reading a range of fiction, non-fiction and poetry connected to the topic.</p> <ul style="list-style-type: none"> <li>- We will be focusing on what happens at the beginning, middle and end of a story.</li> <li>- Children will have the opportunity to write stories, information pieces and poetry.</li> <li>- We will develop the children’s grammatical knowledge of usage of capital letters and full stops.</li> </ul>	<p>We will be reading a range of fiction Including traditional tales, non-fiction and poetry connected to the topic.</p> <ul style="list-style-type: none"> <li>- Exploring characters in traditional tales.</li> <li>- We will be looking at the features of traditional tales and using them to write our own versions.</li> </ul>	<p>In English we will be enjoying fiction, non-fiction books, newspaper articles, letters, postcards and poetry.</p> <ul style="list-style-type: none"> <li>- We will write instructions and information about different seeds and plants.</li> <li>- Phonics sessions will continue daily.</li> <li>- We will continue to write narrative texts with increasing accuracy.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Children will be taught new phonemes which will be taught in daily sessions.</li> <li>- Children will be encouraged to use their phonic knowledge to sound out new words. Combined with this will be storytelling and drama.</li> </ul>	<ul style="list-style-type: none"> <li>- We will be looking at story openers, structures and endings.</li> <li>- In poetry we will be looking at riddles in relation to a character from their favourite fairy tale.</li> <li>- We will be letter writing</li> <li>- Phonics sessions will continue daily</li> </ul>	
Maths	<p>We will be following the White Rose schemes of work to plan from. We may not follow the exact order as shown but coverage will be ensured over the year:  <a href="https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/">https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/</a></p>		
Computing	<p>This term we will be learning how to:</p> <ul style="list-style-type: none"> <li>- to log on.</li> <li>- Internet safety- why we do not share our password with other.</li> <li>- Use a 'paint program' to create a self-portrait.</li> </ul>	<p>This term we will be learning how to:</p> <ul style="list-style-type: none"> <li>- Create a pictogram.</li> <li>- Children will be collecting data about topics familiar to them such as pets and eye colour, creating a tally chart.</li> <li>- This information will then be used to create a pictogram to reflect the information they have collected.</li> <li>- Children will then be asked questions they can answer based on their graphs such as which are the most common pets in the class.</li> </ul>	<p>This term we will be learning how to:</p> <ul style="list-style-type: none"> <li>- Use 'coding'. This involves using simple programs to write instructions to make things happen on the screen.</li> </ul> <p>The software we use to teach coding is not available at home but Barclays Bank have a website with a way to try new skills:  <a href="http://www.barclays.co.uk/DigitalEagles/BarclaysCodePlayground">www.barclays.co.uk/DigitalEagles/BarclaysCodePlayground</a></p>
Art/ DT	<p>Focus Artists:  <b>Lowry</b> (matchstick men)  <b>Wassily Kandinsky, Ilya Bolotowsky, Roy Lichtenstein</b> (Pop Art)(shape and colour)</p> <ul style="list-style-type: none"> <li>- We will be looking at self-portraits by different artists and creating our own self-portraits.</li> <li>- We will be creating cityscapes in the style of Lowry with the famous landmarks of Chester.</li> </ul>	<p>Focus Artists:  <b>Sarah Taylor</b> (modern painter)  <b>Vincent Van Gogh</b> (texture)</p> <p>DT: Textiles</p> <ul style="list-style-type: none"> <li>- We will design and make a bag for a zoo keeper.</li> <li>- We will explore pattern, templates and joining materials.</li> </ul> <p>STEM week            Playground equipment project</p>	<p>Focus Artist:  <b>Beatrice Milhazes</b> (abstract)- (plants/flowers)  <b>Judith Scott</b> (fabric wrapped sculpture)- (Lighthouses)</p> <ul style="list-style-type: none"> <li>- We will research the artist Judith Scott, experiment with her style and create lighthouse sculptures.</li> <li>- We will look at the colourful abstract work of Milhazes and use her style to create our own pictures.</li> </ul>

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	<p>DT Mechanisms</p> <ul style="list-style-type: none"> <li>- We will be investigating sliders and levers.</li> <li>- We will try to use these to create moving pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- We will examine, plan, design and make playground equipment.</li> <li>- We will look at three dimensional structures and strengthening structures.</li> </ul>	<p>DT: cooking and nutrition</p> <ul style="list-style-type: none"> <li>- The children will be creating and making their own picnic lunch, incorporating healthy eating.</li> </ul>
RE	<p>Christianity:</p> <ul style="list-style-type: none"> <li>- What does it mean to belong?</li> <li>- We will be learning about the events of the Christmas story.</li> </ul>	<p>Christianity and Judaism:</p> <ul style="list-style-type: none"> <li>- What do we think about how the world was made and how we should look after it?</li> <li>- What do Jews believe about God?</li> </ul>	<p>Islam:</p> <ul style="list-style-type: none"> <li>- How and why are Allah and Mohammad (PBUH) important to Muslims?</li> </ul>
PE	<ul style="list-style-type: none"> <li>- We will be working on flight: bouncing, jumping and landing.</li> <li>- We will be working on sequencing a range of travelling movements.</li> <li>- We will be doing gymnastics on the large equipment.</li> <li>- We will be doing multi-skills.</li> </ul>	<ul style="list-style-type: none"> <li>- We will be working on different points of balance.</li> <li>- We will be putting balances and travelling movements into a sequence.</li> <li>- We will be using the large gymnastics equipment.</li> <li>- We will be learning how to send and receive a ball with throwing and catching skills.</li> </ul>	<ul style="list-style-type: none"> <li>- We will be composing a dance in partnership with a familiar text such as the 'Tin forest'.</li> <li>- We will be working on team games with a range of skills.</li> </ul>
Music	<p>We will be following the Charanga music scheme to encourage the development of musical skills through listening and appraising, differing musical activities and performing, we will focus on the themes: <b>Hey You! In the Groove, Your Imagination.</b></p> <p>The children will also be involved in learning and performing songs as part of our celebrations throughout the year, including the Christmas play.</p> <p><a href="https://charanga.com/site/musical-school/">https://charanga.com/site/musical-school/</a></p>		
Mandarin	<p>We will be learning Mandarin vocabulary and culture through art, story-telling, drama and music. The children will be learning about, and celebrating, events within the Chinese calendar. We hope that they will be enthused to learn about another culture and that this, in turn, will open their minds to new cultures and language learning opportunities.</p>		
No Outsiders texts RSE	<p><b>Elmer:</b> To like the way I am. I know the ways in which we are different and I know how to make my classroom welcoming.</p> <p><b>Max the Champion:</b></p>	<p><b>My Grampa is Amazing:</b> To recognise that people are different ages. I know that we all grow up and I can tell you good things about getting older.</p>	<p><b>Ten Little Pirates:</b> To play with boys and girls. I know boys and girls play exciting games. I know boys and girls will play together.</p> <p><b>My World, Your World:</b> To understand that we share the world with lots of people.</p>

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	To understand that our bodies work in different ways. To know that everyone is different. You can't always see difference.		I know I live in the world and I know the world is full of different people.
Trips/ visitors	Theatre visit. Walk around the local area	To be confirmed	Visit to the library. Visit to the beach.