

Key Stage 1

Curriculum Overview Year A

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Topic	Food Glorious Food!	Celebrations and Festivals	Animal Stories	Hero and Villains	Hero and Villains	Earth, Wind and Fire
Science	<ul style="list-style-type: none"> Identify basic plant parts Differentiate living and non-living Growing plants (water, light, warmth) Basic needs of animals and offspring 	<ul style="list-style-type: none"> Explore using senses of sight, hearing, smell, touch and taste Observe changes across the four seasons Identify, name draw and label the basic parts of the body and say which part of the body is associated with each sense. Describe simple functions of senses 	<ul style="list-style-type: none"> Habitats: Look at the suitability of environments and at food chains. Earth and Space: Observe seasonal changes. 	<ul style="list-style-type: none"> Forces <p>Describe basic movements.</p>		<ul style="list-style-type: none"> We are learning that materials are flammable. Reversible changes Irreversible changes Water resistance
Geography	<ul style="list-style-type: none"> Name and locate the four capital cities of the UK using atlases and globes. Identify season and daily weather patterns in the UK and the location of hot and cold areas of the world. Use four compass 	<ul style="list-style-type: none"> Name and locate the characteristics of two different countries Name the Capital cities of chosen countries Identify different ways people live Identify different community celebrations 	<ul style="list-style-type: none"> Africa: study physical features, where animals come from contrasting localities Africa & Antarctic Compare and contrast a small area of the UK with that of a non-European country Use world maps, 			<ul style="list-style-type: none"> London, England UK climate & how it varies in different areas. Desert climates and Sahara desert

	<p>directions</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans. Compare the local area to a non-European country. Use aerial images and other models to create simple plans and maps, using symbols. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns 	<p>atlases and globes</p> <ul style="list-style-type: none"> Use simple compass directions. 		
History		<ul style="list-style-type: none"> Explore events beyond living memory that are significant nationally or globally Describe Historical events Describe significant people from the past: Guy Fawkes 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality. Lewis Carroll, Mary Anning, The Oxford Dodo, The Natural History Museum (Oxford). 	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Medieval life Knights and Castles 	<ul style="list-style-type: none"> Great fire of London
ICT		<ul style="list-style-type: none"> Use different resources for research 	<ul style="list-style-type: none"> Research information about an animal make notes using word, save document & retrieve file to produce information text. 	<ul style="list-style-type: none"> Children will learn that data can be collected and presented as pictograms Key idea: that data represented graphically can be easier to understand than textual data 	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, change direction and turn. Use a range of applications and devices in order to communicate ideas, work and messages.

Art and DT	<p>The Expressive Arts</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture. • Develop techniques of colour, pattern, texture, line, shape, form and space. • Learn about a range of artists, craftsman and designers. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas experiences and imagination. • Diwali / Rangoli patterns • Create an instrument to use for music productions 	<p>Jean-Jacques Rousseau</p> <ul style="list-style-type: none"> • Respond to range of Rousseau images by exploring texture, tone, colour & shape using variety of mediums, pencils, paint colour crayon. • Use ICT to create Rousseau style pictures. 	<ul style="list-style-type: none"> • Explore art of Roy Lichtenstein. Look at range of work what was unique about his style? • Vehicles: understand, design and create a range of different vehicles. 	<ul style="list-style-type: none"> • Collect materials and experiment with ways of creating a piece of art work. • Silhouettes of London Buildings: cause and effect from the Great Fire
Music	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music • Make and combine sounds using the inter-related dimensions of music. • To sing songs and make music with expression and control 	<ul style="list-style-type: none"> • Understand when to stop and start • Compare parts of songs loud, quiet • Listen with concentration to different tunes, rhythms 	<ul style="list-style-type: none"> • ‘Carnival of the Animals’ • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentrations and understanding to a recorded music. • Make and combine sounds using the inter-related dimensions of music. • Compose and perform simple musical phrases based on ‘The Carnival of the Animals.’ 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Create short, rhythmic phrases. 	

PE	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Coordination Games / Ball Skills • Coordination with Equipment • Agility: Reaction/Response 	<ul style="list-style-type: none"> • Dance • Athletics
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