

YEAR 1 Curriculum Skills and Theme

	Autumn	Spring	Summer
Focus Questions	Oh I Do Like To Be Beside The Seaside <i>How have seaside holidays changed from the past?</i>	Let's go to the Arctic	Trains - George Stephenson <i>Who invented the first train?</i> <i>Why do we remember George Stephenson?</i>
SCIENCE	Materials Identify and name a variety of everyday materials (wood, plastic, glass, metal, water & rock) Describe the simple physical properties of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Animals including humans Identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals) Identify and name a variety of animals which are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals Identify, name, draw and label the basic parts of a human body and say which part is associated with each sense.	Plants Identify and name a variety of common, wild and garden plants (including deciduous and evergreen trees) Identify and describe the basic structure of a variety of common flowering plants, including trees.
	Seasonal Changes ongoing throughout the year Observe changes across the four seasons / observe and describe weather associated with the seasons / observe how day length varies		
HISTORY	Changes in Living Memory - Seaside Similarities and differences between ways of life in different periods Questionnaire about parents/grandparents seaside holidays. Events beyond living memory How were Victorian seaside holidays different? Bonfire Night, Remembrance Day Vocabulary related to the passing of time.	Learn about the traditional way of life for the Inuit in the Arctic. Explore the changes over time to the lives of the Inuit people (homes, food, clothing and transport) Identify what an explorer is and why they explore? Investigate Roald Amundsen and his Arctic expeditions.	Significant individual - George Stephenson Who was he? Where did he live? How did he influence the development of modern trains? Historical skills - comparing now and then. Making a timeline. Use of primary and secondary resources
GEOGRAPHY	Human & Physical Geography Key features of a seaside. Simple fieldwork and observational skills to look at seaside features. Using simple maps of Saltburn.	All about the UK Understand similarities and differences between UK and a non-European country. Use maps to locate and name continents and specific food producing countries Arctic - make comparison with Ormesby Use aerial maps Co-ordinates Revision of continents, seas Simple compass directions (NESW) Locational and directional language to describe the location of features and routes on a map	Around the World Using maps, atlases and globes identifying continents, countries and oceans. Name and locate the worlds 7 continents and 5 oceans. Learn about the 4 countries and capital cities of the United Kingdom

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ART	Observational drawing of seaside artefacts. Look at how 'Lowry' used watercolours to paint seaside scenes. The children will make their very own seaside pictures using watercolours		Arctic Arts & Crafts Aurora Borealis Art Work Painting techniques. Compare and contrast different practises.		Children to use the junk boxes to create a train. Attach axels and wheels to ensure that the train moves Children to design/make a bridge for their train to travel under. It will be tested for its stability Clay models of trains.	
DT	Sliding mechanism Exploring and using mechanisms to produce a Christmas card/Lighthouse Create and make a lighthouse with a working light		Moving Polar Bear Using tools to cut, shape, join and finish to produce Easter gifts.		Make a simple wheeled train. To apply previous skills taught throughout the year to produce props for the Summer Celebration.	
MUSIC	Ourselfs (sounds) Explore ways of using voices expressively. Number (beat) Develop a sense of steady beat through movement, body percussion and instruments.	Water (pitch) Different vocal pitch shapes Weather (sounds) Explore how music can be used to describe the weather	Animals (pitch) Identify contrasts of high/low pitches, create animal chants. Seasons(pitch) Explore further pitch through singing, tuned percussion and listening games.	Our School (sounds) Sounds in the school environment. Investigate producing and recording sounds, using IT Pattern (beat) Understand metre-groups of steady beat	Storytime (sounds) Using music to tell a story. Identify contrasts of fast/slow, loud/quiet. Our Bodies (beat) Using body percussion	Travel (performance) Develop performance skills and learn songs about travel and transport from around the world. Machines (beat) Combine steady beat with word rhythms & explore tempo
	Music Express scheme of work used					
COMPUTING	E-Safety- what information should we share? Design advertisements - create posters, research, graphics, publisher, word, digital photos		Data collection - graphs and charts Algorithms - reasons to make predictions. Simple programming		Animating history, storyboarding - George Stephenson Newspaper articles	
PE	Yoga Bugs Dance 'At the Seaside'	Gymnastics Travelling Body Shape Dance Weather & seasons	Gymnastics Supporting body weight Balance Dance Inuit Dance	Dance Games	Gymnastics Games	Games Athletics
RE Key questions	Who am I and why am I special? How and why do Christians celebrate Harvest? What does it mean to belong to Christianity Why are gifts given at Christmas?		Why is Jesus special to Christians? Why is Easter special for Christians?		How do both Jews and Christians think the world was created? How do Jews worship at home?	
PSHE	SEAL - New Beginnings Getting On and Falling Out Friendship week		SEAL - Good to be me, Going for Goals		SEAL - Relationships, Changes	