

Curriculum Overview 2022-2023

Year 1 Wonderland

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	English: <ul style="list-style-type: none"> Phonics based activities Labels, lists and captions Lancashire transition unit – Harry the Happy Mouse 	English: <ul style="list-style-type: none"> Talk one English scheme - Supertato Supertato – stories by the same author 	English: <ul style="list-style-type: none"> Traditional tales – Gingerbread Man, T4W 	English: <ul style="list-style-type: none"> Talk one English Scheme - Author study – Debbi Gliori / Beatrix Potter Non-fiction author study Poetry Stories 	English: <ul style="list-style-type: none"> Plants – non-fiction – information about plants Stories from other cultures - Handas Surprise 	English: <ul style="list-style-type: none"> Talk one English scheme How to train a pet
	Class Novel: Harry the Happy mouse series of books. Picture books including rhymes.	Class Novel: Mr Penguin and the Lost Treasure	Class Novel: The Chocolate Money Mystery	Class Novel: Beatrix potter Box set	Class Novel: The 13 story treehouse	Class Novel: The Fantastic Mr Fox
Maths	Maths: Mastery one maths Unit 4 2-D and 3-D Shape Unit 1 Place Value Unit 2 Length and Mass Unit 3 Addition and Subtraction	Maths: Mastery one maths Unit 5 Sequencing and Sorting Unit 6 Fractions Unit 7 Capacity and Volume Unit 8 Money Unit 9 Time	Maths: Mastery one maths Unit 10 Place Value Unit 11 Mass Unit 12 2-D and 3-D Shape Unit 13 Counting and Money Unit 14 Multiplication Unit 15 Division	Maths: Mastery one maths Unit 16 Length and Mass Unit 17 Addition and Subtraction Unit 18 Fractions Unit 19 Position & Direction Unit 20 Time	Maths: Mastery one maths Unit 21 Place Value Unit 22 Addition and Subtraction Unit 23 Capacity and Volume Unit 24 Fractions Unit 25 Position & Direction and Time Unit 26 2-D and 3-D Shape	Maths: Mastery one maths Unit 27 Time Unit 28 Multiplication and Division Unit 29 Statistics and Calculation Unit 30 Measurement Unit 31 Sorting and Sequencing
Science	Science: Animals including Humans	Science: Wow science - ICE	Science: materials Material Properties – Everyday Materials	Science: Animals - Other Animals	Science: plants, growth and change	Seasons – signs of summer

	<p>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> <p>Recognise that humans are animals.</p> <p>Compare and describe differences in their own features (eye, hair, skin colour, etc.)</p> <p>Recognise that humans have many similarities.</p> <p>Seasons – signs of Autumn</p>		<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock (and brick, paper and cardboard).</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasons – Signs of Spring</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</p> <p>Find out and describe how animals look different to one another. Group together animals according to their different features.</p> <p>Recognise similarities between animals: structure: head, body, way of moving, senses, body covering, tail.</p> <p>Animals have senses to explore the world around them and to help them to survive.</p> <p>Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</p> <p>Animals are alive; they move, feed, grow, use their senses and reproduce.</p>	<p>Plants: Common Names and Basic Structure</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	

History and Geography		<p>GEOGRAPHY: Weather and Climate Can children use basic vocabulary and concepts about weather and the climate?</p>	<p>GEOGRAPHY: Local Area Can children find the location and identify the key features of Cleveleys?</p>	<p>HISTORY: 1960S Toys – history Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national and international achievements • significant historical events, people and places in their own locality 	<p>GEOGRAPHY: United Kingdom Can children name the main nations and features of the UK, including their locations and related key vocabulary?</p>	<p>HISTORY: Great fire of London Pupils should be taught about:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally.
Computing	<p>COMPUTING Improving mouse skills +Online safety Lesson 1</p>	<p>COMPUTING Algorithms unplugged +Online safety Lesson 2</p>	<p>COMPUTING Rocket to the moon + Online safety Lesson 3</p>	<p>COMPUTING Programming Bee-bots Option 1: Bee-bots Option 2: Virtual Bee-bots + Online safety Lesson 4</p>	<p>COMPUTING Digital imagery</p>	<p>COMPUTING Introduction to data</p>
RE	<p>RE: Judaism why might some people put their trust in god</p>	<p>RE: Jesus Why is Jesus special to Christians?</p>	<p>RE:Hindudharma What do Hindus believe about God?</p>	<p>RE: Christianity God Why do Christians say that God is the father?</p>	<p>RE: Islam How might beliefs about creation affect the way people treat the world?</p>	<p>RE: Chrisitianity: church How might some people show that they ‘belong’ to God?</p>

PSHE	PSHE: What rules are; caring for others' needs; looking after the environment	PSHE: Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission	PSHE: How behaviour affects others; being polite and respectful Using the internet and digital devices; communicating online	PSHE: ROAD SAFETY Right start Stage 2	PSHE: Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	PSHE Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online Simple First Aid
Art and DT	Art /DT Colour Creations (Wassily Kandinsky) Can we mix primary colours to create secondary colours and create our own artwork in the style of famous artists?	Art/DT African Art Can we explore Africa, its colours, shapes and patterns to create our own artwork?	Art /DT DT: Cooking and nutrition (Eat more fruits and vegetables) Can we design and make a food product that incorporates lots of fruits or vegetables?	Art /DT DT: Mechanisms (Moving Minibeasts) Can we design and make our own moving picture?	Art /DT Earth Art Can we use natural materials in our artwork?	Art /DT DT: Structures (Stable structures) Can we design and make purposeful functional products?
Music	Music: Introducing Beat	Music: Adding rhythm and pitch	Music: Introducing tempo and dynamics	Music: Combining pulse rhythm and pitch	Music: Having fun with improvisation	Music: Explore sound and create a story
PE	PE Assessment of skills	Gym (1) Games (1)	Dance (1) Athletics (2)	Games (2) Gym (2)	Athletics (3) Dance (2)	FMS Assessments / Games (3) Gym (3)