| **Term: Y1 Autumn:** *Castles, Houses and Homes* | **Term: Y1 Spring:** *Tales, Myths and Legends* | **Term: Y1 Summer:** *The World Around Us (inc animals)* |
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| Curriculum *Programme of Study* | Curriculum *Programme of Study* | Curriculum *Programme of Study* |
| **Authors:** The Ahlbergs, David McKee and Ross Montgomery<br>**Story books** to be used (Pie Corbett + other authors):<br>• Hansel and Gretel.<br>• Space Tortoise – Ross Montgomery and David Litchfield<br>• Funnybones – Allen Ahlberg<br>• Elmer's Weather – David McKee<br>• Not Now Bernard - McKee | **Authors:** Richard Adams, Tom McLaughlin, Jeanne Willis, Jarvis<br>**Story books** (Pie Corbett + other authors):<br>• Greek Myths - Theseus and the Minotaur, The Golden Touch, Troy, Medusa and The Boy who Flew too Close to the Sun.<br>• Eggbox Dragon - Richard Adams<br>• The Hedgehog who Lost his Prickles – Jeanne Willis and Jarvis | **Authors:** Oliver Jeffers, Drew Daywalt<br>**Story books** (Pie Corbett + other authors):<br>• Lost and Found – Oliver Jeffers<br>• The Day the Crayons Quit – Oliver Jeffers<br>• Noah's Ark<br>• The Squirrels who Squabbled. Rachel Bright.<br>• Cops and Robbers. Ahlberg. |
| ***Science:***<br>*Pupils should be taught to:*<br>• *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*<br>• *observe changes across the four seasons;*<br>• *observe and describe the weather associated with seasons and how day length varies.* | ***Science:***<br>*Pupils should be taught to:*<br>• *distinguish between an object and the material from which it is made;*<br>• *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock;*<br>• *describe the simple physical properties of a variety of everyday materials;*<br>• *compare and group together a variety of materials on the basis of their properties.* | ***Science:***<br>*Pupils should be taught to:*<br>• *identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;*<br>• *identify and name common animals that are carnivores, herbivores and omnivores;*<br>• *describe and compare the structure of a variety of common animals, including pets.* |
| **Working scientifically – EXPERIMENTS**<br>Exploring senses<br>• Tasting experiment – eating sour, savoury, sweet, bitter (blindfolded).<br>• Smelling experiment – variety of foods and products in a covered pot. Children must use their sense of smell to guess.<br>• Touch box. | **Working scientifically – EXPERIMENTS**<br>• Sorting objects by their material (classifying).<br>• Waterproof experiment – What material will keep teddy dry?<br>• Floating and sinking experiment. Which material will float? Which materials will sink? | **Working scientifically – EXPERIMENTS**<br>• Cress Experiment – How does the environment effects how the cress grows.<br>• Creating a boat that will float. Using previous knowledge of waterproof materials. First the children pick a material. Then they design their boat. Next, they will create the boat. After that they will test the boat. Finally, they will evaluate. |
| ***Learning to Learn: Sensible Squirrel*** | ***Learning to Learn: Sensible Squirrel*** | ***Learning to Learn: Sensible Squirrel*** |

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| • *questioning*<br>• *making links between learning*<br>• *imagining*<br>• *Reasoning* | • *questioning*<br>• *making links between learning*<br>• *imagining*<br>• *reasoning* | • *questioning*<br>• *making links between learning*<br>• *imagining*<br>• *reasoning* |
| **Geography**<br>• Identify seasonal and daily weather patterns in the UK<br>• Use the correct terms for simple geographical features in the local environment<br>• Identify the similarities and differences between the local environment and another place. (Weoley castle and Tamworth Castle)<br>• Collect data, such number of trees or types of houses<br>• Recognise simple features on an aerial photograph or map; know that things look different from above. | **Geography**<br>• To use simple compass directions *(North, South, East and West*) and locational and directional language *(near, far, left, right)* to describe the location of features/routes on a map.<br>• Explain what changes are taking place in the local environment.<br>• Describe how pollution/litter affects the local environment. | **Geography**<br>• Name, locate the four countries of the UK on a map.<br>• Find and name some continents on a world map.<br>• Answer simple questions regarding geographical patterns (what are the busiest times at the park?)<br>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and in a contrasting non-European country.<br>• Know the location of hot and cold areas of the world such as the Equator, and the North and South Poles. |
| **History:**<br>Use simple vocabulary to describe the passing of time (now, long ago, then)<br>Begin to describe similarities and differences between historical artefacts and pictures, and ways of life in different periods.<br>Describe in simple terms the importance of a local place or landmark. **Tamworth Castle**<br>Compare own life and interests now with the past, recalling a significant memory from their own past (being a baby).<br>Ask and respond to questions about the past using sources of information.<br>**Historical characters:**<br><u>Comparing- Explorers:</u><br>Christopher Columbus<br>Neil Armstrong / Tim Peakes (briefly as Y2 | **History:**<br>Use a range of vocabulary to describe the passing of time (now, long ago, then, before and after…)<br>Retell a story or a significant event from their own past.<br>Begin to order artefacts and pictures from significantly different time periods.<br>Use simple source material to answer questions about an event beyond living memory. (The Greeks)<br>**Historical characters:**<br><u>Comparing- Scientists and Inventors:</u><br>Albert Einstein<br>Alexander Parkes (plastic)<br>John Dunlop (tyres) | **History:**<br>Sequence the story of a significant historical figure.<br>Describe in simple terms, why a significant individual acted in the way they did.<br>**Historical characters:**<br><u>Comparing- Zoologists and Botanists:</u><br>Sir David Attenborough<br>Marianne North *(artist too)* |

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| study him) | | |
| **RE**<br>• To recognise special places of worship<br>• Religious stories from around the world<br>○ The Ants and the Crying Camel<br>○ Hannukah<br>○ Advent<br>○ Guru Nanak and the Chapatis<br>○ Christmas | **RE**<br>• The Story of Easter – Assembly<br>• Realise that some religious stories have hidden meaning (such as The Parables):<br>○ *The Good Samaritan*<br>○ *The Prodigal Son*<br>○ *The Good Shepherd*<br>○ *David and Goliath*<br>○ *Jonah and the Whale*<br>○ *The Easter Story* | **RE**<br>• *Noah's Ark*<br>• Looking after the world around us<br>• Religious symbols and artefacts |
| **PSHE**<br>LEARNING ABOUT ME:<br>• Relationships and responsibilities<br>• Respect<br>• Acts of kindness<br>• Generosity and teamwork<br>• Accepting differences<br>• Getting dressed (independence)<br>• Firework Safety<br><br>Be able to give simple reasons for their own opinions.<br>Play and learn collaboratively.<br>Describe the things that make us feel happy and sad.<br>Facial expressions as a signal.<br>Explain different ways that friends and family should take care of one another. Which types of physical contact are comfortable and acceptable. | **PSHE**<br>• Recycling materials<br>• Jobs that people do/ When I grow up...<br>*including Money Week*<br>• Senses<br><br>Be able to explain ways of keeping clean and healthy, and how this stops the spread of diseases.<br>Talk about the difference between secrets and surprises, and recognise that people's bodies and feelings can be hurt.<br>Talk about talents and goals<br>Talk about the terms spend and save; where does money come from and what do we need it for. | **PSHE**<br>• The Environment<br>• Global citizenship<br>• Road safety<br>• Water safety<br><br>Describe how our needs change as we get older.<br>Suggest how we could make a positive contribution to the school or the community.<br>Talk about belonging to different groups and the development of rules to keep everyone safe and happy. |
| **Design Technology:**<br>Draw a simple picture and label the design.<br>With support, put the idea into practice.<br>Build a simple structure.<br>What needs electricity to work?<br>Know how to keep safe when making things.<br>Use scissors safely and accurately. | **Design Technology:**<br>Talk about professional design, and express likes and dislikes.<br>Describe how something works.<br>Rethink designs and solve problems as they arise<br>Joining materials appropriately. | **Design Technology:**<br>Choose tools and explain why it has been chosen for a particular task.<br>Cut shapes from fabric.<br><br>**Design Technology project:**<br>Design/Make/Evaluate/Technical Knowledge |

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| Cut, tear, fold and roll paper and card<br>**Design Technology project:**<br>Design/Make/Evaluate/Technical Knowledge<br>• Design and create a fruit salad. Using senses to explore fruit and vegetables to collect research. Preparing food. Designing recipes. Tasting finish product. Evaluating.<br>• Design and create Christmas cards.<br>• To design a gingerbread biscuit using icing and sweets. After baking, evaluate the biscuit. How did it taste? Would you make any changes to the design? Did you have to make changes to your design? | **Design Technology project:**<br>Design/Make/Evaluate/Technical Knowledge<br>• To create an Easter card using a slider. (Sewing / weaving?) | Make a bag? Stick a felt picture on it?<br>• Make a moving picture of a habitat using different techniques (sliding mechanisms)<br>• To make a bag out of felt. |
| **Nutrition & Cookery** (2 recipes):<br>Identify fruit and vegetables<br>Know main food groups.<br>Where does our food come from?<br>• Fruit salad.<br>• Gingerbread biscuits (Hansel and Gretel)<br>• Fruit smoothies. | **Nutrition & Cookery** (2 recipes):<br>Understand that healthy foods are needed for the growth and development of body and mind.<br>Common reactions when food is cooked: eggs, chocolate<br>• *Chocolate Easter nests*<br>• *Greek salad in pitta bread* | **Nutrition & Cookery** (2 recipes):<br>Identify the sources of common foodstuffs.<br>Measure and weigh using non-standard measures (cups, spoonfuls), following a recipe:<br>• Vegetable soup<br>• Cupcakes<br>• Pizza |
| **Art:**<br>To record ideas in a sketchbook.<br>Name the primary colours and know how to mix them to make secondary colours.<br>To use a range of equipment to record ideas.<br>To develop a wide range of art techniques in using **colour and line**;<br>Talk about the work of a range of artists and designers describing the differences and similarities, and making links to their own work.<br>*Select from these artists:*<br>*Kandinsky*<br>*Miro*<br>*Paul Klee* | **Art:**<br>Pupils should be taught to develop and share their ideas, experiences and imagination; talk about likes and dislikes.<br>To develop a wide range of art techniques in using **pattern and texture**, such as monoprinting tiles or mosaics; tearing and glueing to make collages; mural art / rubbings and paper-weaving.<br>Talk about the work of a range of artists and designers describing the differences and similarities, and making links to their own work.<br>Select from these artists:<br>• *Romero Britto*<br>• *Heather Galler*<br>• *Eric Carle*<br>• *Korky Paul* | **Art:**<br>To develop a wide range of art techniques in using **form (3D) and space,** to create both realistic and imagined forms.<br>To take a self-portrait or a picture of someone else.<br>Talk about the work of a range of artists and designers describing the differences and similarities, and making links to their own work.<br>Select from these artists:<br>• Andy Goldsworthy<br>• Barbara Hepworth<br>• Henry Moore<br>*Sculpting using natural objects, eg those found in the Forest School.* |

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| *Bridget Riley* | • Early/ Cave paintings<br>• To create an Egg Box Dragon out of recycled materials.<br>• To design and create a Greek pot or tile. | |
| **Computing**<br>To give simple instructions to everyday devices to make things happen.<br>Discuss and share how and when ICT is used in everyday life, including outside of school.<br>To use logic when problem-solving. | **Computing**<br>Make choices to control simple models or simulations.<br>Complete simple tasks on a computer by following instructions.<br>Understand rules around e-safety and to know who to tell if something concerns them.<br>Know that some things online may not be true. | **Computing**<br>Solve a problem using ICT/ use ICT to design something.<br>Sort objects or pictures into lists or simple tables.<br>Explain that images give information.<br>Put data into a pictogram.<br>Interpret a pictogram. |
| **Music**<br>To copy a simple rhythm by clapping or using percussion.<br>Use their voices expressively and creatively by singing songs, and speaking chants and rhymes.<br>To perform with others. | **Music**<br>Make sounds in different ways: hitting, shaking, blowing.<br>To experiment with, create, select and combine sounds.<br>Listen to a piece of music, identify whether it is happy or sad, fast or slow. | **Music**<br>Begin to record/ represent sounds with drawings and symbols.<br>Talk about music that they enjoy. |
| **PE**<br>To choose and perform a range of simple skills with control; to remember and repeat their skills and actions.<br>To describe what they are doing using appropriate vocabulary;<br>To have an understanding of safety: lifting, carrying and moving apparatus safely.<br>To know that physical activity affects their body.<br>Making choices and decisions, simple rules for fair play and competition. | **PE**<br>Work alone and observe a partner to improve their work<br>Develop skills of travel, balance, stillness, hanging and weight on hands.<br>Show a clear start, middle and end to their gymnastic sequences.<br>Use different body parts, shape and direction.<br>Develop skills of chasing and dodging with control, using space with increasing awareness.<br>Use and keep simple rules.<br>Variations of speed and control when changing directions.<br>Develop skills of sending and receiving.<br>Make up simple games to play in pairs. | **PE**<br>Use appropriate vocabulary to describe and explain skills.<br>Use safety codes and procedures for outside<br>Invent games and adapt rules to improve the game (was it too easy/hard to score?)<br>Develop skills of send, receive, travel and chase.<br>Handle small apparatus with increasing skill.<br>Understand the concept of aiming and striking into spaces.<br>Practise the skills of running, throwing and jumping in all ways and directions.<br>Experience activities that stimulate skill development with an emphasis on control and accuracy. |
| **DANCE**<br>To develop the skills of travelling, jumping, turning | **DANCE**<br>To perform more complex moves and dances; think | **DANCE**<br>To control and refine movements by developing the use of |

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| and stillness; change shape, level, speed and direction; respond spontaneously to music; to develop dances with a clear beginning, middle and end; to explore moods and feelings expressed through dance. | about characters from stories and consider ways of expressing their character through dance/movement; to learn from other dance cultures (Barn; African; Greek; Irish & Indian); to teach their movements to a partner. *Emphasise the importance of keeping in time to the music.* | tension (practising the opposites of strong and taut/ light and relaxed); to suggest and use musical instruments to accompany dance sequences; *Think about how animals move; Use the Carnival of the Animals music (Saint-Saens); Use words like slither, gallop, prowl, crawl, soar, glide, freeze then pounce...* |