







CURRICIULUM OVERVIEW GRID

YEAR 1

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERVIEW	THEME	My world, your world	Polar Explorers	Homes and Gardens	Homes and Gardens	Carnival!	Carnival!
	SUBJECT FOCUS	History (Local)	Geography	Science/ D&T	Science/ D&T	Science	Geography
	CENTRAL IDEA	Who am I? What defines me? What makes me same/different than others?	Where am I? Where is the UK on a map? What seas surround the UK? What is a capital city? What are the capital cities of the countries in UK?	What is a material? Can you name some of the everyday materials? What properties do glass/wood or metal have? Can wood and glass have the same properties?	Can you sort materials according to a given criteria? What physical properties of wood are the most important for making a table?	Can you describe the location of the UK in relation to Brazil? Can you identify the Equator and the Poles on the map?	Can you describe the location of the UK in relation to Brazil? Can you identify the Equator and the Poles on the map?
	SCHOOL VALUE						
	ROLE MODELS						
	LEARNING MUSCLE	Resilience	Resourcefulness	Reciprocity	Reflectiveness	Resilience	Reflectiveness
	TRIPS VISITORS						
	KEY EVENTS	Black History Month (Oct) Ethiopian New Year's Day 11 th September Harvest Festival 27 th September Sukkot 3 rd Oct	Diwali 14 th November Anti-Bullying Week	Martin Luther King Day 18th Jan LGBTQ+ History Month (Feb) Safer Internet Day 9th Feb World Poetry Day 21st March	World Book Day 4th March Holi 29th March Easter 4th April Ramadan begins 13th April	Earth Day 22nd April Stephen Lawrence Day 22nd April VE Day 8th May	World Ocean Day 8th June Windrush Day 22nd June Mandala Day 18th July
ENGLISH	WRITING	Write to inform Labels Captions Story map Character profile	Setting/Character description Story map Retelling a story Rhyming words List Instructions	Labels Instructions Sequencing the story Retelling the story using story map	Speech bubbles Sequencing the story Retelling the story using story map	Poster Leaflet Instruction	Poem Rhyming words Retelling a story
	CORE TEXTS	My world, your world by Melani Walsh Funny bones by Allan Alhberg Avocado baby by John Burningham	Stick Man by Martin Freeman The Gruffalo's Child by Julia Donaldson and Alex Scheffler Shakleton	Homes by Carol Ellis A Squash and A Squeeze by Until I Met Dudley by	Jack and the beanstalk Diary of a worm Oliver's vegetables	Lost in the Toy Museum by David Lucas Dogger by Shirley Huges The Teddy Robber by Ian Beck or Traction Man by Mini Grey	Animal Poems of the Iguazú (Spanish/English) by Francisco Alarcón Steve Goes to Carnival by Joshua Button and Robyn Wells
	SHARED READING	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
MATHS	MATHS THEME	Numbers to 10 Addition and subtraction within 10 Shapes and patterns	Shapes and patterns Numbers to 20 Addition and subtraction within 20	Time Exploring calculation strategies with 20 Numbers to 50	Addition and subtraction within 20 Fractions Measure: length and mass	Numbers 50 to 100 and beyond Addition and subtraction	Money Multiplication and division Measure: capacity and volume
	MULTIPLICATION FOCUS	Two	Five	Ten	Two	Five	Ten

SCIENCE & COMPUTING GeY	SCIENCE THEME	<p>Animals including humans</p> <ul style="list-style-type: none"> 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>Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 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>Everyday materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Everyday materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies 	<p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies
	WORKING SCIENTIFICALLY						
	COMPUTING	Computing systems and networks: Improving mouse skills	Programming 1: Algorithms unplugged	Programming 2: Bee-Bot	Data handling: Introduction to data	Skills showcase: Rocket to the moon	Creating media: Digital imagery

FOUNDATION SUBJECTS	HISTORY	<ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Pupils should be taught about events beyond living memory that are significant nationally or globally Pupils should be taught about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Pupils should be taught about 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. 	<ul style="list-style-type: none"> Pupils should be taught about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Pupils should be taught about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Pupils should be taught about 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. 	<ul style="list-style-type: none"> Pupils should be taught about events beyond living memory that are significant nationally or globally Pupils should be taught about 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.
	GEOGRAPHY	<ul style="list-style-type: none"> 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. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

	ART	Sculpture and collages: living things	Sculpture and collages: living things	Art and design skills	Formal elements of art	Landscapes using different media	Landscapes using different media
	DT	Food: fruit and vegetables	Mechanisms: making a moving story book	Structures: Constructing a windmill	Mechanisms: wheels and axles	Puppets	
	MUSIC	Hey You! As well as learning to sing, play, improvise and compose with the song 'Hey You!' children will listen and appraise other Old-School Hip Hop tunes.	Rhythm in the way we walk and banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay
	SPANISH						
	PSHE	Healthy Me	Celebrating difference	Being me in my world	Changing Me	Relationships	Dreams and goals
	RE	Who is a Muslim and what do they believe?	Who is a Christian and what do they believe?	Who is a Jewish Person and what do they believe?	How and why do we celebrate special and scared times? <i>Hinduism, Sikhism</i>	What does it mean to belong to a faith community? <i>Islam, Buddhism</i>	What does it mean to belong to a faith community? <i>Islam, Buddhism</i>
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NOTES – INITIAL IDEAS

INITIAL IDEAS	TITLES	We are Whitehall Park Who are we?	What on Earth? – Rocks, Relics and Rumbles How the World Works	House of Life Where we are in place and time	MAIN TITLE TBC How We Organise Ourselves	Dare to be Different How We Express Ourselves	What Do You See When You Look At a Tree? Sharing the Planet
	NOTES	History (Local)	Geography (Physical)	History (Non-European) Ancient Egypt	Science/Computing	Science/Geography (Human)	Science/History (UK)
	TEXTS	Identity and Diversity <i>What is identity?</i> Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	Sustainable Development <i>Why is housing a right?</i> Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Power and Governance <i>Why is the law important?</i> Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Social Justice and Equality <i>What is equality?</i> Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Peace and Conflict <i>How do we create peace?</i> Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Human Rights <i>How do we save our planet from climate change?</i> Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.
		All about me		Ancient Egypt House of life – Name given to Egyptian school of learning			

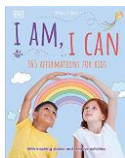
TEXT



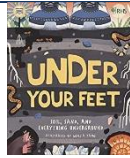
A walk in London



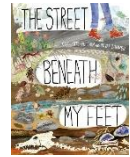
The National Archives: The Buildings That Made London



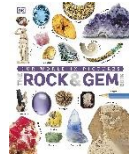
I Am, I Can: 365 affirmations for kids



Under your feet



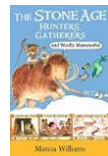
The street beneath my feet



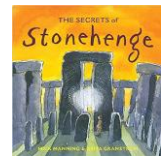
Rock and Gems



Stone Age Boy



The Stone Age: Hunters, Gatherers and Woolly Mammoths











The Secrets of Stonehenge










What Do You See When You Look At a Tree?

SYMBOL GUIDANCE

ASPIRATION	COMPASSION	INDEPENDENCE	INNOVATION	RESILIENCE	RESPECT
					

SCIENTIFIC ENQUIRY SKILLS	 COMPARATIVE AND FAIR TESTING	 RESEARCH USING SECONDARY SOURCES	 OBSERVATION OVER TIME	 PATTERN SEEKING	 IDENTIFYING, CLASSIFYING AND GROUPING	 PROBLEM SOLVING
	<i>Changing one variable to see its effect on another, whilst keeping all others the same.</i>	<i>Using secondary sources of information to answer scientific questions.</i>	<i>Observing changes that occur over a period of time ranging from minutes to months.</i>	<i>Identifying patterns and looking for relationships in enquiries where variables are difficult to control.</i>	<i>Making observations to name, sort and organise items.</i>	<i>Applying prior scientific knowledge to find answers to problems.</i>

ENQUIRY SKILLS	 Evaluating	 Asking question	 Making predictions	 Setting up tests	 Observing and measuring	 Recording data	 Interpreting and communicating results
	<i>Reflecting on the success of the enquiry approach and identifying further questions for enquiry.</i>	<i>Asking questions that can be answered using a scientific enquiry.</i>	<i>Using prior knowledge to suggest what will happen in an enquiry.</i>	<i>Deciding on the method and equipment to use to carry out an enquiry.</i>	<i>Using senses and measuring equipment to make observations about the enquiry.</i>	<i>Using tables, drawings and other means to note observations and measurements.</i>	<i>Using information from the data to say what you found out.</i>

CURRICULUM

<p style="text-align: center;">GEOGRAPHY</p>	<p style="text-align: center;">Locational Knowledge</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p style="text-align: center;">Place Knowledge</p> <ol style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America 	<p style="text-align: center;">Human and Physical Geography</p> <ol style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p style="text-align: center;">Geographical Skills and Fieldwork</p> <ol style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

<p>ART</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>about great artists, architects and designers in history.</p>
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