

## Whole school curriculum overview – Year 1

	<b>Term 1A</b>	<b>Term 1B</b>	<b>Term 2A</b>	<b>Term 2B</b>	<b>Term 3A</b>	<b>Term 3B</b>
<b>Science</b>	<b>Animals inc. humans:</b> Bodies/ senses and growing	<b>Earth and Space:</b> Seasonal changes	<b>Materials:</b> Identify, object vs. material, Describe, Compare suitability	<b>Light and sound:</b> Introduction to light	<b>Living things:</b> Dead vs. alive, different habitats and how they provide for different animals and plants	<b>Living things:</b> Plants Identifying plants, inc deciduous and evergreen, basic structure of trees, plants, flowers
<b>Geography</b>	<b>Our World:</b> My World	<b>Our World:</b> My World	<b>Focused study:</b> Islands	<b>Focused study:</b> Islands	<b>UK and map work:</b> Places we've visited	<b>UK and map work:</b> Local maps
<b>History</b>	<b>Personal History:</b> Timelines of own life	<b>Significant People/Events:</b> Guy Fawkes	<b>Through the ages:</b> Materials used through the ages	<b>Through the ages:</b> Houses and homes	<b>Significant People/Events:</b> The Great fire of London	<b>Through the ages:</b> Toys and the history of the teddy bear
<b>PE</b>	<b>Throwing and Catching Skills:</b> Underarm focus	<b>Footwork and floor skills:</b> Football control	<b>Team Games:</b> Bench ball/Football	<b>Track Events:</b> Running technique	<b>Field Events:</b> Sports day events	<b>Net/Wall &amp; Striking and fielding games:</b> Tennis
<b>Art</b>	<b>Drawing:</b> Proportion in portraits	<b>D.T.</b> Moving pictures and card craft	<b>Painting :</b> Watercolours	<b>3D Art :</b> Junk Modelling	<b>Artist study and modern artists:</b> Kadinsky	<b>Textiles:</b> Felt craft using blanket stitch (purses)

RE	Christianity: The Creation Story	Christianity: The Christmas Story	Christianity: Jesus as a friend	Christianity: Easter: Palm Sunday	Judaism: Shabbat	Judaism: Hanukkah
Computing	Digital age: Apps and Algorithms	Internet use: Google Earth	Coding: Bee-Bots	Digital age: Digital Camera	E-books: Introduction	Internet use: Web-skills
PSHE	Rights and responsibilities: Class charter, Looking after each other	Making good choices: Friendships, managing anger, road safety	Own goals: Keeping clean, growing and changing, staying healthy	Identity: Likes and dislikes, feeling proud, recognising worries	Anti-bullying: Asking for help, feeling loved and cared for, supporting each other	Team players: Listening effectively, right and wrong, looking after animals