



# Year 1 Curriculum Overview



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| Year 1   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer   |   |
|--|---|--|---|--|--|---|
| Topic  | Black History<br>8 weeks  | Celebrations<br>7 weeks  | Amazing Authors<br>6 weeks  | Transport<br>7 weeks   | Our World and Transition<br>Summer 1 – 4 weeks<br>Summer 2 – 7 weeks   |   |
| Our Values   | Our Values are Equality Respect Achievement Enjoyment Friendship Resilience<br>These values are at the heart of our curriculum<br>1 value is focused on in assembly each week |  |   |  |  |   |
| English – Reading,<br>Writing & Spoken<br>Language<br><br>EYFS:<br>Communication<br>& Language<br>Literacy | 2 weeks:<br>Transition – Labels and captions<br>‘Zog’ by Julia Donaldson<br>Visual Literacy   | 3 weeks:<br>Poetry – Bonfire Night poems   | 3 weeks:<br>Fiction-Narrative<br>Retell of ‘What the Ladybird Heard’ by Julia Donaldson                     | 3 weeks:<br>Non-Fiction – Car advertisement<br>‘Cars 3’ Visual Literacy          | 3 weeks:<br>Fiction – Writing a postcard from Winnie<br>‘Winnie and Wilbur At The Seaside’ by Valerie Thomas       | 3 weeks:<br>Narrative – Retell of ‘Max the Champion’ by Alexandra Strick and Sean Stockdale |
|  | 3 weeks:<br>Non-Fiction Non-Chronological Report on Marcus Rashford   | 3 weeks:<br>Non-Fiction – Instructions for how to build a snowman<br>‘The Snowman’ Visual Literacy | 3 weeks:<br>Fiction-Narrative<br>‘The Smartest Giant in Town’ by Julia Donaldson – change part of the story | 3 weeks:<br>Non-Fiction – Diary entry for the ‘Naughty Bus’ by Jan and Jerry Oke | Assessment Week  | 3 weeks:<br>Non-Fiction – Non-Chronological Report on Totem Poles of Canada                 |
|  | 3 weeks:<br>Non-Fiction Non-Chronological Report on Arthur Wharton  | 1 week:<br>Assessments and Christmas activities  |   | Assessment Week  |  | 1 week:<br>Transition and assessments   |
|  |   |  |   |  |  |   |
| Mathematics<br><br>EYFS:<br>Power Maths  | Place value (within 10)   | Comparison of quantities and part-whole relationships  | Recognise, compose, decompose and manipulate 2D and 3D shapes   | Additive Structures  | Numbers 0-20   | Unitising and coin recognition  |
|  | Addition & Subtraction (within 10)  |  | Numbers 0-10  | Addition and subtraction facts to 10   | Position and Direction   | Time  |
|  |   | Numbers 0-5  |   | Assessment Week  |  |   |
|  |   | Recognise, compose, decompose and manipulate 2D and 3D shapes                                      | Additive Structures   |  |  |   |
| Science<br>EYFS:<br>Understanding The World  | Animals Including Humans<br><i>(Begin with body and senses)</i>   | Animals Including Humans   | Everyday Materials  | Everyday Materials<br><i>(Science Day)</i>                                       | Plants<br><i>Incl. where fruit and veg comes from and dissecting them to find the seeds (link with Food in DT)</i> | Plants  |
|  |   |  |   | Seasonal changes – ongoing throughout  |  | Seasonal changes – ongoing  |



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|   | <i>Seasonal changes – ongoing throughout the year</i>  | <i>Seasonal changes – ongoing throughout the year</i>  | <i>Seasonal changes – ongoing throughout the year</i>   | <i>the year</i>  | <i>Seasonal changes – ongoing throughout the year</i>                                      | <i>throughout the year</i>   |
|---|--|--|---|--|--|--|
| <b>History</b><br><b>EYFS:</b><br><b>Understanding The World</b>  | <b>Black History Figures from the Past and Present</b><br><br>Arthur Wharton and Marcus Rashford   | <b>Gunpowder Plot</b><br>Guy Fawkes and Bonfire Night<br><b>Houses and Homes past and present</b><br>How have homes changed? |   | <b>History of the Motorcar</b><br><br>How were cars different in the past? | <b>History of Seaside Holidays</b><br><br>How were seaside holidays different in the past? |  |
| <b>Geography</b><br><b>EYFs</b><br><b>Understanding The World</b> | <b>Comparing UK with Ghana</b><br><ul style="list-style-type: none"> <li>• Name, locate and identify the four countries of the UK, its capital cities and its surrounding seas.</li> <li>• Comparing human and physical geographical features of our local area and Ghana.</li> <li>• Compare weather patterns and climates of UK and Ghana.</li> <li>• UK Flags and Ghana flag</li> </ul> |  | <b>Trip to Ward End Park</b> <ul style="list-style-type: none"> <li>• Visit to Ward End Park and devising simple</li> <li>• Maps. 3D map using Lego/construction</li> <li>• Use and construct basic</li> <li>• symbols in a key.</li> </ul> |  |  | <b>Comparing UK with Canada</b> <ul style="list-style-type: none"> <li>• Compare physical and human geographical features of the UK with Canada (refer back to work on Ghana).</li> <li>• Compare weather patterns and climates of UK and Canada.</li> </ul> |
| <b>Computing</b><br><b>EYFS:</b><br><b>Using Technology</b>       | Computing systems and networks<br><br>Technology around us   | Creating Media<br><br>Digital painting   | Programming<br><br>Moving a Beebot  | Programming<br><br>Scratch Jr  | Creating Media<br><br>Word Processing skills   | Data and Information<br><br>Grouping Data  |



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| Online Safety  | Differences between online and offline identity  | Online Bullying  | Privacy and Security  | Managing Online Information   | Copyright and Ownership   | Online Reputation   |
|--|--|--|---|---|---|---|
| <b>Religious Education</b><br><br><b>EYFS:</b><br><br><b>Understanding The World</b> | <b>Cultivating Inclusion, Identity and Belonging</b><br>Consider the groups, families and religions we belong to.<br><br><b>Being Thankful</b><br>When and why do we need to say thank you? Who do we need to thank? How can we thank God/Allah? | <b>Being Modest and Listening to Others</b><br>Why should we listen to others? What do religions teach us about listening to each other and God/Allah?<br>Understand the celebration of Diwali as a religious festival celebrated by Hindu's and Sikh's.<br><br><b>Expressing Joy</b><br>The Christmas Story. How is happiness and Joy shown by the people in the story? When do we feel happy? How do we show we are happy? | <b>Being Fair and Just</b><br>How are people fair? Does it matter if people are not fair? Exploring fairness through the story of Quaswa and King Solomon.<br><br><b>Being Accountable and living with Integrity</b><br>How does cheating affect others? How do we feel when we cheat? Exploring the feeling of being disappointed in ourselves and saying sorry. | <b>Being Courageous and Confident</b><br>What is courage and how do we show it? How courage is shown in the story of David and Goliath and Hamza.<br><br><b>Being Loyal and Steadfast</b><br>What makes a good friend? Consider if Jesus and Peter were good friends in the Easter story and Abu Talib to Prophet Mohammed. | <b>Remembering Roots</b><br>How do we remember special people, places and events? Which special person or event is remembered during Ramadan and Eid? Understand Eid Ul Fitr as a time of celebration.<br><br><b>Being Hopeful and Visionary</b><br>What are your hopes for the future? What do different religious faiths look forward to? | <b>Being Curious and Valuing Knowledge</b><br>Why is it important to ask questions? How do religions learn more about their own faith?<br><br><b>Being Open, Honest and Truthful</b><br>Why is it important to tell the truth? Explore the idea of truth through the story of Joseph and Abdul Quadir Jilani. |
| <b>Design and Technology</b><br><br><b>EYFS:</b><br><b>EAD</b>                       |  | <b>Making a puppet</b><br>(Textiles)   |   | <b>Making a moving vehicle</b><br>(Mechanics)   |   | <b>Freestanding structures: playground equipment</b><br>(Structures)  |



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| <b>Music</b><br><br><b>EYFS:<br/>EAD</b>  | <b>Pulse and Rhythm</b><br><i>Theme: All about me</i>   | <b>Year 1 Christmas performance</b><br><i>Christmas songs</i>   | <b>Timbre and rhythmic patterns</b><br><i>Theme: Fairytales</i>   | <b>Year 1 Spring Performance</b><br><i>Easter songs</i>      | <b>Musical Vocabulary</b><br><i>Theme: Under the Sea</i>  | <b>Pitch and Tempo</b><br><i>Theme: Superheroes</i>             |
| <b>Art</b><br><br><b>EYFS:<br/>EAD</b>  | <b>Focus: Textiles/<br/>Collage</b><br>African weaving<br>Collage flags   |   | <b>Focus: drawing</b><br>Animals<br><b>Focus: Work of other Artists</b><br>Axel Scheffler   |  | <b>Focus: Painting</b><br>Seaside painting using pointilism<br><br><b>Focus: Work of other Artists</b><br>George Seurat   | <b>Focus: 3D Sculpture</b><br><br>Making Totem poles using clay |
| <b>P.E</b><br><b>EYFS:<br/>PD</b>   | <b>Fitness</b>  | <b>Handball</b>   | <b>Gymnastics</b>   | <b>Rounders</b>  | <b>Hockey</b>   | <b>Athletics</b>  |
|   | <b>Football</b>   | <b>Netball</b>  | <b>Dance</b>  | <b>Badminton</b>   |   | <b>Orienteering</b>   |
| <b>P.S.H.E</b><br><br><b>EYFS:</b><br><br><b>PSED<br/>(Personal Social and Emotional Development)</b> | <b>Living In The Wider World</b><br>Rules:<br>School community:<br>Your Rights<br><b>Relationships</b><br>Who cares?<br>Friendships<br>Anti-bullying<br><b>Health &amp; Wellbeing</b><br>Emotions |   | <b>Living in The Wider World</b><br>Money<br>Who helps us?<br>Our world<br><b>Relationships</b><br>Privacy<br>Someone special<br>E-Safety<br><b>Health &amp; Wellbeing</b><br>This is how I feel! |  | <b>Relationships</b><br>Who looks after me?<br>Valuing difference<br>Only One Me<br><b>Health &amp; Wellbeing</b><br>Growing and changing<br>Keeping clean<br>I don't like that!<br>Keeping safe. |   |
| <b>Enrichment Opportunities /Trips</b>  |   | Visit to Church<br>Bonfire Night party<br>Diwali Dance workshop<br>Christmas performance<br>Wellbeing day | Visit to Ward End Park<br>Story Explorer workshop   | Visit to Wythall Transport Museum<br>Sladefield Car showroom | Visit to Castle Bromwich Hall & Gardens<br>Visit to Packwood House  | Wellbeing day<br>Animal Man                                     |